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Yearbook of the Health Education Programs
Kapiolani Community College
1990 - 1991
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Page one photograph
Kau'ila, one of the first buildings to be constructed on the Diamond Head Campus.
Photo by Debbie Yamao
KCC administrators gather in the 'Ilma courtyard before a meeting. From left, Dean of Instruction Leon Richards, Director of Administrative Services Les Tanaka, Director of Community Services Sharon Narimatsu, Assistant to the Provost Jeff Hunt, Assistant Dean of Instruction Angela Meixell, Provost John Morton, Assistant to the Provost and Director of Development Pat Snyder and Dean of Student Services Ralph Ohara. Photo by Debbie Yamao

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April 3, 1991

To Our Health Graduates:

Congratulations! You have finished what has been an intense, exciting, and sometimes frustrating aspect of your education. By persevering, you have gained the skills and knowledge you need to succeed in the ever expanding health field.

As you begin your practice in the field, I ask that you remember two things. First, you came to Kapiolani Community College and entered the health program because you had a compassion and desire to work with people and be part of a system that helps heal them. Never lose that empathy and compassion. The pressure of work, the sometimes boredom of routine, the constant exposure to all the pains and sufferings of the patients and their families will all serve to leak the compassion from you. It will not happen in a sudden burst but rather in a slow drip that you may not even notice unless you are careful. Be watchful and wary.

Second, be prepared to adapt. Consider what health care was twenty years ago and how much it has changed today. Consider that those changes will be even greater from today to twenty years in the future. Consider that as you begin working today you may well be experiencing that entire change over the next twenty years of your professional career. You will succeed in that changing environment if you accept that it is going to change, that those changes may require you to make changes, and that you will need to continue learning as long as you are working.

I know you will do well. The faculty at Kapiolani has an excellent track record in the preparation and performance of their students and you are one more testament to the quality of those programs. I know I am glad that if I ever need an ambulance, or an x-ray, or a stay in the hospital, that one of you will be there to help. Good luck.

With Aloha,

John Morton
Provost
April 12, 1991

Graduating Students
Kapiolani Community College

Dear Graduating Class:

It is my very great pleasure to extend to you the heartiest congratulations of the faculty and your fellow students from throughout the University of Hawaii System. As you graduate with your degrees and certificates in Nursing, Allied Health and Emergency Medical Services, you carry to the people of this State a valuable and essential form of service. Through the years, you have displayed great dedication and meticulous attention to details. Those skills more rare than you might believe. The lives of many in this State over the years will be dependent on your commitment and hard work.

Hawaii enjoys some of the best health and the longest longevity in the United States. We cannot afford to take this situation for granted, as health is a precious commodity that all too often slips away. However, because of people such as yourselves who are not afraid to care and feel for others, Hawaii’s future is that much the brighter.

On behalf of the people of this State, I thank you for choosing the careers upon which you are about to embark. I wish you every success throughout your lives, and I wish you every happiness. You have chosen significant careers in an important field, and the University of Hawaii commends you.

Albert J. Simone
President, University of Hawaii and Chancellor, University of Hawaii at Manoa
Dear Friends:

I am pleased to present the 1990-1991 graduates of the Nursing, Allied Health, and Emergency Medical Services programs at Kapiolani Community College. We are very proud of our graduates for they demonstrate the critical role our community colleges play in fulfilling the educational needs of our students as well as the health care needs of the community.

Kapiolani Community College is an excellent model of the quality educational programs our community colleges offer to provide specialized training. The certificates and Associate Science degrees earned by our graduates provide entry to rewarding careers and are the bridges to the baccalaureate and higher degrees.

We congratulate our graduates for their success and the faculty and staff of Kapiolani Community College for an exemplary health education program.

Sincerely,

Joyce S. Tsunoda
Chancellor for Community Colleges
MESSAGE FROM GOVERNOR JOHN WAIHEE

It is a pleasure to extend my greetings and best wishes to all those graduating from the Nursing, Allied Health and Emergency Medical Services programs at Kapiolani Community College.

You have chosen time-honored professions where you assist others, often at a time of their most serious need. In the hospital or in our communities, in addition to caring for the sick and injured, you play an essential role in keeping healthy people healthy.

Graduation day marks the conclusion of hard work and study, the culmination of challenging classes and exams. The degree you receive is the reward for your perseverance and dedication and marks the beginning of an exciting new stage in your life, one which holds the promise of rewarding and fulfilling careers.

You are people of exceptional dedication and abilities, and we in Hawaii feel privileged that you have chosen to dedicate your lives to professions where you are so desperately needed and so greatly appreciated.

I extend my congratulations on the completion of your program in Nursing, Allied Health or Emergency Medical Services.
I am very pleased to extend a warm aloha from the people of the City and County of Honolulu to the graduating students of the Kapiolani Community College Nursing, Allied Health and Emergency Services programs. It is my hope that this personal message conveys my strong support for KCC and my admiration of your achievement.

Each of you has worked very hard to arrive at this special day. The skills you have acquired are vital to the health and safety of the people of Hawaii where there is a critical need for caretakers just like you.

Several of you already have received recognition for the superior work you have done during your clinical training, and I am confident that this high quality of service will prevail whether you choose to work in the public or private sector.

Please accept my personal congratulations on the completion of your training and my best wishes for your continued success.

FRANK F. FASI, Mayor
City and County of Honolulu
Forty-four Years of Community Service

A three-month class in practical nursing was the precursor to a broad spectrum of vocational programs that eventually led to the formation of Kapiolani Community College.

In 1947, The United States Congress passed the George Barden Act, which expanded vocational education. Until that time, industrial, agricultural, and home economics training were the only vocational programs mandated. During those years, Hawaii was experiencing a shortage of nurses. A committee, which included Mrs. Gardener Black, wife of a Honolulu physician, and Dr. Miles E. Carey, principal of McKinley High School, looked into the problem. Their solution: provide some training in the rudiments of health care for post-secondary students. They recruited Marjorie Elliot, who was an instructor at Queen's Hospital Nursing School, and Myrtle Schattenburg, a registered nurse. And so the first practical nurses training in Hawaii was started under the aegis of the vocational division of the Territorial Department of Instruction. The class met in a room at Washington Intermediate School.

When a fire at the school created a shortage of rooms, the program had to look for new quarters. This time, they moved to an abandoned agricultural building on the McKinley High School campus. Albert J. Feirer, who became Director of Vocational Education around that time, said that a fire at McKinley High School resulted in the decision to build a new building at the Pensacola and Ala Moana Boulevard site. At the time, Honolulu Technical School (Honolulu Community College) was in existence, but rather than add nursing to its industrial programs, Feirer felt a second location was needed. By that time, Business Education classes were already being conducted in other old buildings on the McKinley campus, and Food Service classes were held in various locations in the city.

Kapiolani Technical School

A two-story building was constructed for the nursing classes. A Business Education building followed. In 1957, the programs were consolidated into Kapiolani Technical School. A building to house the Food Service program was built shortly after that time.

By the time Mrs. Schattenburg retired in 1965, she had taught a thousand students.

In 1966, when the technical school became Kapiolani Community College, there were four nursing instructors and about sixty students.

In 1957, a Dental Assisting program was started. Twelve dentists were recruited to teach part time. The program came under one coordinator, Carolyn Tani, in 1965.

In 1969, Medical Assisting was added to the health programs. June Morioka, a nursing instructor, became coordinator of the program.

Queen's and St. Francis hospitals which had closed their nurses' training programs earlier, were also ending their x-ray training programs about this time. An agreement was worked out which provided for training to be done at Kapiolani. Clinical work would be done at various hospitals. In 1970, fifteen students enrolled in the Radiologic Technology program taught by Roland Clements.

Respiratory Care joined the list in 1971. Previously, hospitals had brought in accredited teams to train nurses in respiratory therapy, but hospitals agreed the growing need required a full-fledged training program. An Inhalation Therapy program was started in 1971. The program, along with the next five Allied Health programs were initially funded by a federal Allied Health Professions Special Project Grant. The program was stopped out in 1977–78 to strengthen the curriculum. It was redesigned with a technician and a therapist program, and students were admitted in Fall '79.
The Medical Laboratory Technician program began in 1972. It was stopped out in 1980 to strengthen the curriculum. Students were again admitted in the Fall '81 semester.

In 1973 the Occupational Therapy Assistant program was added, followed by a Medical Records program in 1975. The last two programs were discontinued after a few years due to lack of demand.

The Nurses' Aide program, which was offered starting in 1967 on an as needed basis, also was permanently added to the list of offerings in 1973.

Relocation to Diamond Head

In 1975, the Diamond Head Campus opened. The Health Education programs had outgrown the space provided in the two-story building on the Pensacola Campus. Students were even meeting in semi-converted bathrooms. By August, 1976, Radiology Technology, Respiratory Therapy, Medical Laboratory Technician and Occupational Therapy Assistant programs moved into duplex buildings which had previously been used as living quarters for officers' families at Fort Ruger. Dental Assisting remained at the Pensacola campus along with Medical Assisting, which later moved into space at Leahi Hospital.

On January 14, 1983, ground was broken for the first permanent buildings to be constructed on the Diamond Head campus. Again, the buildings to house the health education programs were the first to be started. In 1984, all of the health education programs were consolidated on the Diamond Head campus.

Allied Health became a separate department in the late 1970s.

In 1987 the Physical Therapist Assisting program was started.

When the State stepped in to regulate care homes, the Adult Residential Care Home Operator program was added in 1988.

The Associated Degree Nursing program was begun in the Spring 1989 semester. Rapid expansion of that program resulted in renovation of a portion of Leahi Hospital to provide additional facilities.

A Phlebotomy certificate program was started in the Spring 1990 semester.

Emergency Medical Services, which has been operating under the Department of Health, moved to the Diamond Head Campus in 1985 it will formally become a part of the college next year.
On hand to bless the new facility are, Duane Walker and Gail Tiwanak, representing The Queen's Medical Center; Joan Matsukawa, Nursing Department chair; Mrs. E.E. Black, Jr., Queen Emma Foundation and The Queen's Medical Center; and Provost John Morton. Below: The Reverend William Ka'aina of Kawaiahao Church officiated. Photo by Debbie Yamao

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CONGRATULATES
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CLASSES OF 1991

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Blessing at Leahi
An expanded Associate Degree Nursing program necessitated finding new quarters. The State of Hawaii donated space in Leahi Hospital, and Queen Emma Foundation through Queen's Medical Center donated up to $300,000 for renovation. The end result was one more classroom, a conference room, two nursing labs and four faculty offices. Queen's also donated $600,000 for faculty, support courses, and equipment, making it possible to expand the ADN program to 20 this spring and 20 more next spring. The facility is used for Nurses' Aide, Practical Nursing, Associate Degree Nursing programs during the day, and for Medical Records, Pharmacy Technician and Home Health Aide training throughout the Office of Community Services at night.
Joan Matsukawa, Nursing Department Chair. Photo by Ropati Hebenstreit

Nursing faculty: (Row 1) Teri Yanai, Donna DeMello, Carrie Kopelke; (Row 2) Teresita Basuel, Linda Miguel, May Beck-Kealoha, Shirley Nichols; (Row 3) Chris Mikolajczyk, Barbara Tredick, Kay Blackwell, Josephine Aoki, Eileen Bahrami. Photo by Chris Phleger

ADN faculty: (Row 1) Carrie Kopelke, Linda Kelly, Elva Yoshihara (recruiter adviser); (Row 2) Pat Olson, Linda Belisle, Linda Miguel, Elsie Choy (counselor); (Row 3) Marty Parmalee, Rosalie Clement, Ruth Stewart, Lois Magnussen (program director), Karen Coker, Kay Blackwell. Missing: Marie Ma'o, Sandy Richardson, Kuipo Chai. Photo by Brock Pemberton
First AD Nursing Class: (Row 1) Manlee Truong, Lilibeth Borromeo, Debbie Kimura, Terri Lynn, Rowena Gamiao, Edna R. Dawang, Karen Gollero, Naomi Hayashida, Tammy George; (Row 2) Cynthia Pascua, Hanet Gilo, Mary Ann Ruaboro, Rosario Magsino, Rose Agnon, Marilyn Barroga, Keith Jones, Christy Jones, Michelle Hackney, Jerlan Combs-Tom; (Row 3) Joanne Rife, Davelyn Zane, Carol Wilson, Kathie Young, Melodee-Rose Montayre, Beth Caris, Tracy Methered, Pat Cash, Sarah Canosa.

The Class of 1990

Thirty six students in the Class of 1990 received their Associate Degree in Science December 19, 1990 in Ohia Cafeteria. Nineteen of them had joined the program as Licensed Practical Nurses. This is the first class of the Associate Degree of Nursing (ADN) program to be graduated from Kapiolani Community College.

Provost John Morton presented the degrees. Lois Magnussen, ADN Program Director, was mistress of ceremonies.

Jackie Bacon, Assistant Administrative Director of Nursing at Kaiser Permanente Medical Center presented the keynote address at the ceremony. Other speakers included Provost Morton; Dr. Joyce Tsunoda, Chancellor of Community Colleges; and Joan Matsukawa, Nursing chair.

The Florence Nightingale Pledge

I solemnly pledge myself before God and in the presence of this assembly to pass my life in purity and to practice my profession faithfully.

I will abstain from whatever is deleterious and mischievous and will not knowingly take or administer any harmful drug.

I will do all in my power to maintain and elevate the standard of my profession and will hold in confidence all personal matters committed to my keeping and family matters coming to my knowledge in the practice of my calling.

With loyalty will I endeavor to aid the physician in his work and devote myself to the welfare of those committed to my care.
Nursing...A Dedication to Wellness

This poem was inscribed on a plaque and presented to the Nursing Department by the Class of 1990.

The nurse patient relationship
is one of trust and sharing
it is extremely intimate
and mostly based on caring.

Caring is a feeling
which comes straight from the heart
helping, guiding, and loving
that's where caring starts.

Nurses feel rewarded
when they make sick patients smile
when they give someone knowledge
by teaching with style.

There is one main goal of nursing
that is memorable when achieved
that is making patients comfortable
and hope their pain is relieved.

There is nothing more rewarding
than being thanked for your time
and to see someone feeling better
and progressing toward their prime.

Nurses show compassion
during labor and birth
by supporting the family
they prove their worth.

Nurses may relieve patient's anxieties
by listening to their concerns
first they allow them to vent their feelings
and may offer advice in return.

Nurses should be in tough with their feelings
and not be prejudiced of race or sex
nurses should not pass judgment
the patient expects nothing less.

Nurses may add a sparkle
in an ill patient's eye
they may bring some happiness
or say “it's okay to cry”.

As patients wipe their tears
knowing death is nearby
the nurse lets them know
that it's okay to die.

Nurses must have patience
when delivering nursing care
they must be kind and understanding
and always be aware.

Nurses must adapt
to every situation
because unexpected things happen
in the nursing profession.

Nurses enjoy
helping people in need
it is gratifying to know
that their health is achieved.

Nurses are vital
in all health care needs
dedication to wellness
is where the nurse succeeds.

—Beth Carls

Tracy Methered presents the plaque to Joan Matsukawa.
The nursing pin is the KCC logo encircled with a wreath of maile.

Tammy George proudly displays her diploma.

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Davelynn Zane recites the Florence Nightingale Pledge with her classmates.

Lois Magnussen was mistress of ceremonies. The graduation exercises were held in Ohio Cafeteria December 19, 1990.

Provost John Morton presents diploma to Keith Jones, one of three males in this class of 36 students.

Jackie Bacon, Assistant Administrator/Director of Nursing at Kaiser Permanente Medical Center gave the keynote address.
Progress Notes

We made it! When thirty of us started out two-and-a-half years ago, the prospect of caring for people, attractive salaries and guaranteed employment were the primary attractions to nursing. Little did we realize how much we would need to learn, and how much work would be involved.

The first semester, we did clinicals in the lab where we learned skills like monitoring IVs and giving shots. Remember those intramuscular shots? Now we know what a difference skill makes! We spent a few weeks in a skilled nursing facility at Leahi, St. Francis or Kuakini where we were exposed to the rudiments of nursing. We were so afraid that we would do something wrong and accidentally hurt the patient. We quickly learned the pressures of such an intense curriculum with the requirements of passing dosage calculation tests. It was do or die!

The second semester, we took the basic medical surgical course in which we learned about diseases and treatments of each body system—respiratory, neurology, cardiology. We purchased textbooks by the ton, or so it seemed. We despaired of learning all this new vocabulary and laboratory values. It was an endless cycle of clinical rotations during the day at Queen’s, Straub, St. Francis, etc. and studying at night.

In our third semester we did eight weeks each of basic pediatrics and obstetrics, making it possible for us to take the Licensed Practical Nursing boards, if we wished. This opportunity was a plus because it allowed us to take a stepladder approach in reaching our goal. We were glad we had chosen to study at KCC. By now, many of us had begun working as ward clerks, LPNs or student nurse technicians, if we were not already so employed. The added exposure helped us learn routines and terminology. Most importantly, we learned to decipher doctors’ handwriting!

A few of us had dropped out along the way. The academics are rigorous; the combination of study and clinical rotation is time consuming, especially for those of us with families and jobs. A couple of us even had babies along the way. A supportive faculty and individualized counseling helped make it possible for some of us to stop out for a period, rather than drop out of the program.

In our fourth semester, other LPNs who wished to become RNs joined the program. In addition to continuing advanced pediatrics/obstetrics, many of us had mixed feelings about the challenges of psychology and pharmacology. We participated in special experiences like observing children in a Day Care Center and attending community support meetings. Psychiatric rotations at Queen’s and Hawaii State shocked us into a new reality—how intricately entwined are the emotional and physical states of the patient. Now we are more aware of how mental health can affect one’s recovery and well being.

Finally, the home stretch. We are back on campus for our last course—advanced medical-surgical lectures, then we are at the hospital for two days of patient care to fine tune our basic skills under the watchful eyes of our instructors. We have begun to review for the boards. We have learned an RN is the patient’s advocate. We learn to be assertive, not aggressive. We discover how important it is to be efficient and organized and to provide safe, quality patient care. And now we feel confident we will be able to meet the challenge.

One challenge we have met. The results of the boards are back. Ninety six percent of us have passed!

We read all of these books and more! Caroleanne Wendroff poses beside some of the texts. Photo by Debbie Yamao
Jeanette Bueno and Michael Swift help reposition a patient who had a total hip replacement. They are on an orthopedic floor at Queen's Hospital as part of their Adult Medical-Surgical II course. Throughout the two years of training, students spend two days a week, eight hours a day doing actual clinical work at various hospitals. Photo courtesy Queen's Medical Center.
A Clinical Incident Spring 1991

By Paula Ho

On the second day as Patient Care Coordinator, the very unexpected happened! My primary nurse, whom I followed the day before, was sick, and I was assigned to a float nurse with five patients, two of whom I was unfamiliar with. What a way to finish my last day as PCC!

I oriented the nurse to familiarize her with the patients and explained my role to soothe her anxiety of having a student for the first time. In addition I received updates from three different night staff and tried to be assertive enough to get the whole act together, not to mention achieving my personal objectives in surviving the day. I made quick, appropriate judgments and decisions in dividing and delegating care, seeking assistance and being assertive versus aggressive in the first few minutes. I needed to, without vacillating too much. I triple checked paperwork, reminded the nurse of care assignments not done, and assisted one of my peers in patient care in my role as primary nurse throughout the day.

Although I knew that the day was not going to be as expected when I arrived at 0700, I didn't feel too discouraged. I always think "Never assume." I felt an "out-of-body" experience during the first hour because everything required immediate coordination and happened so fast. Although the day progressed without any major problems, my thoughts helped keep me in control. As the designated primary nurse, I knew my responsibilities to the patients, the float nurse and my classmate.

It turned out to be mentally and physically demanding as well as satisfying throughout the day. We all accomplished safe, timely care together without any problems. I felt good about fulfilling my role, and the total experience of the day was great. We provided quality care despite all the kinks that started the day.

This experience reinforces my belief that a nurse has to be adaptable. After having been a primary nurse, I will appreciate all the more how a team leader keeps an eye on the whole floor, supports staff and manages to keep her sanity. A team leader is the resource for others as well as the eagle eye in delegating and using good judgment. This experience definitely increases my appreciation of an RN's expanded role, and how our judgment and decision-making skills affects total performance.

Probably the most significant aspect of the experience was being a leader. I had no choice but to take on the role of primary nurse. It proved to me that I will be able to do this one day. It reinforced my idea of how intense it can be when you're a Real Nurse on a unit, and how all our management theory curriculum is stressed for good reasons. Nursing is not just quality patient care, but involves being a resource, guide, teacher and support for others in a potentially stressful/critical environment. It showed me that I have the potential to accomplish all this in the future. It boosted my self confidence and reinforced my growing belief in my own skills, judgment and abilities.
CONGRATULATIONS TO
THE CLASS OF '91

Welcome to the nursing profession. As career doors are opening, Kahu Malama Nurses would like to send Best Wishes to you.

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Practical Nursing

The first practical nurses training was offered in 1947. Twenty students completed the first class which was three months long. They learned to change linen, bathe and feed patients; practical nurses were not allowed to take blood pressures or give medications then. They did their clinical training primarily in care homes, nursery schools and in private homes. Eventually the scope and length of the program expanded.

By 1966, practical nursing students went through eight weeks of fundamentals before doing their clinicals. The rotations included medical-surgical nursing, maternal and child nursing and psychiatry.

Now students are in school for the first four weeks during which they learn the fundamentals of nursing and human anatomy and physiology. During the second semester and third session, students go to class and to the hospital concurrently. They study medical-surgical nursing, human growth and development, child nursing and prenatal nursing.

Instructor Jo Aoki look over patient charts with Misty Mills during clinical rotation at St. Francis Hospital.

Practical Nursing Class of 1991. Row 1: Mary Nelda Ragasa, Joyce Domanay, Diane Mendiola, Amy Au, Jenny Martell; Row 2: Sheila Dybowski, Darlene Wong, Marybeth Empleo, Jovy Dona, Joyce Rosenbaum; Row 3: Misty Mills, Ingrid Bales, Tina Allen, Dona Bell, Pamela Perry. Photo by Debbie Yamao
Dona Bell and Theresa Zopff learn to do injections during lab in Kau‘ia. Photo by Debbie Yamao.

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NURSING DEPARTMENT—NURSES’ AIDE

Row 1: Sharlynne Hironaka, Nadine Sanchez, Erlinda Hees, Avelina Cabico; Row 2: Sharon Teal, Barbara Tredick (instructor), Mary Littlejohn, Malia Buck, Desilee Canne-Pasion; Row 3: Katherine Adams, Jacob Keola, Joel Caldetera, Michele Jackson.

Ditas Gante learns how to turn a patient in the Leahi skilled nursing facility.
Photo by Elvah Yoshihara
Ensuring Comfort and Well Being

Nurses’ Aides play a most important role in ensuring the comfort and care of patients. They groom and feed patients who are unable to do so for themselves; they bathe and help dress patients and attend to their other basic needs.

Helping to ambulate patients and to transfer them from chair to bed as well as taking temperatures, blood pressures and pulse are all part of their duties.

Learning to communicate effectively is another important part of the training.

Students learn these skills in classroom and lab, and then spend time in clinical supervised settings where they can practice what they have learned.
First year Physical Therapy Assisting student Randy Griebenow uses a model of the human fetus in studying for his anatomy class. Photo by Debbie Yamao

Norman Ohta, first year Respiratory Care student, reviews his notes before class in the courtyard of Kau‘ila. Photo by Debbie Yamao
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   - Located in a quiet, rural town of Kapaa.

2. KAUA'I VETERANS MEMORIAL HOSPITAL
   - 44 licensed beds, including 24 general acute, 15 SNF/ICF, and 5 acute/SNF beds. Services include skilled nursing care, surgery, and obstetrical care. Personnel staffing of 125 employees.
   - A recent main wing addition provides Kauai's Western towns with needed services.

O'AHU

3. LE'AHI HOSPITAL
   - 192 licensed beds, including 13 tuberculosis, 81 ICF and 98 SNF beds. Services include treatment of tuberculosis and skilled and intermediate nursing care. Personnel staffing of 294 employees.
   - Located on the foothills adjacent to famous Diamond Head and Waikiki beach.

4. MALUHIA
   - 158 bed SNF/ICF inpatient facility which also provides laboratory, diagnostic radiology, occupational therapy, physical therapy, speech and audiology therapy, and other services. Personnel staffing of 187 employees.
   - Located on the heights above the city of Honolulu, minutes away from Hawaii's busiest city.

MAUI COUNTY - Island of Maui

5. MAUI MEMORIAL HOSPITAL
   - 162 licensed beds, including 121 surgical/medical, 8 critical care (ICU/CCU), 18 OB, and 16 psychiatric beds. Services include emergency room, surgery, obstetrics, nursing, medical, pediatric, (ICU/CCU), nuclear medicine, hyperbaric, CT scanning, ultrasound and medical library. Personnel staffing of 578 employees. Centrally located of Maui adjacent to major town and transportation facilities.

6. KULA HOSPITAL
   - 105 bed long-term care hospital with 95 SNF/ICF beds, 2 acute and 8 mental retardation beds. Personnel staffing of 173 employees. The majestic hospital is situated on sloping grounds high above the hectic Maui scene.

7. HANA MEDICAL CENTER
   - 4 licensed beds serving the emergency needs of Hana District's 1,400 residents. Personnel staffing of 62 employees. Hana is a quiet, country town which is famous for its natural scenery.
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Profile
Division of Community Hospitals

Island of Lāna‘i

8. LĀNA‘I HOSPITAL
- 14 bed facility with 6 general acute and 8 SNF/ICF beds. Services include acute care, skilled nursing, obstetrics, emergency room and ambulance service. Personnel staffing of 23 employees. Lāna‘i is one of Hawai‘i’s favorite spots to get away from the hustle and bustle of urban life.

HAWAI‘I (THE BIG ISLAND)

9. KOHALA HOSPITAL
- 26 bed facility with 4 acute, 4 acute/SNF, and 18 SNF/ICF beds. Services include acute, obstetrics, skilled nursing, ambulance and emergency room. Personnel staffing of 36 employees. Kohala is a rural, agricultural-based district.

10. KONA HOSPITAL
- 61 beds include 44 acute care, 9 SNF and 8 SNF/ICF beds. Services include emergency room and ambulance services, ICU/CCU, psychiatric and skilled nursing care. Personnel staffing of 216 employees. Serves the hospital care needs of 24,000 persons in the scenic, sunny Kona districts.

11. KA‘U HOSPITAL
- 15 bed facility with 5 acute/SNF and 10 SNF beds. Program activities include short-term and long-term care, obstetrics, clinic, outpatient and emergency services. Personnel staffing of 32 employees. The Ka‘u district has a rural, sugarcane plantation orientation.

12. HILO HOSPITAL
- 294 bed facility with 146 general, 20 psychiatric, 36 SNF, 72 ICF beds and 20 others. Services include surgery, anesthesiology, radiology, pathology, inhalation therapy, ambulance service and emergency room service. A recently opened facility provides the island’s central, eastern and southern sectors with emergency care services. Personnel staffing of 639 employees.

13. HONOKA‘A HOSPITAL
- 30 beds include 22 general acute and 8 SNF beds. Services provided range from skilled nursing, emergency room and ambulance services, surgery, OPD, obstetrics and acute medical care. Personnel staffing of 49 employees. Honoka‘a is a sugarcane plantation town with a population of 11,000 persons from the Hamakua and North Hilo districts.
Not a Procedure, an Art

If you enter the Radiology Technology program, you had better love the work because you work so hard, students in the program say. There is much to learn—anatomy, pharmacology, medical terminology, basic nursing skills. And then there are the positioning skills.

All this learning has meant clinical work full-time for two summers, 40 hours during Spring break, 80 hours during Christmas break, both years. A qualification for the National Registry exam is 3000 clinical hours. Students often stay after class to master the material.

The reason for this rigorous curriculum is that taking x-rays is not a standardized procedure, it’s an art, says Melodie Henriques. Every patient is different, and so the technologist must take into account many factors, like the type of illness, patient weight, and the part of the body being x-rayed.

During the last semester, students took RAD 230, a writing intensive course which was a review of radiology procedure. Students learned to write scientific papers using computers and to present their papers in seminars.

Students are well aware of the benefits too. At the end of these two years is the guarantee of a job at a good salary and the opportunity to learn more skills in a developing field.

Now students are preparing for the national and state exams to become certified. When it is all over, they plan a celebration, Hawaiian style, with a luau and top-rated entertainment, arranged by the Hawaiian students in the program.

Over the years, 15 to 20 percent of the students have gone on to do advanced work in radiation therapy and nuclear medicine. Since the program started in 1970, approximately 300 students have completed the program. Clearly, these students love what they do, and take pride in the fact that they have learned their skills well.
Wayne Tatsuta  April Teruya  Christine Tokunaga  Alecia Tom

Keith Weinstock  Cora Yosores

Romeo Estabilio practices taking an x-ray of Sioeli Fuimaono. Photo by Chris Phleger

Hawaiian students include Lika Grace, Melody Henriques and Douglas Kekahuna. Alu Like provides some support services to Hawaiian students. Photo by Debbie Yamao
Don King tests the ultrasonic nebulizer (which provides humidity for cystic fibrosis patients) on instructor Steve Wehrman. Photo by Chris Phleger

Roderick Minford and Don King run a test on the jet ventilator, equipment used in life support. Photo by Chris Phleger
Extending a Helping Hand

Twenty Respiratory Care Technician and Therapist Program students participated in the 1991 Hawaii Asthma Camp on February 15, 16 and 17 at Camp Kokokahi. The asthma camp is sponsored by the American Lung Association of Hawaii and the Hawaii Society for Respiratory Care. It permits children with asthma to participate in camp activities that would be normally closed to them. Students helped give breathing medications, oxygen, lung testing and participated with the children in the camp’s activities.

Respiratory technician program students also participated in Respiratory Care Week activities on campus and on Oahu. Students helped perform health testing and provided information about lung health.

Respiratory therapist students Donald King and Madonna Martinez were awarded scholarships by the Hawaii Society for Respiratory Care. James Howard presented his original research paper, “Health Effects of Transcendental Meditation” at the 1990 Hawaii Society for Respiratory Care Annual Meeting in September, 1990. Mr. Howard also received the Tokibo Medical Scholarship for 1990.

Program director is Steve Wehrman. Ken Mito is the clinical director.
Jo-Ann Sinai, Shiu Gill Lee and Sonja Barta show how a blood counter works.
Photo by Ropati Hebenstreit

Gary Higgins and Melchor Roman do a bleeding time test.
Photo by Ropati Hebenstreit

Dana Mudgett and Connie Mordaunt practice drawing blood.
Photo by Ropati Hebenstreit
Sleuthing for Medical Clues

Medical Lab Technicians are the detectives in the health care field. They help physicians diagnose diseases, prevent illnesses and treat by analyzing specimens of body fluids. Without these technicians, diagnosis, prevention and treatment would not be possible.

Students in this program learn to perform lab tests in class and then spend twenty-six weeks at hospitals doing clinical work. At the end of the two-year program, they are eligible to write the national registry examination for Medical Laboratory Technicians given by the American Society of Clinical Pathologists and/or the national examination for Clinical Labory Technicians given by the National Certification for Medical Laboratory Personnel. Marcia Armstrong is program director.
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Students receiving certificates are (first row) Jocelynn Pacquing, Rosario Gonzalez, Giselle Gomes, Darlene Wilson; (second row) Brett Kaneshiro, Dawn Cadoy, Margaret Cassaro, Marc Moriguchi, Myra Esteban, Jina Fairbanks, Kevin Saito, Jimmy Kaaihue.

Getting it
On the First Draw

The Phlebotomy program was started in Spring 1990. In this program students learn to draw blood specimens from health care clients for the purpose of testing. They also learn to establish a professional relationship with the patient, to care for the client after specimen collection. Students earn a certificate of completion after taking six credits. As part of their training, they also do a hospital or clinic internship. Program coordinator is Sally Pestana.

Left, Jina Fairbanks gives her classmate Marc Moriguchi opportunity to practice during a lab session. Photo by Chris Phleger
Students who received clinical certificates are Lisa Lapa, Sayako Furukken and Joselyn Malingdan.

Students in the program volunteered to give free blood pressure tests during an activity hour in Ohia Cafeteria.
Students learn the administrative side of medical assisting: Ruby Gutierrez, Violet Maeda, Naomi Miyamoto, Carla Stover, Lori Velarde, Cynthia Nahalea, Roberta Teixeira, Evelyn Torres and Sharon Urasaki.

Multi-Faceted Training

The Medical Assisting program offers student two options: They may earn a one-year certificate and then work an additional year before taking the National Certification exam, or they may earn an associate degree which qualifies them to take the exam immediately upon graduation.

The first semester is spent learning to do EKGs, injections, blood pressures and other back office procedures. The second semester, students learn to handle front office procedures—insurance and tax forms, scheduling and filing.

Students in the second year learn to draw blood and analyze blood and urine. Their fourth semester involves thirty hours a week doing medical assisting work. Program instructors are Joan Young who is also program director, and Lynn Hamada.
Fall, 1990 graduates are (Row 1) Charlene Wall, Bianco Wall, Kelly Thompson, Cynthia Plofkin and Kimberly Chung. (Row 2) Edita Lleva, Lorynia Marinas, Rebecca Acosta, Chita Lynn Agas, Sherriann Wong and Lisa Won. Photo by Debbie Yamao

Left: Maria Collier works with a model head. In the background are Stephanie Hangai, left, and Eleanor Viernes. Above, Evelyn Aguilar and Lillian DeSouza work on a project. Photos by Chris Phieger
The Class of 1991

The Dental Assisting courses taken during the spring 1991 semester have been the most enjoyable and exciting ones for each and every one of us enrolled in the training program.

There are eight of us in the class and we represent various countries of the world. We have had opportunities to share and compare dental procedures and issues, ideas, concerns, language and cultural interests.

Evelyn Aguilar, mother of two daughters, was a dental school student in the Philippines. She used many instruments and supplies here at KCC for the first time despite the fact that she was only half a semester from finishing dental school. Evelyn is most likely to succeed and will be in private practice some day.

Maria Collier, who is mother of one, is originally from Mexico. She is very outspoken, but cordial and friendly. She is an exercise buff—loves to do aerobics and goes biking during her free time.

Lillian DeSouza is originally from Puerto Rico. She is always studying, but she finds time to cook, sew, read and care for her two children. A kind person, she is "Mother" to the class.

Stephanie Hangai is from Hawaii. During laboratory sessions, her favorite partner is Sylvia. Stephanie thrives on sharing jokes and is always ready to be a guide to the beauty and culture of the islands. She collects matchbooks and liquor bottles.

Sylvia Lizama is from Saipan. She is always ready with answers and is the first to participate in class discussions. Her other name is "Speedy Gonzales."

Fred Filipina is from Guam and has been in Hawaii since December 1990. He is always tired and frequently will fall asleep or snack in class. An extremely personable guy, Fred adds an interesting dimension to the class.

Grace Rivera, who is from the Philippines, loves to go dancing. Her outfits are always fashionable.

Eleanor Viernes, a mother of one, is from the Philippines. Her penmanship is beautiful. When she and Grace get together for lab work, they joke and laugh, yet get their work done well and on time.

We are all different in our own ways, yet we are all alike because we all know how to have fun. We are all crazy! As a class we also learned a great deal about our major field. Our instructors were very patient, and they made learning about dental assisting an extremely rewarding experience. We learned to appreciate the importance and the benefits of a positive attitude.

To Dr. James R. K. Higa and Mrs. Carolyn S.K. Tani, Thank you.
Getting People Back on their Feet

Like many other health science majors, a number of the students in the Physical Therapist Assistant program have entered in non-traditional ways. One such student is Mary Evans, who came into the program with a bachelor of science degree and 14 years of experience in physical therapy work. The LEAP program allowed her to “leap” over all but three classes, which she is taking by credit by exam.

Lee Ratliff had become interested in physical therapy when he watched therapists help his younger sister after a knee operation. He entered the program after taking Elsie Choy’s Adults in Transition course, and discovered his values and interests were the same those desired in a physical therapist. He likes working with people who need physical help. His PTA training has honed his communication skills. Learning to verbalize, communicate are important in motivating patients, he says. His second year of training has involved practicing modalities (the physical agents used to assist in treatment, such as traction, electrical stimulation and therapeutic exercise).

One and two week blocks of clinical work, and finally two four-week periods of clinicals have provided a chance to put the training to work. Now Lee and those who wish to become licensed must go to the mainland for the exam.
Susan Kissel finds out what it's like to walk in splints. Photo by Chris Phleger

Learning to handle wheelchairs is all part of the training. Carolyn McMurray pushes Dorothy Schmitz, left, and Sheryl Onaka gives Alison Canha a ride. Photo by Chris Phleger

Instructor Marilyn Miller explains how to achieve the proper knee flexion. Photo by Chris Phleger
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Instructor Marilyn Miller demonstrates the proper
way to do a range of motion exercise on Leila Seo
while Sandy Vidinha watches. The class held their
session on the lawn in front of Koki'o on a rare sunny
day in April. Photo by Chris Phleger

HITS
A Hit with Students

The Physical Therapy Assisting students in Hilo,
Maui, Lanai, Leeward, and KCC get together to talk
several times a week without paying any long distance
charges. That is because they are enrolled in Kapiolani’s
Physical Therapy Assisting 100, 230, and 211, all
taught via Hawaii Interactive Television.

The classes meet in the Sony Studio in the Media
Center. Students on the other campus gather in their
respective studios. They see and hear each other via
television hookup. Christine Carlson, who drives from
her Kona home to Hilo each week says being one of two
students in one class and the only one in the other takes
a little getting used to. “I see the technicians; I know the
camera is focused on me, and when I talk, I can see
myself. But I think it works real well”.

She says instructor Marilyn Miller even breaks
them into groups that include students from different
islands. They discuss problems and projects just as
students in one location might.

Carlson also says she feels she knows the students
in the class as if they were all on one campus. She also
“meets” with her instructor by telephone.

Carlson, who has a family in Kona, would need to
come to the Diamond Head campus to complete the
program, but because she has completed several of her
PTA requirements through HITS, she would need to be
in Honolulu only two semesters.
Instructor Barbara Yap teaches Physical Therapist Assistant 230 via HITS. Photo by Bill Daves

Educational Media Center student helper Derrick Niide handles the control panel during the broadcast.

Educational Media Center camera girl is Ronda Loque. Photos by Bill Daves
Jarrett James and Terry Manabat work on splinting. Photos by Debbie Yamao

Jocelyn Saito demonstrates how daily chores can be organized for someone in a wheelchair while David Toyama watches. Photo by Debbie Yamao

Ann Kadoguchi, Program Director
Making a Difference

Students in the Occupational Therapy Assistant Program know that community involvement is an important part of their curriculum.

During the first semester students surveyed forty hotels, theaters and entertainment spots for the Commission on the Physically Disabled. The Commission trained students to survey for architectural barriers. In return, the class conducted the survey. Their findings have been published in a booklet for handicapped tourists published by the Commission.

Students in the Life Skills course have been taking their expertise out to the community. The students redesigned and reorganized the home of a post-polio victim. Redesigned a room to make things more accessible to Jane, who must get around on a motorized three-wheel scooter. The students' plans included widening the doorways, lowering drawers, and labeling cabinets with colors according.

The students have also evaluated Jane's workplace and have found that it is not in compliance with the required laws. Kadoguchi is currently recommending that Jane's company to transfer her laterally to a job which is less strenuous and demanding. The situation has turned out to be a great experience for the students and for Jane. Jane has gotten much needed help and support from the students, and the students have gotten hands-on experience.

Every Spring, fourth semester students in OTA propose bills to the legislature. They usually lobby for certain human services in the community. Currently, two students are looking at the controversial helmet law with a different approach: how much it costs to survive as a brain injured victim and the emotional trauma suffered by both the victims and their families.

Two students are also involved in an Alcoholic Awareness Program, which they believe should begin in the third grade. There is an existing program, but it deals mainly with substance abuse. The students feel as if there should be more concentration on alcohol abuse. “Alcohol is the first thing that most young kids experiment with; and with the alcohol base, comes marijuana and then everything else,” Kadoguchi explains.

This year, Renee Sakata was the alternate delegate to the student group of the American Occupational Therapy Association meeting in New Orleans. In June, she will be the delegate to that organization's meeting in Cincinnati.
Emergency Medical Services faculty are Program Director Ed Kalinowski, Malia Kelso, Alan Young, Barbara Sherwood, Beth Sadler, John Saito and Tim McCabe.

Training for Emergencies

Emergency Medical Services, which is still formally a part of the Department of Health, will soon officially become a branch of the health education programs offered at Kapiolani Community College.

The program offers a certificate program in Emergency Medical Technician. EMTs are trained to assess emergency situations, provide basic life support procedures, handle non-invasive treatment for problems like trauma, airway and respiratory problems, surgical, medical, cardiac and psychiatric emergencies.

An associate degree program for mobile intensive care technician (MIC) trains paramedics.

In addition, the department provides first responder training for police, firemen and lifeguards, as well as refresher classes for those groups and continuing medical education for EMTs and paramedics.

During a drill for hazardous material staged as part of a refresher course, rescuers rinse off Wayne Ishida. Photo by Chris Phleger
"This Maverick Branch of Medicine"

Prior to the initiation of modern resuscitation and life support in the 1950s, victims of sudden life-threatening illness or injury—at home, at work, at play or on the road—usually were transported without stabilization or life support to the nearest hospital. Since the 1950s, advances both in our knowledge of pathophysiology, therapeutics, and in the technologies of resuscitation and life support have created previously unimagined potentials for reducing mortality and morbidity in victims of trauma, asphyxia, sudden cardiac arrest and other life-threatening conditions.

A large proportion of such catastrophes, however, occur outside the hospital. Thus, effective application of new knowledge in resuscitation required that we transport the new technology to the critically ill or injured. In this process, the ambulances of a previous era were re-born as Mobile Intensive Care Units (MICUS)—no longer simply a means of horizontal transportation, but now also a milieu for providing sophisticated medical care.

While in some countries physicians ride ambulances to render resuscitative care personally to patients at the scene and during transport, in the United States economic and logistic realities have led to staffing of ambulance services by emergency medical technicians (for basic life-support capability) and by paramedics (for advanced life-support capability).

This kind of work requires a special sort of temperament. Hours may pass without a call, and then, right at the end of the shift, there are three cardiac arrests in a row, followed by an emergency childbirth and a child who got his finger stuck in a bubble gum machine. One must be able to switch gears rapidly; to confront the bizarre and the routine in quick succession; to run like mad up five flights of stairs for a resuscitation and to sit and talk for half an hour with depressed, suicidal patient; to perform effectively under the most difficult possible conditions; to improvise, to learn, to laugh, to care.

Thus it demands a lot, this maverick branch of medicine. But it gives a lot too. In no other branch of medicine can one gain so much insight into the patient as a unique individual. Here one encounters the patient on his turf, among his family, friends or business associates, and one sees him in a way that is not possible in the hospital setting, where patients are stripped of the surroundings that form part of their individual identities. Furthermore, in no other branch of medicine can one's timely arrival on the scene make such a crucial difference. The mobile intensive care unit patrols the perimeter between life and death, and there is no feeling quite like that which an ambulance team experiences after saving as human life in the field.

KCC is proud of the 1991 graduating MICT class.
Emergency Medical Technician graduates are (Row 1, from left) Anthony Young, Felimon Juliano, Edmund Valerio, Franklin Aviento; (Row 2) Arnold Paragoso, Glenn Chung, Mohala Chase, Wilbert Wong, Michael DeMarco; (Row 3) Michael Perry and Florencio Ceria; (Row 4, staggered) Frank Sains, Laura Kiyabu, Jesse Ebersole, Gina Lloyd and Suzanne Sugimoto; (top row) Jonathan Teves and David Foster.

Allied Health

Dental Assisting
Vivian Aniya, D.D.S.
Galen Chee, D.D.S.
Angela Chin, D.D.S.
Robert J. Foote, Jr., D.D.S.
James R. K. Higa, D.D.S.
Deron Ohtani, D.D.S.
Clifford Park, D.D.S.
Walter Sakamaki, D.D.S.
Douglas Shrikai, D.D.S.
Stephen Shoultz, D.D.S.
Jon Tanabe, D.D.S.
Marsha Tanabe, D.D.S.

Medical Assisting
Linda DiPrato, R.N.
Char Pidot-Buckner, R.N.
Maile Richards, R.N.
Barbara Umiamaka, R.N.
Georgiana Yap, R.N.

Medical Lab Technician
Aldine Brown, M.T. (ASCP)
Patricia Estrella M.T. (ASCP)
Bessie Fukeda, M.T. (ASCP)
Jack Furuta, M.T. (ASCP)
Sharon Goto, M.T. (ASCP)
John Gross, M.T. (ASCP)
Mavis Hagiwara M.T. (HEW)
Cynthia Hara, M.T. (ASCP)
Lavonne Hara, M.T. (ASCP)
Henry Higa, B.S.
Wayne Ibara, M.L.T. (ASCP)
Gladys Ishida, M.T. (ASCP)
Lisa Javier, M.T. (ASCP)
Ann Jones, M.T. (ASCP)
Gladys Kasai, M.T. (ASCP)
Glenn Kobayashi, B.A.
Joyce Kondo, M.T. (ASCP)
Betty Kurisu, M.T. (ASCP)
Mildred Lee, M.T. (ASCP)
Tammy Matzuru M.T. (ASCP)
Deanne Miller, M.T. (ASCP)
David Mulling, M.T. (ASCP)
Mark Mullins, C. (ASCP)
Avery Nakano, M.L.T. (ASCP)
Dale Nakayama, M.T. (ASCP)
Linda Nelson, M.T. (ASCP)
Eleanor Nitta, M.T. (ASCP)
Dean Nomura, M.T. (ASCP)
Richard Perrin, M.T. (ASCP)
Lorie Pias, M.T. (CSLT)
Norman O'Connor, M.S.
Diane Ogasawara, M.T. (ASCP)
Wilma Ogimi, M.T. (ASCP)
Arlene Rosehill, M.T. (ASCP)
Gloria Shishido, M.T. (ASCP)
Beverly Sora, M.T. (ASCP)
Judy Takazawa, M.T. (ASCP)
Leilani Tanigawa, M.T. (ASCP)
Robin Terai, M.T. (ASCP)
Lynne Thornton, M.T. (ASCP)
Charlene Tom, M.T. (ASCP)
Patricia Tomooka, M.T. (ASCP)
Helen Uehara, M.T. (ASCP)
Mary Kay Wagner, M.T. (ASCP)
Lois Yamada, M.T. (ASCP)

Roy Yamauchi, M.T. (ASCP)
Linda Yap, M.T. (ASCP)
Dean Yoshimura, M.T. (ASCP)
Judith Young, M.T. (ASCP) SBB
Anthony Yung, M.T. (ASCP)

Occupational Therapy Assistant
Valerie Chang, OTR
Jennifer Chilton-Brown, COTA
Jane Kapol, OTR
Deborah Morikawa, OTR
Gail Peralta, OTR
Carolyn Uehara, OTR

Physical Therapist Assistant
Elaine Arakaki, P.T.
Pat Atkii, P.T.
Gail Emerson, P.T.
Barbara Engel, P.T.
Florian Flores, P.T.
Geriamee Forbes, P.T.
Lois Frasier, P.T.
Cpt. Jane Freund, M.S., P.T.
Jean Hamilton, P.T.
Cynthia Iwata, P.T.
Cpt. Lou Ann Jones, P.T.
Joni Kanazawa, M.S., P.T.
Myrtle Kaneshiro, P.T.
M. Susan Kiffmeyer, P.T.
Susan LaFountain, MPH, P.T.
Dorothy Myrdal, P.T.
Ruth Nugent, P.T.
Kitty O'Reilly, MPH, P.T.

Dr. James R. K. Higa shows Grace Rivera and Lillian DeSouza dental radiographic techniques. Photo by Debbie Yamao

Second year students in the Radiology Technology program, Edison Cabatu, April Teruya, and John Maligdan help first-year students over the rough spots. Photo by Ropati Hebenstreit
Emergency Medical Services

Dennis Aguilar, MICT
Ron Ah Loy, MD
Chris Ano, MICT
Wayne Awai, MICT
John (Jay) Bartholomew, MICT
Edward Batterlin, MD
John Bello, MICT
John Bowen, Ph.D.
Rod Boychuck, MD
Alan Brittain, MD
James Burnett, MICT
James Carpenter, MD
Reuben Chun, MICT
Kathy Coughlin, RN
Wayne DeMotta, MICT
Joe Domingo, MICT
John Elliot, MICT
Eddie Fujoka, MICT
Mark Fuiyama, MICT
Gregory Gangwes, MICT
Donnie Gates, MICT
Samuel Gingrich, MD
Sandy Gresham, BSN, M.ED
Norman Hahn, EMT
Peter Hulford, MD
Larry Hall, MICT
Fred Holshuh, MD
Jake Hoopai, MICT
Thomas Hughes, MICT
Dennis Iyo, MICT
Johnson Kahili, MICT
Patricia Kelford, MICT
Christopher King, MD
Eric Kitagawa, MICT
Wayne R. Kruse, MICT
Les Kurano, MICT
William Lau, MICT
Robert Lebel, MICT
Belinda Lee, MICT
Jeff Lee, MICT
Joe Lewis, MD
Dion Lim, MD
Curtis Matsuji, MICT
Michael Matsuji, MICT
Don Matsunura, MD
Kevin McGough, MICT
Wayne Miyashiro, MICT
Clesson Murasaki, MICT
Dale Oda, MD
Kathleen Ohara, MD
Darryl Oliverira, MICT
Robert Overlook, MD
Barton Paiva, MICT
Paul Puiva, MICT
Paul (scotty) Paiva, MICT
Moon Park, MD
Douglas Rogers, MD
Linda Rosen, MD
Myron Rosenhill, MICT
Greg Ruhland, MD
Sue Schulz, MICT
Mandy Shiraki, MICT
Jackie Sing, MICT
Chester Sukekame, MICT
Robert Susman, MD
Brian Swindale, MICT
Denise Talbert, MICT
Randal Tanaka, MICT
Murilu Townsend, MD
Micki Unciano, RN
John Uohara, MD
Carl Urban, MICT
D. Leslie Van Gieson, MICT
Arnold Vilanueva, MICT
Desmond Wery, MICT
Charles Whittle, MICT
Darry Willis, MICT
Bradley Wong, MD
Colin Wong, MICT
Steven Woo, MD
David Wung, MICT
Justin Yamamoto, MICT
George Yamashiro, MICT
Tracy Yanagi, MICT
Ralph Yawata, MICT
Myron Yoshiba, MICT
Alan Young, MICT
Dennis Yurong, MICT
Stanley Zunker-Kerr, MICT

Respiratory care student Don Howard practices procedures with a patient with a tracheotomy. Photo by Chris Phleger
Dental Assisting
Dr. Karen Hu
Ms. Terry Ishiara, C.D.A.
Ms. Ann Nakahara, C.D.A.
Dr. Kenneth Minato
Dr. Pete Nishimura
Ms. Jane Tokumaru, RDH

Emergency Medical Services
Captain John Bello, EMS Coordinator
Hawaii County Fire Department Central Fire Station
Chief Douglas Clark, Training C&F Fire Department
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### Practical Nursing students Vicky Mendoza and Pam Perry learn to check an IV. Photo by Debbie Yamao
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Ms. Denise Wheatley
Respiratory Care Student
Kapiolani Community College

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Firemen rescue a victim during a hazardous waste drill conducted as part of the refresher courses held for firemen, police, and other emergency medical personnel. Photo by Cris Phleger
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