



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

**Instructor Information: Sarrissa Ryan**

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**Course days, hours, and location:** Wednesday and Friday, PSC building, room 119

**Office Hours: Monday 9:00 – 11:30**

**Tuesday 2:00 pm – 4:30 pm**

**Friday 11:00 am – 1:00 pm**

**Required Textbook/Materials: Required Textbook/Materials: Paramedic Care Principles and Practice Vol 1 & Vol 2 + MyLab Brady w Pearson eText ACC for Paramedic Care ISBN-13:9780138210243**

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

**Course Prerequisites & Co-requisites:**

**EMSP: 2205 EMS Operations**

**EMSP: 2243 Assessment-Based Management**

**EMSP: 2269 Practicum - Emergency Medical Tech (Paramedic)**

1. Must hold current Texas EMT-Basic certification
  - Or proof of current enrollment in an EMT-Basic class
  - Or eligible for the National Registry exam.
2. Students must be 18 before the first day of class – No exceptions.
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 1471. ADVANCED TRAUMA MANAGEMENT**

(LECTURE 2, LAB 6). CREDIT 4. WECM.

Assessment and management of patients with traumatic injuries with knowledge and skills at the EMT Paramedic Level. This course will integrate pathophysiological assessment findings at the paramedic level to develop a field impression. This course will encourage the formulation of an advanced treatment plan on multisystem trauma patients with emphasis on the use of current advanced procedures and medications.



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

**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 Student Learning Objectives/Outcomes:**

After this unit, the student will be able to:

1. Demonstrate comprehensive trauma assessments using a structured, systematic approach, including scene safety, primary survey, secondary survey, and ongoing reassessment.
2. Perform advanced trauma life support skills such as bleeding control, fracture stabilization, spinal immobilization, and needle decompression.
3. Apply critical thinking and clinical decision-making during high-fidelity trauma simulations.
4. Integrate knowledge of trauma pathophysiology into the treatment of patients with blunt, penetrating, thermal, and multi-system trauma.
5. Demonstrate professional behavior and teamwork during trauma scenarios, including crew resource management, leadership, and communication.
6. Document trauma patient care effectively and accurately using ePCR and trauma-specific reporting.

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



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

**Specific Tasks Accomplished:** Students must gain competency in skills during skills practice and lab sessions in the following skills.

1. Hemorrhage and Shock
2. Fractures and Immobilization
3. Thoracic Trauma
4. Abdominal and Pelvic Trauma
5. Head and Spine Injuries
6. Burns and Environmental Trauma
7. Multisystem and Trauma Team Scenarios

**Course requirements:** A "B" is required to pass any advanced EMSP course. For AEMT and Paramedic courses, a "C" is not passing and must be repeated. A student will not be allowed to test out of a course.

**Determination of Course Grade/Detailed Grading Formula:**

<b>Quizzes</b>	30%	<b>A</b> = 93-100%
<b>Homework</b>	30%	<b>B</b> = 80-92%
<b>Mid Term:</b>	15%	<b>C</b> = 75-79%
<b>Final Exam:</b>	15%	<b>D</b> = 65-74%
<b>Affective:</b>	10%	

**Affective Grade:** All EMS courses have a cognitive, psychomotor, and affective grading domain, and to pass the course, a passing grade must be achieved in all of those domains. If all three domains are passed, the letter grade will be assigned based on the performance in all three domains. Failure of any domain below the "C" range (as determined by the section) will constitute failure of the course regardless of the grades earned in the other two domains. Remember, it takes an actual "80" to pass the course in all sections & domains.

<b>Affective Domain</b>	<b>Exceeds Expectations (A)</b>	<b>Meets Expectations (B)</b>	<b>Minimally Met Expectations (C)</b>	<b>Minimum Expectation Not Met (D)</b>
1. Quality of cognitive components				



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

2. Course of action in behaviors				
3. Articulation of feelings, values, Ethics, and moral obligations				
4. Congruency with professional ethics and values demonstration				

**Attendance Policy:** Your attendance and *active class participation* are an integral component of your educational experience and that of your classmates. Because of this, it is critical that you attend all classes and labs. All lecture classes, labs, and clinical rotations require mandatory attendance. Class/Lab attendance is checked daily.

A student is allowed to miss no more than 10% of the total course hours of class/lab time combined. As the program manual outlines, these must be excused absences, and the program director must approve unexcused absences. The student must make up any hours beyond the 10% allowed to be missed. If they cannot make up hours, the instructor or program director can assign additional assignments based on the content covered during the missed time to be completed outside of class time. **Additional absences will result in a review of the student's enrollment status, and they may be dropped from the course.**

#### **Skills Lab Time Missed**

When any skills time is missed, the student will do the following to allow continuation in the program. This will not serve as “make-up” time—time missed is time missed.

- Six hours missed (one day) = three hours of skills make-up with a COM adjunct instructor; additional work may be assigned at the instructor or program director's discretion
- Three hours missed (1/2 day) = 1.5 hours of skills make-up with a COM adjunct instructor; additional work may be assigned at the instructor's or program director's discretion.
- The completion date of the above requirements is at the discretion of the Lead instructor, but it **MUST** be before the clinical start date.
- Students will start clinical rotations once the requirements are completed.

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

#### **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.



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**

**Course Semester Fall 2025**

- 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:** Academic dishonesty will not be tolerated within the College of the Mainland EMS Program. Disciplinary action will include, but is not limited to, recording a “0” for the assignment. Dismissal is likely in incidents of cheating or falsification of clinical documents. *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*

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Sarrissa Ryan/Program Director at 409-933-8256 / [sryan4@com.edu](mailto:sryan4@com.edu).

**Working Students:**

While students may be employed in or volunteer in the clinical setting outside of regular instructional hours, they may count time, procedures, and patient contacts toward course completion requirements only if they are functioning in the capacity of a student on a scheduled clinical rotation.

Hospital employees may **never** count on duty activity toward clinical rotations.

Students who work or volunteer for an EMS provider with whom COM EMS Program has a clinical affiliation agreement with their employer **may complete clinical rotations as an additional crew member, functioning in the capacity of a student, and listed on the clinical rotation schedule.** For example, if a service normally runs with a two-member crew, a student may not be the second crew member and count this as a clinical rotation.



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

A student who knowingly attempts to count on-duty time in the clinical setting toward completion of course requirements will, at a minimum, be required to repeat the clinical rotations. Depending on the circumstances, the student may be dropped from the program.

A student may **never** substitute for clinical or EMS agency personnel. Any procedures beyond the scope of the student's current level of EMS certification must be performed under the direct supervision of the preceptor or other authorized personnel from the clinical unit to which the student is assigned.

**Course Disruption:**

Due to circumstances beyond our control, for example, a pandemic, hurricane, or flooding, classes, labs, and clinical rotations could be converted from face-to-face to remote learning or be disrupted, resulting in an Incomplete for the course that was disrupted or possibly delay in graduation. In that event, when courses can resume, the days and times to make up the content may be different from 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.

**Course outline:**

Week	Date	Day	EMSP 1471 Advanced Trauma 128	Lab	Exam
1	8/20/2025	Wed	<b>Chapter 52 Trauma and Trauma System</b> Introduction to Trauma and Trauma Care Trauma Trauma as a Disease The Trauma Care System Trauma Center Designation Your Role as an EMS Practitioner	Trauma Pt Assessment	
	8/22/2025	Fri	<b>Chapter 53 Mechanism of Injury</b> Introduction to Mechanism of Injury Kinematics of Trauma Kinetics of Impact Biomechanics of Trauma Blunt Trauma Penetrating Trauma Kinetics of Penetrating Trauma	Blunt & penetrating Injury Management	
3	9/3/2025	Wed	Chapter 61 Environmental Trauma Homeostasis		



## Course Number and Section EMSP 1471 101C3 FA25

### Advanced Trauma

#### Course Semester Fall 2025

			Pathophysiology of Heat and Cold Disorders	Pt.
			Heat Disorders	assessment
			Cold Disorders	and
			Drowning	treatment
			Diving Emergencies	environment
			High-Altitude Illness	injuries
	9/5/2025	Fri	Chapter 61 Environmental Trauma Cont.	
5	9/17/2025	Wed	EMSP 1471 Advanced Trauma 128	
			Chapter 55 Soft Tissue Trauma	
			Anatomy and Physiology of Soft Tissue Injury	Bandaging
			Pathophysiology of Soft Tissue Injury	and
			Dressing and Bandage Materials	management of soft tissue
			Assessment of Soft Tissue Injuries	
			Management of Soft Tissue Injuries	
	9/19/2025	Fri	Chapter 55 Soft Tissue Trauma Cont.	lab Cont
7	10/8/2025	We d	Chapter 56 Burns	
			Anatomy and Physiology of the Skin	
				Pt
			Burn Pathophysiology	
				assessment
			Assessment of Thermal Burns	
				Burns
			Management of Thermal Burns	
			Assessment and Management of Electrical, Chemical, and Radiation Injuries	
				Pt



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

<b>10/10/2025</b>	<b>Fri</b>	<b>Chapter 56 Burns Continued</b>	<b>assessment</b>
			Burns
<b>8</b>	<b>10/15/2025</b>	<b>We d</b>	<b>Chapter 10 Ground EMS operations</b>
			Start Triage
			Ambulance Maintenance
			Ambulance Deployment and Staffing
			Safe Ambulance Operations
			<b>Chapter 11 Air Medical Operations</b>
			MCI Drill
			History
			Aircraft
			Role in EMS
			Scene Operations
<b>10/17/2025</b>	<b>Fri</b>	<b>Chapter 13 MCI</b>	
		<b>Origins of Emergency Incident Management</b>	
			MCI drill
		<b>Support of Incident Command</b>	
		<b>Division of Operations Functions</b>	
		<b>Functional Groups within an EMS Branch</b>	





**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

<b>Disaster Management</b>			
<b>Challenges of Multiple-Casualty Incidents</b>			
<b>9</b>	<b>10/22/2025</b>	<b>We d</b>	<b>Chapter 57 Head, Face, Neck and Spinal Trauma</b>
			<b>Anatomy and Physiology of the Head, Face, Neck, and Spine</b> Pt
			<b>Pathophysiology of Injuries to the Head, Face, Neck, and Spine</b> Assessment
			<b>Assessment of the Patient with a Head, Neck, or Spine Injury</b>
			<b>Management of Injuries to the Head, Neck, and Spine</b> Treatment
	<b>10/24/2025</b>	<b>Fri</b>	<b>Chapter 57 Head, Face, Neck and Spinal Trauma Cont.</b> Spinal injuries
<b>11</b>	<b>11/5/2025</b>	<b>We d</b>	<b>Chapter 60 Orthopedic Trauma</b>
<b>Prevention Strategies</b>			
<b>Musculoskeletal Anatomy and Physiology</b>			
			<b>Musculoskeletal Pathophysiology</b> Pt
			<b>Musculoskeletal Injury Assessment</b> Assessment
			<b>Musculoskeletal Injury Management</b> Skills
			<b>Musculoskeletal Injury Assessment</b> injury
			<b>Musculoskeletal Injury Management</b> management
	<b>11/7/2025</b>	<b>Fri</b>	<b>Chapter 60 Orthopedic Trauma Cont.</b> Lab Continued



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

12	11/12/2025	Wed	<b>Chapter 59 Abdominal Pelvic Trauma</b> Introduction to Abdominal and Pelvic Trauma Abdominal and Pelvic Anatomy and Physiology Pathophysiology of Abdominal and Pelvic Trauma Assessment of Patients with the Abdominal/Pelvic Trauma Management of the Abdominal Trauma Patient	Pt Assessment management Abd/Trauma
	11/14/2025	Fri	<b>Chapter 62 Special Consideration in Trauma</b> <b>Shock Trauma Resuscitation</b> Injury Prevention Trauma Assessment Shock/Multisystem Trauma Resuscitation Interaction with Other Care Providers	Trauma CPR

**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.



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

**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](mailto: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 1<sup>st</sup> 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 2<sup>nd</sup> 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 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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto: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



**Course Number and Section EMSP 1471 101C3 FA25**  
**Advanced Trauma**  
**Course Semester Fall 2025**

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.