



COURSE OVERVIEW

PCP-129, Trauma 2 will be delivered in the classroom setting using a blend of lecture and group discussion. As a continuation of the curriculum covered in PCP-119 Trauma 1, Trauma 2 will present the student with specific information regarding the assessment and management of traumatic injuries with which they may be faced when responding to emergencies.

Specific topics include: Bleeding & shock, soft tissue injuries, burns, head & face injuries, spinal injuries, thoracic injuries, abdominal injuries, and musculoskeletal injuries

MEETING TIMES & INSTRUCTIONAL METHODS

In-class sessions (virtual when warranted)

Lecture/Group Discussion:	Mondays	13:00 – 14:45
	Thursdays	13:00 – 14:45

Total hours: 40

REQUIRED MATERIALS & PREREQUISITES

Textbooks

Caroline, N. (2021). *Emergency Care in the Streets, Canadian Edition 8th edition*. Burlington, MA, Jones and Bartlett Learning.

Class Materials

Students will be expected to be prepared to take notes and to complete in-class activities. Instructors may also specify the use of mobile phones and laptops for some activities.

Supplemental Materials to be posted on the private members' area of the Omni Life Support website: Materials related to PCP-129 such as in-class presentations & assignments will be available for student access on this website. Academy faculty does not authorize the posting of PCP-129 materials on other sites. Each student is responsible for his/her own learning which includes staying current with postings on the Omni Life Support website.

Prerequisites:

PCP-119 Trauma 1

Corequisites:

PCP-100, PCP-108, PCP-122, PCP-124, PCP-126, PCP-127,
& PCP-12PT



INSTRUCTOR(S)

Instructor: Joel Mattatall, ACP

E-mail: joel.mattatall@omnilifesupport.com

Voice: (506) 830-4277

LEARNING OUTCOMES

Upon successful completion of this course, it is expected that students will have gained sufficient knowledge and skill to safely and proficiently render patient care to patients suffering from traumatic emergencies. By the end of the course, the student will be able to:

- Explain the pathophysiology of shock
- Explain how a patient suffering from hemorrhage may present and describe the appropriate focused assessment and management plan
- Describe the function and structure of the skin
- Broadly explain the healing process for skin
- Explain how a patient suffering from a soft tissue injury may present and describe the appropriate focused assessment and management plan
- Describe the pathophysiology of burns of varying severity
- Explain how a patient suffering from a burn may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a face or head injury may present and describe the appropriate focused assessment and management plan
- Describe the secondary complications that can arise from a head injury
- Explain how a patient suffering from a spinal injury may present and describe the appropriate focused assessment and management plan
- Be able to explain the practical application and steps of the Canadian C-Spine Rule
- Explain how a patient suffering from a thoracic injury may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from an abdominal injury may present and describe the appropriate focused assessment and management plan
- Explain how a patient suffering from a musculoskeletal injury may present and describe the appropriate focused assessment and management plan



INTENDED LEARNING OBJECTIVES:

Learning objectives for PCP-129 Trauma 2 are guided by the *National Occupational Competency Profiles (NOCP)* for Paramedics. Each objective, indicated by the prefix “O”, is linked to the corresponding NOCP sub-competency with the matching alpha-numerical code (e.g., O1.1.a is the learning objective tied to sub-competency 1.1.a of the NOCP for Paramedics). As per the NOCP guidelines for Paramedics, to succeed in this course, you must demonstrate competence in the following areas.

Learning Objectives	Embedded Knowledge and Skills
O4.3.i	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 4.3.i.1 - Explain the pathophysiology of specific integumentary illnesses and injuries.○ 4.3.i.2 - Apply assessment techniques, specific to the integumentary system.○ 4.3.i.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of integumentary system illnesses and injuries.○ 4.3.i.4 - Demonstrate assessment techniques, for integumentary illnesses and injuries.○ 4.3.i.5 - Adapt assessment techniques, to integumentary history findings.
O4.3.k	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 4.3.k.1 - Explain the pathophysiology of specific ears, eyes, nose, and throat illnesses and injuries.○ 4.3.k.2 - Apply assessment techniques, specific to the ears, eyes, nose, and throat.○ 4.3.k.3 - Evaluate findings related to the etiology, pathophysiology, and manifestations of ears, eyes, nose, and throat illnesses and injuries.○ 4.3.k.4 - Demonstrate assessment techniques, for ears, eyes, nose, and throat illnesses and injuries.○ 4.3.k.5 - Adapt assessment techniques, to ears, eyes, nose, and throat history findings.
O4.5.g	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 4.5.g.1 - Differentiate between core and peripheral temperature monitoring.



Learning Objectives	Embedded Knowledge and Skills
O5.5.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.b.1 - Identify the purposes of and indications for hemorrhage control through the use of direct pressure and patient positioning. ○ 5.5.b.2 - List the steps for hemorrhage control through the use of direct pressure and patient positioning. ○ 5.5.b.3 - Perform hemorrhage control through the use of direct pressure and patient positioning. ○ 5.5.b.4 - Discuss potential complications of hemorrhage control through the use of direct pressure and patient positioning. ○ 5.5.b.5 - Adapt to changes in patient presentation.
O5.5.r	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.r.1 - Describe the purpose of a chest tube. ○ 5.5.r.2 - Describe indications for the use of chest tubes ○ 5.5.r.3 - Identify the components of a closed chest tube system.
O5.5.s	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.5.s.1 - Describe indications for needle thoracostomy. ○ 5.5.s.2 - Identify equipment for needle thoracostomy
O5.6.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.6.a.1 - Identify the purposes of and indications for soft tissue dressing, bandaging and immobilization. ○ 5.6.a.2 - Describe the various types of dressings and bandages. ○ 5.6.a.3 - Perform appropriate dressing, bandaging and immobilization procedures. ○ 5.6.a.4 - Adjust to changes in patient presentation.
O5.6.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.6.b.1 - Identify the purposes of and indications for dressing a burn. ○ 5.6.b.2 - Describe types of burn dressings. ○ 5.6.b.3 - Demonstrate application of burn dressing. ○ 5.6.b.4 - Adjust to changes in patient presentation.
O5.6.c	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.6.c.1 - Identify the purposes of and indications for an eye dressing. ○ 5.6.c.2 - Describe types of eye dressings. ○ 5.6.c.3 - Demonstrate application of eye dressing. ○ 5.6.c.4 - Adjust to changes in patient presentation.



Learning Objectives	Embedded Knowledge and Skills
O5.6.d	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.6.d.1 - Identify the purposes of and indications for dressing a penetration wound. ○ 5.6.d.2 - Describe types of penetration wound dressings. ○ 5.6.d.3 - Demonstrate application of penetration wound dressing. ○ Adjust to changes in patient presentation.
O5.6.f	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.6.f.1 - Describe the stages of wound healing. ○ 5.6.f.2 - Describe common dressings and therapies associated with wound care. ○ 5.6.f.3 - Explain the ongoing care associated with wound management. ○ 5.6.f.4 - Explain the process of suturing/stapling and suture/staple removal. ○ 5.6.f.5 - Perform wound care. ○ 5.6.f.6 - Utilize sterile or aseptic technique as appropriate.
O5.7.a	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.7.a.1 - Identify signs and symptoms of possible fractures to the appendicular skeleton. ○ 5.7.a.2 - Distinguish between open and closed fractures. ○ 5.7.a.3 - Evaluate commercially manufactured splints for use based on patient presentation. ○ 5.7.a.4 - Modify splints to meet patient needs. ○ 5.7.a.5 - Explain how the mechanism of injury and illness can affect injuries to the appendicular skeleton. ○ 5.7.a.6 - Perform appropriate treatment to suspected fracture.
O5.7.b	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 5.7.b.1 - Identify signs and symptoms of possible fracture injury to the axial skeleton. ○ 5.7.b.2 - Describe the relationship of kinematics to potential spinal injury. ○ 5.7.b.3 - Evaluate commercially manufactured immobilization devices for use based on patient presentation. ○ 5.7.b.4 - Modify immobilization devices to meet patient needs. ○ 5.7.b.5 - Perform treatment of suspected fractures involving the axial skeleton.



Learning Objectives	Embedded Knowledge and Skills
O5.7.c	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 5.7.c.1 - Define "Closed Reduction."○ 5.7.c.2 - Discuss the indications for fracture and dislocation reduction.
O6.1.f	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 6.1.f.1 - Explain the pathophysiology of specific integumentary conditions.○ 6.1.f.2 - Explain the approach to a patient presenting with integumentary conditions.○ 6.1.f.3 - Explain how patient history relates to a patient presenting with integumentary conditions.○ 6.1.f.4 - Explain how age, gender and health status relate to a patient presenting with integumentary conditions.○ 6.1.f.5 - Infer a differential diagnosis for a patient experiencing integumentary conditions.○ 6.1.f.6 - Discuss potential complications of integumentary conditions.○ 6.1.f.7 - Adapt care based on a patient presenting with integumentary conditions.○ 6.1.f.8 - Integrate the approach, assessment, treatment and transport of a patient with integumentary conditions.○ 6.1.f.9 - Justify approach, assessment, care and transport decisions for a patient with integumentary conditions.



Learning Objectives	Embedded Knowledge and Skills
O6.1.g	By the end of the course, the student will be able to: <ul style="list-style-type: none">○ 6.1.g.1 - Explain the pathophysiology of specific musculoskeletal conditions.○ 6.1.g.2 - Explain the approach to a patient presenting with musculoskeletal conditions.○ 6.1.g.3 - Explain how patient history relates to a patient presenting with musculoskeletal conditions.○ 6.1.g.4 - Explain how age, gender and health status relate to a patient presenting with musculoskeletal conditions.○ 6.1.g.5 - Infer a differential diagnosis for a patient experiencing musculoskeletal conditions.○ 6.1.g.6 - Discuss potential complications of musculoskeletal conditions.○ 6.1.g.7 - Adapt care based on a patient presenting with musculoskeletal conditions.○ 6.1.g.8 - Integrate the approach, assessment, treatment and transport of a patient with musculoskeletal conditions.○ 6.1.g.9 - Justify approach, assessment, care and transport decisions for the patient with musculoskeletal conditions.



Learning Objectives	Embedded Knowledge and Skills
O6.1.j	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.j.1 - Explain the pathophysiology of specific ear, eye, nose and throat conditions. ○ 6.1.j.2 - Explain the approach to a patient presenting with ear, eye, nose and throat conditions. ○ 6.1.j.3 - Explain how patient history relates to patient presenting with an issue related to the ear, eye, nose or throat. ○ 6.1.j.4 - Explain how age, gender, and health status relate to the patient presenting with an issue related to the ear, eye, nose or throat. ○ 6.1.j.5 - Infer a differential diagnosis on the patient experiencing an issue with the ear, eye, nose or throat. ○ 6.1.j.6 - Discuss potential complications of ear, eye, nose and throat conditions. ○ 6.1.j.7 - Adapt care based on a patient presenting with issue(s) related to the ear, eye, nose or throat. ○ 6.1.j.8 - Integrate the approach, assessment, treatment and transport of a patient experiencing an issue(s) related to the ear, eye, nose or throat. ○ 6.1.j.9 - Justify approach, assessment, care, and transport decisions for the patient experiencing an issue(s) related to the ear, eye, nose or throat.
O6.1.i	<p>By the end of the course, the student will be able to:</p> <ul style="list-style-type: none"> ○ 6.1.i.1 - Explain the approach to a patient presenting with non-urgent problem. ○ 6.1.i.2 - Distinguish between urgent and non-urgent problems. ○ 6.1.i.3 - Explain how patient history relates to patient presenting with a non-urgent problem. ○ 6.1.i.4 - Explain how age, gender, and health status relate to a patient presenting with a non-urgent problem. ○ 6.1.i.5 - Infer a differential diagnosis for the patient experiencing a non-urgent problem. ○ 6.1.i.6 - Adapt care based on the presentation of a patient experiencing a non-urgent problem. ○ 6.1.i.7 - Integrate the approach, assessment, treatment, and referral of a non-urgent patient. ○ 6.1.i.8 - Justify approach, assessment, care and referral decisions for the patient experiencing a non-urgent problem.



Learning Objectives	Embedded Knowledge and Skills
O6.1.o	By the end of the course, the student will be able to: <ul style="list-style-type: none"> ○ 6.1.o.1 - Discuss how trauma indices (scores) relate to triage and transport decisions. ○ 6.1.o.2 - Explain how age, gender, and health status relate to a trauma patient presentation. ○ 6.1.o.3 - Prioritize treatment and transport decisions for trauma patients. ○ 6.1.o.4 - Adapt care based on the trauma patient presentation. ○ 6.1.o.5 - Justify approach, assessment, care and transport decisions for a trauma patient.

GRADING

Students will be evaluated through written examination & class participation. A minimum of **70%** must be attained to receive a passing grade for PCP-129 Trauma 2.

Class Engagement	10%
Midterm Test	40%
Final Exam	50%

EXPECTATIONS & TIPS FOR SUCCESS

Academic Standards and Workload: Appropriate professional tone is expected on all student submissions and examinations. This is to help build strong professional practice skills.

A typical PCP course should require 1-2 hours per week of out-of-class work. This time may vary depending on how quickly you read and comprehend assigned course materials.

Classroom Protocol: Students are expected to be courteous and respectful of others, and mindful that a classroom is a shared working space with the primary goal of learning course material.

Unnecessary distractions are to be minimized – that includes turning off cell phones and other distracters during lectures unless permission has been granted by the instructor.

Tardiness is strongly discouraged as it is in the Paramedic workplace. If for some reason you arrive late, please wait and enter the class during break.



**OLS
Academy**

Primary Care Paramedicine 2023-24
Term 2 | Block 1 & 2
PCP-129 Trauma 2
OLS Academy
Course Outline

Unless otherwise notified by the class instructor, attendance to all classes is mandatory. Absences will be dealt with on a case-by-case basis.

Deadlines and Late Penalties: Course deliverables submitted after the due date will be assigned a grade of zero (0). This penalty may be waived at the discretion of the instructor (with supporting verification/documentation).

Engagement Points: A student's engagement will be graded out of 100 (representing 20% of the overall course mark). Students will be evaluated on their attendance and participation in every class. Each class will be worth an equal portion of the total 100 points. (See: *Engagement Rubric* in the Resource Folder.)

Absence Due to Special Circumstances or Illness: Let Mr. Mattatall know in advance if you need to be away due to special circumstances. If the event conflicts with class examinations, verification of the reason for absence will be required.

Academic Integrity: In order to maintain a culture of academic integrity, members of the OLS Academy community are expected to promote honesty, trust, fairness, respect and responsibility.

Communication Methods: Most communications regarding PCP-129 will be done during class sessions. Special announcements will be posted on the OLS Academy website. Emails sent to students will be sent from academy@omnilifesupport.com. Students can email the instructor at joel.mattatall@omnilifesupport.com.

This outline is subject to change at the discretion of academy administrators.