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## **COURSE OVERVIEW**

*PCP-129, Trauma II* 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 I, Trauma II 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 trauma systems and mechanism of injury, bleeding and shock, soft tissue injuries, burns, head and face injuries, spinal injuries, thoracic injuries, abdominal and pelvic injuries, and musculoskeletal injuries.

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## **MEETING TIMES & INSTRUCTIONAL METHODS**

In-class sessions (virtual when warranted)

Lecture/Group Discussion:	Mondays	13:00 – 14:30
	Thursdays	8:30 – 10:00

Total hours: 27

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## **REQUIRED MATERIALS & PREREQUISITES**

### **Textbooks**

Caroline, N. (2021). *Emergency Care in the Streets, Canadian Edition 8<sup>th</sup> ed.* 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 I

**Corequisites:** PCP-100, PCP-108, PCP-124, PCP-127



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## **INSTRUCTOR(S)**

**Instructor:** Rene Savoie.

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Voice: (506) 830-4277

**Instructor:** Cheyenne Heath

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## **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:

- Identify the different types of forces placed upon the body during various traumatic situations based on mechanism of injury
- 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
- Identify common diagnostic modalities applicable to trauma patients and describe their relevance to prehospital assessment, transport, and destination decision-making.
- 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



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**INTENDED LEARNING OBJECTIVES:**

Learning objectives for PCP-129 Trauma II 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.

Some NOCP-linked objectives in PCP-129 are introduced and evaluated through classroom instruction, case-based learning, written examination, and group activity. Psychomotor or scenario-based application of trauma skills may be reinforced and evaluated in lab, simulation, clinical, or preceptorship settings as applicable.

<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.3.i</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.i.1 - Explain</b> the pathophysiology of specific integumentary illnesses and injuries.</li><li>○ <b>4.3.i.2 - Apply</b> assessment techniques, specific to the integumentary system.</li><li>○ <b>4.3.i.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of integumentary system illnesses and injuries.</li><li>○ <b>4.3.i.4 - Demonstrate</b> assessment techniques, for integumentary illnesses and injuries.</li><li>○ <b>4.3.i.5 - Adapt</b> assessment techniques, to integumentary history findings.</li></ul>
<b>O4.3.j</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>4.3.j.1 - Explain</b> the pathophysiology of specific musculoskeletal illnesses and injuries.</li><li>○ <b>4.3.j.2 - Apply</b> assessment techniques, specific to the musculoskeletal system.</li><li>○ <b>4.3.j.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of musculoskeletal system illnesses and injuries.</li><li>○ <b>4.3.j.4 - Perform</b> assessment techniques, for musculoskeletal illnesses and injuries.</li><li>○ <b>4.3.j.5 - Adapt</b> assessment techniques, to musculoskeletal history findings.</li></ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O4.3.k</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.3.k.1 - Explain</b> the pathophysiology of specific ears, eyes, nose, and throat illnesses and injuries.</li> <li>○ <b>4.3.k.2 - Apply</b> assessment techniques, specific to the ears, eyes, nose, and throat.</li> <li>○ <b>4.3.k.3 - Evaluate</b> findings related to the etiology, pathophysiology, and manifestations of ears, eyes, nose, and throat illnesses and injuries.</li> <li>○ <b>4.3.k.4 - Demonstrate</b> assessment techniques, for ears, eyes, nose, and throat illnesses and injuries.</li> <li>○ <b>4.3.k.5 - Adapt</b> assessment techniques, to ears, eyes, nose, and throat history findings.</li> </ul>
<b>O4.5.g</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.5.g.1 - Differentiate</b> between core and peripheral temperature monitoring.</li> </ul>
<b>O4.5.n</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.5.n.1 - Describe</b> common radiological data.</li> <li>○ <b>4.5.n.2 - Differentiate</b> normal from abnormal results.</li> </ul>
<b>O4.5.o</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>4.5.o.1 - Describe</b> common findings of a CT, ultrasound, and MRI.</li> </ul>
<b>O5.5.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.b.1 - Identify</b> the purposes of and indications for hemorrhage control through the use of direct pressure and patient positioning.</li> <li>○ <b>5.5.b.2 - List</b> the steps for hemorrhage control through the use of direct pressure and patient positioning.</li> <li>○ <b>5.5.b.3 - Perform</b> hemorrhage control through the use of direct pressure and patient positioning.</li> <li>○ <b>5.5.b.4 - Discuss</b> potential complications of hemorrhage control through the use of direct pressure and patient positioning.</li> <li>○ <b>5.5.b.5 - Adapt</b> to changes in patient presentation.</li> </ul>
<b>O5.5.r</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.r.1 - Describe</b> the purpose of a chest tube.</li> <li>○ <b>5.5.r.2 - Describe</b> indications for the use of chest tubes</li> <li>○ <b>5.5.r.3 - Identify</b> the components of a closed chest tube system.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O5.5.s</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.5.s.1 - Describe</b> indications for needle thoracostomy.</li> <li>○ <b>5.5.s.2 - Identify</b> equipment for needle thoracostomy</li> </ul>
<b>O5.6.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.6.a.1 - Identify</b> the purposes of and indications for soft tissue dressing, bandaging and immobilization.</li> <li>○ <b>5.6.a.2 - Describe</b> the various types of dressings and bandages.</li> <li>○ <b>5.6.a.3 - Perform</b> appropriate dressing, bandaging and immobilization procedures.</li> <li>○ <b>5.6.a.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.6.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.6.b.1 - Identify</b> the purposes of and indications for dressing a burn.</li> <li>○ <b>5.6.b.2 - Describe</b> types of burn dressings.</li> <li>○ <b>5.6.b.3 - Demonstrate</b> application of burn dressing.</li> <li>○ <b>5.6.b.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.6.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.6.c.1 - Identify</b> the purposes of and indications for an eye dressing.</li> <li>○ <b>5.6.c.2 - Describe</b> types of eye dressings.</li> <li>○ <b>5.6.c.3 - Demonstrate</b> application of eye dressing.</li> <li>○ <b>5.6.c.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.6.d</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.6.d.1 - Identify</b> the purposes of and indications for dressing a penetration wound.</li> <li>○ <b>5.6.d.2 - Describe</b> types of penetration wound dressings.</li> <li>○ <b>5.6.d.3 - Demonstrate</b> application of penetration wound dressing.</li> <li>○ <b>O5.6.d.4 - Adjust</b> to changes in patient presentation.</li> </ul>
<b>O5.6.f</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"> <li>○ <b>5.6.f.1 - Describe</b> the stages of wound healing.</li> <li>○ <b>5.6.f.2 - Describe</b> common dressings and therapies associated with wound care.</li> <li>○ <b>5.6.f.3 - Explain</b> the ongoing care associated with wound management.</li> <li>○ <b>5.6.f.4 - Explain</b> the process of suturing/stapling and suture/staple removal.</li> <li>○ <b>5.6.f.5 - Perform</b> wound care.</li> <li>○ <b>5.6.f.6 - Utilize</b> sterile or aseptic technique as appropriate.</li> </ul>



<b>Learning Objectives</b>	<b>Embedded Knowledge and Skills</b>
<b>O5.7.a</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>5.7.a.1 - Identify</b> signs and symptoms of possible fractures to the appendicular skeleton.</li><li>○ <b>5.7.a.2 - Distinguish</b> between open and closed fractures.</li><li>○ <b>5.7.a.3 - Evaluate</b> commercially manufactured splints for use based on patient presentation.</li><li>○ <b>5.7.a.4 - Modify</b> splints to meet patient needs.</li><li>○ <b>5.7.a.5 - Explain</b> how the mechanism of injury and illness can affect injuries to the appendicular skeleton.</li><li>○ <b>5.7.a.6 - Perform</b> appropriate treatment to suspected fracture.</li></ul>
<b>O5.7.b</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>5.7.b.1 - Identify</b> signs and symptoms of possible fracture injury to the axial skeleton.</li><li>○ <b>5.7.b.2 - Describe</b> the relationship of kinematics to potential spinal injury.</li><li>○ <b>5.7.b.3 - Evaluate</b> commercially manufactured immobilization devices for use based on patient presentation.</li><li>○ <b>5.7.b.4 - Modify</b> immobilization devices to meet patient needs.</li><li>○ <b>5.7.b.5 - Perform</b> treatment of suspected fractures involving the axial skeleton.</li></ul>
<b>O5.7.c</b>	By the end of the course, the student will be able to: <ul style="list-style-type: none"><li>○ <b>5.7.c.1 - Define</b> "Closed Reduction."</li><li>○ <b>5.7.c.2 - Discuss</b> the indications for fracture and dislocation reduction.</li></ul>



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



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



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## **GRADING**

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

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

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## **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.

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 10% 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.)



**OLS  
Academy**

**Primary Care Paramedicine 2026-27**  
**Term 2 | Block 1 & 2**  
**PCP-129 Trauma II**  
OLS Academy  
Course Outline  
Cohort A

**Absence Due to Special Circumstances or Illness:** Let the Instructor 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. **Total Amount of Absences Permitted = 4 classes.**

**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](mailto:academy@omnilifesupport.com). Students can email the instructor at [Rene.Savoie@omnilifesupport.com](mailto:Rene.Savoie@omnilifesupport.com) or [Cheyenne.Heath@omnilifesupport.com](mailto:Cheyenne.Heath@omnilifesupport.com).

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



**Engagement Points:** A student's engagement will be graded out of 100. Please reference the applicable Course Outline, for weighting of Engagement Points.

Engagement points are evaluated using the following scale:

<b>Fully Engaged</b> (Full Points)	<ul style="list-style-type: none"><li>• Student is present in class, has an absence excused by Faculty (e.g., medical appointment that cannot be scheduled outside of class hours), or, situation permitting, student is virtually present at lectures they are unable to attend physically.</li><li>• Student comes to class prepared.</li><li>• Student is not distracted by irrelevant activities on phone or another electronic device.</li><li>• Student makes thoughtful contributions to the conversation.</li><li>• Student shows an interest in and respect for the contribution of others.</li><li>• Student actively participates in group activities.</li><li>• Student hands in assignments in a timely manner.</li></ul>
<b>Partially Engaged</b> (Half Points)	<ul style="list-style-type: none"><li>• Student is late for class.</li><li>• Student is present but has not prepared for class.</li><li>• Student is distracted by irrelevant activities on phone or another electronic device but discontinues behaviour when requested.</li><li>• Student does not make thoughtful contributions to the conversation.</li><li>• Student requires guidance from an instructor to behave appropriately; inappropriate behaviour is discontinued upon request.</li><li>• Student is present but requires prompting and guidance to actively participate in group activities.</li><li>• Student hands in assignments passed assigned deadline.</li></ul>
<b>Disengaged</b> (No Points)	<ul style="list-style-type: none"><li>• Student is absent from class and, situation permitting, student refuses offer from Faculty to be virtually present at lectures they are unable to attend physically.</li><li>• Student is distracted by irrelevant activities on phone or another electronic device but does not discontinue behaviour when requested.</li><li>• Student requires guidance from an instructor to behave appropriately; inappropriate behaviour is not discontinued upon request.</li><li>• Student displays disrespect to instructor and/or other students.</li><li>• Student is present but does not participate in group activities.</li><li>• Student does not hand in assignments.</li></ul>