



Course Number and Section EMSP 1149
Prehospital Trauma Life Support
Course Semester Fall 2025

Instructor Information:

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Cell: (832)315-9084 * Emergencies Only

Mondays & Fridays 0800-1700, PSC Building

Required Textbook/Materials: Paramedic PHTLS: Prehospital Trauma Life Support, 9th Edition NAEMT / Jones & Bartlett Learning

1. The EMS Program Student Handbook
2. Class Uniform
3. Watch with a second hand
4. A device to access online course material, a clinical scheduling skills tracking platform
5. Sterling Credentials Account
6. Com.surpath.com account

Course Prerequisites:

1. Must hold current Texas EMT-Basic certification
 - Or eligible for the National Registry exam.
2. Students must be at least 18 years old by the first day of class; no exceptions will be made.
3. Students must show proof of immunizations
4. Students must be recently certified in BLS Health Care Provider CPR through AHA or HSI
5. Students must pass a criminal background check

EMSP 1149. PRE HOSPITAL TRAUMA LIVE SUPPORT
(LECTURE 1, LAB 0). CREDIT 1. WECM

EMSP 1149 Prehospital Trauma Life Support is designed to provide EMS providers with the knowledge and skills necessary to rapidly assess, manage, and treat trauma patients in the prehospital setting. This course follows the NAEMT PHTLS 9th Edition curriculum and emphasizes evidence-based trauma care, teamwork, and critical thinking.

Course Hours: 16 total contact hours, Lecture and Lab 8 hours in class and 8 hours online or outside of class

Program Goals:

To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.

To educate professionals who can solve problems using highly developed assessment skills, backed by a solid understanding of pathophysiology and reinforced with clinical experiences, who are flexible and can think beyond the established protocols.

Revised 6/2025



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Course Rationale: One of the main focuses of this course is to build critical thinking skills. You are expected to enter this class with the skills and knowledge of a Paramedic. We will build upon this foundation. Lectures, demonstrations, discussions, and class activities reinforce information and concepts. To be a Paramedic, you must also learn to *do* what EMT-Ps do. Instructors will provide an initial demonstration of each skill and guidance during practice. Multiple skills sessions are provided to ensure students' comfort and competence. Students must demonstrate competency in skills during "Skills Testing" sessions. This is an extremely important process.

Course Objectives

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

1. Apply the principles of trauma assessment and management based on current PHTLS standards.
2. Demonstrate appropriate airway and ventilation management in trauma patients.
3. Integrate rapid trauma assessment into prehospital care.
4. Apply evidence-based treatment guidelines for specific trauma emergencies (head, spine, chest, abdominal, musculoskeletal).
5. Demonstrate team leadership and decision-making in trauma scenarios.

Course Student Learning Objectives/Outcomes:

After this unit, the student will be able to:

1. Perform a rapid trauma assessment following PHTLS sequence.
2. Apply evidence-based interventions for life-threatening trauma.
3. Adapt care strategies to urban, rural, and tactical environments.
4. Demonstrate competency in trauma scenario-based simulations.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Students will be able to integrate the pathophysiological principles and assessment findings to formulate a field impression of an emergency medical patient.	Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information	Final Exam
2. Students will be able to implement an acceptable treatment plan of a medical patient	Empirical and Quantitative Skills: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.	Final Pt. Assessment Skills Exam



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3. Students will demonstrate the proper attitude expected of an EMT	Personal Responsibility: to include the ability to connect choices, actions and consequences to ethical decision-making	Affective Domain
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Course Requirements

1. To complete the EMTP program, students must:
2. Score the minimum requirements for the initial or retest or higher on each of the following:
 - a. Pre-Test
 - b. Post Test
3. Complete all required lab/skills sessions
4. **Post-Test Requirement:** All chapter post-tests must be submitted before the final exam, with a minimum score of 76.
5. **Attendance & Participation:** Students must attend and participate in all sessions. Any missed lab days must be made up outside of their regularly scheduled class time. Students may attend another current class or sign up for an open lab date.
6. Successful completion of the course results in:
 - NAEMT PHTLS Provider Certification (valid for 4 years)

Professionalism: This is a non-negotiable requirement for course completion eligibility. Maintain satisfactory standing in the affective domain (professional behavior and participation)

Specific Tasks Accomplished: Paramedics require a significant knowledge base to be effective. Lectures and discussions (including demonstrations and AV aids) are the primary modes of communicating knowledge objectives. Learning significantly increases when students complete the chapters, pretests, and homework before class. Students should also be prepared to engage in group and class discussions to assimilate with other materials in a lab demonstration of skills.

Online Participation: The student must have access to a reliable internet connection. At a minimum, study materials, practice exercises, major exams, quizzes, and grades are made available and/or posted online.

Lab Requirements

As part of the program, students must complete several simulated patient contacts, skill competencies, formative scenarios, summative scenarios, and team leads to fulfill the semester's requirements. Students and instructors will monitor their progress toward these requirements via their EMCE accounts. There is no separate grade for this component of the class.

Skills Criteria: Systematic technique; identifies abnormal findings; integrates findings with history for clinical decision-making. All skills will be evaluated during lab scenarios using the EMS Program's affective, cognitive, and psychomotor rubrics. Students are expected to



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demonstrate competence in the following skills:

1. Bleeding control and wound care
 - Direct pressure, tourniquet application, hemostatic agents
 - Dressing and bandaging techniques
2. Spinal immobilization
 - Seated and supine patients
 - Pediatric and adult techniques
3. Long bone and joint injury immobilization
 - Upper and lower extremity splinting
 - Traction splint application
4. Rapid trauma assessment
 - Scene size-up and primary survey
 - Identifying life threats and initiating care within 10 minutes
5. Chest trauma management
 - Occlusive dressing application
 - Needle decompression (if within scope)
6. Abdominal trauma management
 - Recognizing signs of internal hemorrhage
 - Stabilization and rapid transport decisions
7. Burn management
 - Classification and depth determination
 - Airway and fluid considerations
8. Shock recognition and treatment
 - Hemorrhagic and non-hemorrhagic shock
 - Fluid resuscitation techniques (including IV/IO)
9. Triage principles
 - START and JumpSTART
 - MCI and disaster response coordination
10. Use of trauma assessment tools
 - GCS, Revised Trauma Score, and Trauma Triage Criteria

Evaluation & Competency Sign-Off

Each skill will be practiced in lab settings and formally evaluated by instructors using program-approved skill sheets. Students must demonstrate proficiency in all required skills to be eligible for course completion and NREMT certification testing.

Determination of Course Grade/Detailed Grading Formula:

Pretest	20%	A = 93-100%
Post Test	80%	B = 80-92%
		C = 75-79%
		D = 65-74%



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Affective Grade: All EMS courses have a cognitive, psychomotor, and affective grading domain, and a passing grade must be achieved in all domains to pass the course. All summative evaluation ratings on the Professional/Affective Behavior Evaluation tool at the end of the course must be fair or good. Any ratings of needs for improvement result in a failing grade, which in turn leads to failing the course and renders the student ineligible for course completion.

EMS Student Evaluation Scale (1–7)

Score	Cognitive	Psychomotor	Affective
7 - Exceptional	Demonstrates deep understanding; applies knowledge to complex scenarios with insight and minimal prompting.	Performs all skills with precision, confidence, and consistency; anticipates next steps.	Exemplifies professionalism, empathy, leadership, and integrity, motivating peers and contributing positively to the classroom culture.
6 - Advanced	Accurately applies knowledge to varied situations; demonstrates clinical reasoning and strong retention.	Performs skills with minor errors, quickly self-corrects; efficient and organized technique.	Consistently respectful, engaged, and responsible; models positive behaviors and is receptive to feedback.
5 - Proficient	Understands material and applies it to common EMS scenarios; asks relevant questions.	Performs most skills correctly with minimal guidance; demonstrates coordination and confidence.	Regularly professional and respectful; participates actively and responds well to constructive feedback.
4 - Competent	Demonstrates general understanding; may need prompts for application; some knowledge gaps.	Performs skills adequately but may require occasional correction or enforcement.	Generally appropriate attitude and effort; may need reminders to stay on task or maintain professionalism.
3 - Developing	Inconsistent understanding of concepts; requires prompting and review; struggles to connect ideas.	Skills are uncoordinated or hesitant; needs frequent guidance.	Effort and behavior vary; may show inattentiveness or require repeated redirection.
2 - Beginning	Lacks a minimal understanding, frequently confuses or misapplies	Unable to perform skills without step-by-step prompting; lacks preparation or practice.	Demonstrates poor engagement or professionalism and is resistant to feedback.



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Score	Cognitive	Psychomotor	Affective
	concepts, and shows poor retention.		
1 - Unsatisfactory	Lacks basic knowledge and is unable to participate meaningfully in discussions or applications.	Fails to attempt or improperly performs skills; unsafe or noncompliant with instruction.	Disrespectful, disruptive, or disengaged; unwilling to participate or reflect on behavior.
1. Cognitive Domain (Clinical Judgment & Knowledge Application)			
Evaluation Focus			
Ability to assess patients.			
Appropriate differential diagnosis.			
Selection of appropriate treatments.			
Integration of protocols and guidelines.			
Counseling Strategy			
Ask the student to walk through their clinical reasoning after a call or scenario.			
Review missed cues or misapplied protocols.			
Recommend specific topics for review or simulation-based remediation.			
2. Psychomotor Domain (Skills & Task Performance)			
Evaluation Focus			
Competency in performing assessments and interventions.			
Correct equipment handling and procedural setup.			
Adherence to protocols, safety, and aseptic technique.			
Counseling Strategy			
Provide real-time feedback during or immediately after skills.			
Utilize simulation, repetition, or peer practice.			
Offer video review or skill lab assignments for development.			
3. Affective Domain (Professional Behavior)			
Evaluation Focus			
Attitude, empathy, and teamwork.			
Communication with patients, peers, and staff.			
Accountability, integrity, and a willingness to receive feedback.			
Counseling Strategy			
Use specific observations when giving feedback (e.g., “You spoke over the patient”).			
Explain how affective behaviors impact patient outcomes and team dynamics.			



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Develop a goal-based improvement plan (e.g., “Arrive 10 minutes early; debrief after each call”).

Communicating with your instructor: All official electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about class performance through other electronic means. (At their discretion, faculty may add additional statements requiring monitoring and communication expectations or options via D2L or other Learning Management Systems (LMS) or digital group options, such as GroupMe or WhatsApp.)

EMS Chain of Command

We employ chain-of-command policies, similar to those found in the workplace, to develop professional skills relevant to the workforce.

1. If you have a problem or a question, first consult the syllabus.
2. Verbally discuss the issue with the Lead Instructor.
 - a. Follow up an email TO the LEAD INSTRUCTOR summarizing the meeting and your understanding of the outcomes.
 - b. If you are dissatisfied with the outcome, proceed to Step 3.
3. Forward your summary of the initial meeting to the Program Director and the Lead Instructor. You should also state your desired outcome and justifications for that outcome.
 - a. You will be asked to meet with the Program Director in person.
 - b. As before, prepare a follow-up email summarizing the meeting's outcome.
 - c. If you are dissatisfied with the outcome, proceed to Step 4.
4. Forward your summary of the initial meeting to the Department Chair, the Program Director, and the Lead Instructor. You should also state your desired outcome and provide justifications for it.
 - a. You will be asked to meet with the Dean in person.
 - b. As before, prepare a follow-up email summarizing the meeting's outcome.
 - c. If dissatisfied with the outcome, refer to the Student Handbook for the next steps. [COM Student Handbook](#)

Academic Dishonesty: The College of the Mainland EMS Program strictly prohibits academic dishonesty. Disciplinary action will include, but is not limited to, recording a “0” for the assignment. In cases of cheating or falsification of clinical documents, dismissal is likely. NOTICE: Falsification of any program document is grounds for immediate dismissal and may result in a report of all personnel involved under Texas Administrative Code RULE §157.3

Course Disruption:



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Due to circumstances beyond our control, such as a pandemic, hurricane, or flooding, classes, labs, and clinical rotations may be converted from face-to-face to remote learning or disrupted, resulting in an Incomplete course or a possible delay in graduation. In such an event, when courses can resume, the days and times to make up the content may differ from those originally designated. All efforts will be made to provide adequate notice of any changes. Students must attend those adjusted days/times to complete the curriculum requirements.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact your lead instructor using the contact information provided first. If you continue to have questions after discussing your problems, don't hesitate to reach out to Sarriisa Ryan, Program Director, at sryan4@com.edu.

Course outline:

Week 1

- Introduction, PHTLS Overview, Scene Safety
- Trauma Assessment Principles

Week 2

- Airway & Ventilation in Trauma
- Hemorrhage Control & Shock

Week 3

- Head & Spinal Trauma
- Patient Handling & Immobilization

Week 4

- Thoracic Trauma
- Abdominal & Pelvic Trauma

Week 5

- Musculoskeletal Trauma
- Burns & Environmental Trauma

Week 6

- Special Populations (Pediatrics, Geriatrics, Pregnancy)
- Tactical & Military Considerations

Week 7

- Case Studies & Team-Based Trauma Scenarios
- Review



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Week 8

- Written Exam (NAEMT)
- Skills Testing / Trauma Scenario Practicals



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Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook <https://www.com.edu/student-services/student-handbook.html>. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodation is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 1. The last date to withdraw from the 16-week session is November 14. The last date to withdraw for the 2nd 8-week session is November 25.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty



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completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.