

Emergency Medical Services Department  
MICT Program

College Mission Statement:

**Mission Statement 2008-2015**

Kapi'olani Community College...

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality education and training for Hawai'i's people.
- provides open access, and promotes students' progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous associate and baccalaureate requirements and personal enrichment goals by offering high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

**Program Mission Statement:**

The Department of Emergency Medical Services is one of three departments within the College's Health Education Unit.

The mission of Kapi'olani Community College's Health Education Unit is to develop and deliver student-centered health career programs that employ industry standards through partnerships with the healthcare community by:

- offering credit and non-credit programs to provide competent and qualified personnel to meet the needs of the healthcare industry in Hawai'i;
- providing qualified learning opportunities for maintaining worker competence and career mobility in a rapidly evolving healthcare field, and delivering friendly, courteous, individualized and student-centered instructional and related support services that promote the likelihood of student success.

The EMS Department is solely designated by the State of Hawai'i Department of Health EMS Branch to provide quality initial and continuing medical education for EMS personnel throughout the state of Hawai'i.

**Part I.** Executive Summary of CPR and Response to previous program review recommendations:

The following text is taken from the 2009 CPR:

“There are three main issues that have affected the Department from 2003-2006. The issues included budget, space and vacant faculty positions. The budget has not shown any significant increases since the previous review. Equipment and supplies for all island programs continues to come primarily from external funding. Special funding to support the neighbor island programs continues to be the primary support from the State Department of Health.

Funding for non-City and County and non-fire service personnel has continued through a special stipend program.

Issues related to space requirements have never been addressed. The problem has been compounded by the overall student enrollment on the campus.

Faculty vacancies were under control until recent resignations (2009) of two faculty that returned to the mainland due to economic issues related to salary and cost of living issues.”

As of March 1, 2013, the same issues continue to exist – budget, space, and vacant faculty positions.

Program planning and allocation of resources are affected by the available budget. Currently account balances are unknown which in turn effects planning for equipment and supplies. Program planning for updated curriculum standards mandated by the National Registry of EMT's (certifying body for all EMS provider levels) requires transition courses for all certified EMS providers. The courses will require equipment purchases.

The department continues to request assistance from the Dean around budgetary planning and allocation. The Dean is working with the Vice Chancellor of Academic Affairs to

address budget allocation information. The business office has been communicated to multiple times with no response. In addition to budget allocation, delays in the business office for the purchasing of equipment through grant funds resulted in the state Department of Health (DOH) withdrawing the grant.

The MICT program has been competing for classroom space with the continuing medical education (CME) courses. In 2012, the MICT class was unable to find space on campus on Thursdays and Fridays. The class was forced to use multiple sites throughout the City of Honolulu. The MICT program needs to be the priority and alternative space should be found for the CME courses. In addition, the Hilo site also requires improved classroom and storage space.

There are three faculty vacancies, two at the Diamond Head campus and one at the Hilo satellite site. Applicants are expected to be interviewed for the two Diamond Head positions in May and June with hiring for the fall semester 2013. The Hilo faculty vacancy has remained open since the spring 2011. The position was posted once since bringing in three qualified applicants. Due to the long delay between submission of applications (summer 2011) and the interview process (December 2011), one candidate withdrew. In December 2011, two applicants were interviewed with one being offered the position. The applicant turned the position down. This faculty position continues to be advertised.

Since December 2009, the Hilo office assistant position had been vacant due to a hiring freeze across the state until fall 2011. Emergency hiring has been provided through June 30, 2013 and the position is expected to be permanently filled on July 1, 2013.

Currently the department is advocating for classification of the faculty positions as “high demand”, which would increase starting salaries. A proposal is being drafted to the Chancellor and Vice Chancellor of Community Colleges.

The EMS Department is preparing the MICT program site visit for national accreditation. Accreditation will allow the program to continue as the designated state EMS training entity and program’s graduates can sit for the National Registry of EMT’s certification tests. Certification exams are utilized by the state of Hawai’i to license applicants who wish to practice as MICT’s.

## **Part II. Program Description**

### **History :**

Emergency Medical Services education in Hawaii began in 1971 with an EMT-A program. In 1973, the first MICT (Paramedic) program began. The training was funded by federal grants through the U.S. Department of Transportation, and provided by the Hawaii Medical Association. In 1979, the State Comprehensive EMS Act (Act 148) was adopted and provided state funding for the continuation of training. In 1981, a gradual transition of transferring training programs from the Hawaii Medical Association to the University occurred. The programs were incrementally transferred to the University of Hawaii-

Employment Training Office. In December of 1985, the programs were transferred laterally to Kapi'olani Community College and the Department of Emergency Medical Services was established. Until its arrival at Kapi'olani Community College, the program granted a certificate to those completing EMT and MICT Programs. The Department of Emergency Medical Services Program has four different emphases.

- 1) Public Safety Education (First Responder and First Responder Refresher – Kaua'i, Maui and Hawai'i)
- 2) Emergency Medical Technician, EMT – Basic and Intermediate
- 3) Mobile Intensive Care Technician
- 4) Continuing Medical Education of Prehospital Personnel

The Emergency Medical Services Program is designed to be competency-based and offers a career ladder. A Certificate of Completion for Emergency Medical Technician (EMT) and a Mobile Intensive Care Technician (MICT) Certificate of Achievement and an Associate of Science Degree for MICT are offered. Upon completion of the EMT Certificate Program, students can be employed in the field. After gaining field experience they may continue their education at Kapi'olani Community College and enter the MICT Certificate Program and their Associate of Science Degree in Mobile Intensive Care Technician. All graduates of the MICT program become employed upon graduation.

The Emergency Medical Service Department is coordinated by a Program Director/Department Chairperson. The program staff includes nine faculty, casual hires and a large contingent of adjunct faculty from the affiliated clinical facilities. Two physicians are compensated for serving as medical directors for the program.

## DEPARTMENT GOALS

1. To provide graduates with the entry-level skills and knowledge necessary for performing the tasks of an Emergency Medical Technician (EMT) or Mobile Intensive Care Technician (MICT).
2. To provide continuing medical education for state licensed EMT's and MICT's.
3. To meet community needs by providing all levels of EMS training on all islands as appropriate.
4. To be an integral part of a statewide comprehensive Emergency Medical Services system.
5. To maintain a high level of knowledge through professional development.
6. To improve relationships with professional and educational agencies, nationally, and internationally.
7. To encourage and support self-directed professional development.
8. To develop the Department as an Emergency Medical Services resource center for the Asian-Pacific region.
9. To incorporate advanced technology in all aspects of prehospital education.

## PROGRAM STUDENT LEARNING OUTCOMES

1. Apply and possess the knowledge, skills, and critical thinking necessary for an entry-level Paramedic required to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings.
2. Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors.
3. Display proficiency-managing emergencies on scene and identifying coping strategies to manage long-term stress.
4. Demonstrate professional and ethical behavior as an EMS health care provider.
5. Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
6. Develop effective treatment plans that ensure consistent high quality patient care, cognizant of EMS' role within a larger continuum of care.

## EMERGENCY MEDICAL SERVICES CAREER OPTIONS /ACADEMIC OPTIONS

Emergency Medical Technician: **Certificate of Completion – Emergency Medical Technician - (13 credits)**

Mobile Intensive Care Technician: **Certificate of Achievement – MICT – (44 credits)**

Mobile Intensive Care Technician **Associate in Science - Mobile Intensive**

## Care Technician (86-89 credits)

### EMERGENCY MEDICAL TECHNICIAN PROGRAM

**Program Description:** The purpose of the Emergency Medical Technician (EMT) Certificate of Completion program is to prepare students to provide basic life support to patients in the pre-hospital emergency care setting.

#### **Special Admission Requirements for Emergency Medical Technician:**

Non-program courses must be completed prior to admission to the EMT program. After acceptance to the college, applicants to the Emergency Medical Technician (EMT) program will be evaluated based on a point system that includes exam scores, letters of recommendation, and an interview. Interviews will be scheduled for applicants with the highest total scores in rank order, highest to lowest, until the admission quota is reached. Total qualifying scores for the Emergency Medical Technician program are based on the following criteria:

- English placement test (minimum placement of ENG 100);
- Mathematics placement test (minimum placement of MATH 100);
- A grade of “C” or higher in HLTH 125;
- Letters of recommendation;
- Interview scores;
- Cardiopulmonary Resuscitation (CPR) certification (current card)/First Aid;
- Prior related work experience;
- Cumulative GPR for college course work.

**Admissions Deadlines:** Admission to the Emergency Medical Technician program is open each fall and spring semester. Application to the Emergency Medical Technician - Intermediate program is open December 1 – April 1, and June 1 to October 1.

**Preparation for EMT Program:** All students admitted to the EMT program must:

- Have current First Aid and Basic Cardiac Life Support (BCLS) cards;
- Submit a satisfactory health clearance form and two step TB clearance to the departmental office by departmental deadline; and
- Purchase professional liability insurance at registration.

### MOBILE INTENSIVE CARE TECHNICIAN (PARAMEDIC) CERTIFICATE OF COMPLETION AND ASSOCIATE IN SCIENCE DEGREE (44 CREDITS FOR THE CA AND 86-89 SEMESTER CREDITS FOR AS)

**Program Description:** The Certificate of Achievement and Associate in Science degree in Mobile Intensive Care Technician is a 44 and 86-89 credit program respectively offered through Kapi‘olani Community College, Department of Emergency Medical Services. It prepares students to function as healthcare providers in the prehospital setting. The first step in the program is to complete the EMT program. Graduates then work as a field EMT and return to enroll in the MICT program. In addition to the EMT and MICT courses,

students must complete the following: BIOL 130/130L (or ZOO 141/141L and ZOO 142/142L); HLTH 125 - Medical Terminology; ENG 100; MATH 100 or higher level mathematics course; A.S. Humanities course (100 level or higher); FAMR 230.

**Special Admission Requirements for Mobile Intensive Care Technician:** The deadline for applications to the Mobile Intensive Care Technician (MICT) program is October 1. The acceptance review period is November 1 - November 30. Applicants to the MICT program are required to have a current State of Hawaii Emergency Medical Technician (EMT) License and Healthcare Provider card. Additional information is listed in the “special requirements for programs in health career education” section. After acceptance to the college, applicants to the Mobile Intensive Care Technician program will be evaluated based on a point system that includes exam scores, letters of recommendation, EMT work and coursework. Interviews will be scheduled for applicants in rank order, highest to lowest, based on the highest total scores on exams, letters of recommendation, EMT work and coursework, until the admission quota is reached. The total qualifying score for the MICT program is based on the following criteria:

1. A valid reading level of 74 or higher on the compass placement test or a grade of “C” or higher in ENG 100 or higher level English course taken within the past 7 years;
2. A valid math placement score of 24 or higher on the compass placement test or a grade of “C” or higher in MATH 100 or higher level mathematics course taken within the past 5 years;
3. Completion of A.S. degree support courses;
4. EMT knowledge and skill exam scores;
5. Letters of recommendation;
6. Grade for EMT course;
7. A minimum of 200 documented advanced life support (ALS) ambulance calls. The 200 documented ALS calls may be accomplished through EMT 110V or through work experience as an EMT; and
8. Interview scores.

**ASSOCIATE IN SCIENCE CURRICULUM,  
MOBILE INTENSIVE CARE TECHNICIAN (86 - 89 CREDITS)**

**General Education Requirements (17 - 20 credits)**

ENG 100 Composition I 3 credits

MATH 100 or MATH 100H or higher level mathematics

Survey of Mathematics Math for Health Sciences 3 credits

FAMR 230 Survey of Human Growth and Development 3 credits

KCC AS/AH A.S. Arts & Humanities Elective (100 level or higher) 3 credits

BIOL 130 BIOL 130L or ZOO 141 ZOO 141L ZOO 142 ZOO 142L

Anatomy and Physiology 4 credits

Anatomy and Physiology Laboratory 1 credits

Human Anatomy and Physiology I 3 credits

Human Anatomy and Physiology I Laboratory 1 credit

Human Anatomy and Physiology II 3 credits

Human Anatomy and Physiology II Laboratory 1 credit

**Support Courses (21 credits)**

EMT 100 EMT-Intermediate 16 credits

EMT 101 Practicum for EMT-Intermediate 4 credits

HLTH 125 Survey of Medical Terminology 1 credits

**Mobile Intensive Care Technician Courses (44 credits) – Certificate of Achievement**

MICT 150 Pre-Hospital Assessment and Treatment I 12 credits

MICT 160 Pre-Hospital Assessment and Treatment II 5 credits

MICT 200 Advanced Pre-Hospital Assessment and Treatment 5 credits 10

MICT 301 Pre-Hospital Assessment and Treatment Clinical Experience 4 credits

MICT 302 Pre-Hospital Assessment and Treatment Initial Internship 4 credits

MICT 350 Pre-Hospital Assessment and Treatment Internship 14 credits

**Total 86-89 credits**

*The issuance of an A.S. degree requires that the student must earn a G.P.R. of 2.0 or higher for all courses applicable toward the degree. A list of KCC AS/AH electives are in the "Degree and Certificate Programs" section.*

*Please note: For the MICT A.S. degree a grade of "C" or higher must be maintained in all required courses.*

**CREDENTIALS, LICENSURES OFFERED**

Upon completion of the Emergency Medical Technician Program the student meets the criteria to sit for the Emergency Medical Technician National Registry Examination. Both examinations include cognitive and skills testing. Completion of the KCC EMT program and successful passing the National Registry Examination qualifies the graduate for licensure at the EMT level through the Hawai'i State Department of Commerce and Consumer Affairs. Graduates from the Mobile Intensive Care Technician Program are qualified to sit for the National Registry of Emergency Medical Technician – Paramedic National Examination. The examination includes both cognitive and skills testing. After passing the examination the graduate can apply for a Paramedic license through the State of Hawaii Department of Commerce and Consumer Affairs.

**FACULTY****Full-time Faculty**

Jeff Zuckernick, MICT, MBA, Professor (Oahu)

Mark Kunimune, MICT, MBA, Associate Professor (Oahu)

James Gray, MICT, BA, Assistant Professor (Hawaii)

Stacey Oho, MICT, AS, Instructor (Oahu)

David Kingdon, MICT, MPH, Instructor (Maui)

Hawaii- vacancy

O'ahu - vacancy

O'ahu - vacancy

## **Medical Directors**

Dale Oda, M.D., Medical Director

Ron Kuroda, M.D., Medical Director

Robert Bonham, M.D., Medical Director

## **Casual Hires**

The program hires a pool of instructors as casual hire status on each island to assist with skills instruction.

## **Part III. Quantitative Indicators for Program Review**

Listing of most recent ARPD over the past three years at:

[http://www.hawaii.edu/offices/cc/arpd/preview.php?rev\\_key=531](http://www.hawaii.edu/offices/cc/arpd/preview.php?rev_key=531)

ARPD Action Plan:

1. Gain national accreditation from the Commission on Accreditation for Allied Health Education Programs (CAAHEP) through the Committee on Accreditation of Educational Programs for the Emergency Medical Services Programs (CoEMSP). Ensure that all EMS sites throughout the state are prepared for the accreditation site visit projected to be in the spring of 2013.
2. Fill three vacant full-time faculty positions as well as a full-time office assistant position on Hawai'i Island.
3. Submitted proposal to raise the necessary pay increase for both full-time and part-time instructors to meet market rates.
4. Continue to develop mentoring program to oversee MICT student internship rotations and to assist with instruction in skills lab sessions.

Goals 1 and 4 will ensure that the program to meet the Demand Indicators of the state. Goal 2 and 3 will help the program to meet the Efficiency and Effectiveness Indicators by ensuring that the program is adequately staffed to ensure student learning outcomes are met.

## **Part IV. Curriculum Revision and Review completed as of March 1, 2013**

EMT 100

EMT 101

MICT 150

MICT 160

MICT 200

MICT 301

MICT 302

MICT 350

## **Part V. Survey results**

1. Student satisfaction, including student support services – found in CoAEMSP accreditation appendix.
2. MICT graduate placement is at 100%. Graduates are employed with the City and County of Honolulu, American Medical Response, or Hawai'i County Fire Department
3. Employer satisfaction – may be found in CoAEMSP accreditation appendix
4. Graduate/Leaver – may be found in ARPD:  
[http://www.hawaii.edu/offices/cc/arpd/preview.php?rev\\_key=531](http://www.hawaii.edu/offices/cc/arpd/preview.php?rev_key=531)

## **Part VI. Analysis of the Program**

1. Alignment with mission – The mission of the EMS department is aligned with the Kapi'olani Community College mission.
2. Current Situation.

### **Program Demand**

The "unhealthy" demand indicators for new and replacement positions are based upon one county's number. However, the MICT program is a state program and the number of majors (33) is based upon four state counties (Kaua'i, O'ahu, Maui and Hawai'i). By recalculating the demand rate based on the reported ARPD state figure of 12 positions, the demand rate is "healthy" at 2.75.

The City and County of Honolulu continues to strive for the goal of having 2 MICT's working on each ALS ambulance. At this time they have not met this goal. As a result, the demand for MICT's on O'ahu remains high. In addition, Hawai'i County Fire Department MICT's continue on their career ladders leaving MICT positions for promotions to management as engineer and officer levels. As a result, the demand for new MICT's continues on the Big Island.

### **Program Efficiency**

Efficiency fill rate indicators show the program to be "healthy" with an increase to 88%. The Efficiency Indicators show that there is no FTE BOR Appointed Faculty resulting in the "cautionary" status. One full time FTE BOR Appointed Faculty is assigned to the MICT program at this time. The program continues to have 2 tenured faculty positions vacant on O'ahu and 1 on Hawai'i island.

College EMS programs are currently in the process of being nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). With the accreditation, all programs within the department will be aligned with the National Registry and therefore with the majority of all 50 states.

### **Program Effectiveness**

Persistence rates dropped from 95% to 23%. The program moved from being an 18 month program to a 13 month program. The program starts in the spring semester,

goes through the summer semester and completes in early in the next spring semester. All MICT graduates received certificates of achievement in Spring 2012.

### **Perkins Indicators**

Because of the misalignment between the timeline of MICT intake and the calculation of Perkins indicator 2P1 (completion) the MICT program is shown not to have met this measure.

3. Assessment Results for Program SLOs. The program developed a schedule for SLO assessment such that within the three-year review period, all SLOs will have been assessed and the following will be reported:

- List of the Program Student Learning Outcomes and the dates assessed
- Assessment results
- Changes that have been made based an evaluation of the assessment results

EMS program is in process of developing plan and schedule to implement to assess program SLO's. The SLO's are:

1. Apply and possess the knowledge, skills, and critical thinking necessary for an entry-level Paramedic required to ensure scene safety, effectively assess patient(s), make critical decisions, competently treat patient(s), safely extricate and appropriately transport patients in a variety of settings.
2. Effectively communicate, interact and work appropriately with patients, family members, bystanders, fellow emergency workers, EMS partners/colleagues, hospital health care providers, and supervisors.
3. Display proficiency managing emergencies on scene and identifying coping strategies to manage long-term stress.
4. Demonstrate professional and ethical behavior as an EMS health care provider.
5. Incorporate knowledge of multicultural perspectives to meet the needs of diverse populations.
6. Develop effective treatment plans that ensure consistent high quality patient care, cognizant of EMS' role within a larger continuum of care.

### **Part VII. Tactical Action Plan**

1. Department Action Plan (where multiple programs are housed in a single department, the departmental-level plan is included in all program review reports)
  - a. Appropriate Strategic Outcomes: departmental tactical action plan outcomes should align with and help the College achieve its strategic outcomes as identified in the Strategic Planning Matrix. Code outcomes to match the College's outcomes (A=Hawaiian Attainment, B=Educational Capital, C=Grants Development, D=Workforce Development, E=Professional Development, F=Resource Stewardship).

Department Tactical Plan aligns with:

A=Hawaiian Attainment through native Hawaiian mentoring program being initiated and Department Chair is a participating member of the chancellor's native Hawaiian leadership council (Kalaualani)

D=Workforce Development through continuously providing classes to train state licensed EMT's and MICT's as well as continuing medical education for all state licensed EMS personnel.

- b. Tactical Plan Performance Measures: Performance measures should align with and help the College achieve its performance measures as identified in the Strategic Planning Matrix. Code performance measures to match College performance measures (examples A1, B2, C1, D4, E1, F2).

Department measures are aligned with College's performance measures.

- c. Strategies: Develop strategies to address weaknesses identified in ARPD. Review the Potential Strategies and Campus wide Strategies identified in the Strategic Plan. Identify specific strategies.

Most important strategy will be to fill the current 3 full-time faculty vacancies with qualified candidates who will remain for a long duration. The first step will be to increase full-time faculty salaries to match industry market rates. Recruiting qualified candidates and retaining them is key to addressing weakness identified in ARPD.

- d. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data

In addition to the above data, the EMS department will begin to collect information through graduate and employer surveys.

- e. Position(s) Responsible

Program director and faculty members

- f. Synergies with other programs, units, emphases and initiatives

The department collaborates with the Respiratory and Exercise Physiology programs.

- g. Key Community Partners (if any)

Community members ranging from physicians and practicing MICT's participate in instruction. The college partners with state EMS agencies and hospitals for clinical and internship experiences.

## **Part VIII. Resource and Budget Implications**

O'ahu has two full-time faculty positions vacant that are expected to be filled for the fall 2013 semester, there are three applicants for these positions. Hilo has one full-time faculty which is vacant. The Hilo office assistant position has been filled with an 89 day emergency hire. This position is expected to have a permanent hire by July 1, 2013.

O'ahu, Hawai'i, and Kaua'i all are in need of increasing the number of part-time instructors available. Part-time instructor rates have been raised to come closer to match market rates. This increase has helped to build the pool of instructors on all islands.

Budget resources need to be aligned with program planning so that equipment which is outdated can be repaired or replaced. The department has submitted requests to the College and the state Health Department EMS Branch for new equipment, but no funds have been made available to date. The department is currently looking into utilizing grants to fund equipment and supply needs.

The classroom space needs to be addressed for the Diamond Head MICT program and CME courses as well as Hilo satellite. The Hilo classroom is undersized and overloaded with equipment and supplies. Talks have opened with Hawai'i Community College, Hawai'i County Fire Department and the college to construct a new portable classroom to meet the instructional needs of the program. There safety concerns for the space at this time. Since the new facility will be utilized by all parties, funds will be solicited from all three organizations. Grant money will also be sought after to fund the building.

## **Part IX. Evaluation of Data and Measurable Improvements (annually updated)\***

1. Evaluation of Data identified in Part VII-1-d
2. Improvements in Last 12 months (list)
  - a. Revamped field instruction program
  - b. Increased pay for part-time instructors to match market rates
  - c. Aligned curriculum with national standards
  - d. Move to utilize best industry instructional practices
  - e. Have department meetings on a regular basis
  - f. Rejuvenate advisory committee meetings on semi-annual basis
3. Improvements to be made in the next 12 months (list)

\*New initiatives may be added in annual updates

  - a. Increase full-time faculty salaries to match market rates
  - b. Fill vacant full-time faculty positions
  - c. Fill vacant full-time office assistant position in Hilo
  - d. Obtain national accreditation for MICT program