

Justice Institute of British Columbia COURSE OUTLINE

Course Code:	PARA252
Course Title:	Classic Trauma Cases
Prerequisite Courses:	PARA251 Classic Medical Cases 2
School:	School of Health, Community and Social Justice
Division/Academy/Centre:	Health Sciences Division-Paramedic Academy
Previous Course Code & Title:	CC250 Classic Cases 250
Course First Offered:	August 2013

# of Credits:	3.0
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Course Description: This course examines the diagnosis and treatment of patients presenting with “classic” traumatic injuries such as: head, neck and spinal injuries; chest and abdominal injuries; and, upper and lower extremity injuries. Learners will employ clinical-decision making strategies to perform a focused patient assessment, generate a provisional diagnosis and develop an appropriate management and treatment plan for patients presenting with critical and non-critical injuries.

The study of kinematics will help learners anticipate the kinds and severity of classic injuries while the study of the pathophysiology of shock will prepare learners to anticipate, diagnose and manage trauma-induced hypovolemic shock.

Course Goal(s): The goal of this course is to equip learners with the skills, knowledge and judgment required to assess and manage classic presentations of common injuries in critical and non-critical trauma patients using Primary Care Paramedic (PCP) assessment skills, treatments and protocols.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

- Relate the pathophysiology and mechanism of injury to the assessment and management of trauma patients
- Describe and discuss the overall approach, key decisions and principles of managing trauma calls
- Relate kinematics and the mechanism of injury with the assessment, anticipation of likely injuries, and ongoing assessment and management of specific types of trauma calls
- Describe the pathophysiology, signs and symptoms, key features and principles of managing patients in hypovolemic shock
- Perform the PCP Hypovolemia protocol, and discuss its indications, contraindications, guidelines and procedures
- Describe and demonstrate the general assessment and management of unstable trauma patients utilizing PCP equipment and applying skills, procedures, and protocols
- Describe the kinematics, pathophysiology, key features and principles of management of:
 - injuries to the head, neck and spine
 - chest and abdominal injuries
 - injuries to the extremities

Course Topics/Content:

- Management of Trauma Cases
- Patent Assessment - Differential Diagnosis
- Patent Assessment - Differential Diagnosis
- Kinematics
- Shock
- Head, Neck, and Spinal Injury Cases
- Chest and Abdominal Injury Cases
- Extremity Injury Cases

Text and Resource Materials:

Required:

1. Bledsoe, B.E et al. (2006). *Essentials of Paramedic Care, Canadian Edition, Vol. 1 & 2*. Toronto, ON: Pearson Education Inc.
2. Paramedic Academy, *Training, Treatment and Protocol Manual*. (Revised 2013). Provided online with the cost of tuition. A paper-based version is available for purchase.
3. Paramedic Academy, *Classroom Logbook*. (Revised 2013). Supplied by the Paramedic Academy as part of the course tuition.
4. Other online resources and readings provided through the Blackboard LMS.

Course Level:

	First Year	X	Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab	35	35		
Praxis Exercise				
Practicum/Fieldwork				
Online		7		
Correspondence				
Total Class Hours	42	42		

Comments on Delivery Methods:

The Classic Trauma Cases course is delivered by experienced practitioners that work in pre-hospital and allied health care settings.

Note: In addition to the hours specified above, learners will be required to spend further classroom time on evaluation of skills and a written examination.

Course Grading System:

Letter Grades	X	Percentage	Pass/Fail
Complete/Incomplete		Attendance Only	

Passing Grade:	75%
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Evaluation Activities and Weighting:

Final Written Exam	40%	Assignments	10%	Project	%	Capstone Project	%
Final Practical Exam	40%	Portfolio	%	Participation	10%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

In addition to the Evaluation Activities, students are required to competently perform, document, and submit to an electronic tracking system all related mandatory skills (S or Simulation competencies) set out by the Paramedic Association of Canada (PAC) and accredited by the Canadian Medical Association (CMA).

Students are required to complete the stand-alone online JIBC course, Emergency Vehicle Driving Regulations, with a passing grade on the Final Written Exam of 75%. Access to this course will be provided as part of the PARA200 course.

In addition to the overall passing grade, students must achieve a grade of 75% or higher on the Final Exams in order to pass the course.

Retests:

Students who receive a grade below 75% on an exam may be provided with the opportunity to complete one retest per failed exam. If a student does not achieve a grade of 75% or higher on a retest they may be required to withdraw from the program (see SOHS Program Procedures: Academic Progress for more information).

Late assignments will not be accepted for marking without prior permission of the Regional Training Coordinator. Students may only complete missed assignments, quizzes, projects or exams at the discretion of the Regional Training Coordinator.

Other Course Guidelines, Procedures and Comments:

Students must maintain a 90% overall attendance, and must be present for all examinations as well as specified learning activities, such as field trips or specialty days.

PCP Program Procedures

<http://jibc.ca/programs-courses/schools-departments/school-health-sciences/paramedic-academy/programs/primary-care-paramedic>

These documents are located in the “Policy and Procedures” drop down menu located at the bottom of the above noted page.

- Program Evaluation Policy
- Program Grading Policy
- Program Academic Progression Policy

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

Student Policies:

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.