TACTICAL COMBAT CASUALTY CARE

TRAINER ASSESSMENT CHECKLIST

NAME OF TRAINER: _____ **GRADE:** _____

NAME OF EVALUATOR: _____ **GRADE:** _____

COURSE: _____ **DATE:** _____ **TIME:** _____

EVALUATORS: Enter an "X" under the applicable rating (E, S, NI, UNSAT, N/A).
"NI," ratings require a justification being written in the corresponding notes for each section.

LEGEND:
E = EXCELLENT **S** = SATISFACTORY **NI** = NEEDS IMPROVEMENT **UNSAT** = UNSATISFACTORY **N/A** = NOT APPLICABLE

ASSESSMENT ITEMS	RATING (X)				
COURSE PREPARATION	**E**	**S**	**NI**	**UNSAT**	**N/A**
1. Established or confirmed training team composition and assignments					
2. Met with training team to review class plan in advance of executing the course					
3. Set up agenda to maximize time spent in skills stations and trauma lanes					
NOTES:					

CLASSROOM/TRAINING AREA PREPARATION	**E**	**S**	**NI**	**UNSAT**	**N/A**
4. Set up and pre-tested all necessary medical equipment, part task trainers/manikins, etc.					
5. Ensured appropriate student to equipment ratios					
6. Equipment/training aids/computer technology were ready for use and in working order					
7. Prepared training area (lighting, optimized physical layout of training area)					
8. Reviewed attendance roster and facilitated sign-in of trainees					
9. Ensured optimum trainer-to-student ratios met					
NOTES:					

TRAINER ASSESSMENT CHECKLIST

DIDACTIC PRESENTATION	E	S	NI	UNSAT	N/A
10. Provided introductions/course (or module) overview					
11. Reviewed objectives					
12. Used slides, videos and other training aids effectively					
13. Used effective communication techniques (adapted unit-appropriate examples, used active listening, encouraged student participation, respect/positive rapport)					
14. Utilized appropriate mannerisms/personal characteristics (moved around training area, used physical gestures, poise, eye contact)					
15. Adhered to the standardized curriculum while presenting didactic material					
16. Interacted appropriately with other instructional staff					
17. Utilized effective questioning techniques					
18. Recapped key learning points					
NOTES:					

SKILLS STATION PREPARATION	E	S	NI	UNSAT	N/A
19. Gathered, inspected and prepared necessary supplies and training aids					
20. Set-up the skills stations optimizing the training area					
21. Ensured that training area and procedures were all safe					
NOTES:					

TRAINER ASSESSMENT CHECKLIST

SKILLS STATION MANAGEMENT/TRAINING	E	S	NI	UNSAT	N/A
22. Divided students into small groups, ensuring optimal trainer-to-student ratios					
23. Engaged students and maintained their attention					
24. Provided clear expectations for each station taught					
25. Provided trainer-led demonstrations or other guidance (videos/skill cards, etc.)					
26. Used scenarios to support training, wherever possible					
27. Ensured students donned full combat uniform equipment (full-kit) and/or all personal protective equipment as needed					
28. Provided targeted, effective feedback during student practice with on-the-spot corrections					
29. Ensured that all students remained actively engaged at the station and maximized the number of repetitions for skills practice					
NOTES:					

SCENARIO/TRAUMA LANE PREPARATION	E	S	NI	UNSAT	N/A
30. Established or used trauma scenarios with injury patterns that train or assess essential CLS TCCC Knowledge Skills Abilities (KSAs)					
31. Optimized trauma lanes with expendable and durable supplies					
32. Utilized high fidelity manikins, moulaged actors or moulaged low fidelity manikins as casualties					
33. Enhanced training using available environmental conditions (noise, low-light, smoke, OPFOR, etc.)					
34. Ensured established safety SOPs were followed					
NOTES:					

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SCENARIO/TRAUMA LANE MANAGEMENT	E	S	NI	UNSAT	N/A
35. Maximized use of trauma lanes throughout training, if applicable					
36. Ensured students donned full combat uniform equipment (full-kit) and/or all personal protective equipment as needed					
37. Adapted scenarios to maximize training during practice sessions, with the exception of the graded trauma lane					
38. Used Tactical Trauma Assessment (TTA) skills checklist when grading student performance in the trauma lanes					
NOTES:					

FEEDBACK	E	S	NI	UNSAT	N/A
39. Demonstrated command of knowledge and skills when answering student questions					
40. Used checks on learning throughout course					
41. Addressed student concerns and provided on-the-spot corrections					
42. Provided constructive feedback focusing on the task					
43. Utilized skill assessment checklist to provide written feedback					
NOTES:					

KNOWLEDGE ASSESSMENT (EXAM/TEST)	E	S	NI	UNSAT	N/A
44. Ensured knowledge assessment occurred at the proper time in the course					
45. Provided targeted feedback for any knowledge assessment failures and re-administered assessment					
NOTES:					

TRAINER ASSESSMENT CHECKLIST

SKILLS ASSESSMENT	E	S	NI	UNSAT	N/A
46. Ensured proper trainer/assessor-to-student ratios					
47. Used standardized scenarios to perform the Tactical Trauma Assessment (TTA)					
48. Utilized the skills assessment checklist to ensure students successfully demonstrated all critical skills					
49. Avoided providing on-the-spot corrective guidance or prompts during the assessment					
50. Compiled and saved feedback for post-assessment debriefs with the students					
NOTES:					

REMEDIATION	E	S	NI	UNSAT	N/A
51. Addressed any students who failed their assessment in a professional manner					
52. Used effective feedback principles to develop a remediation plan in conjunction with the student					
53. Provided adequate time for the student to retrain on deficiencies prior to reassessment					
NOTES:					

COURSE CRITIQUE MANAGEMENT	E	S	NI	UNSAT	N/A
54. Administered student course critiques					
55. Reviewed and analyzed information from student critiques for course improvement suggestions					
56. Completed trainer course critique					
57. Prepared and sent critiques to the Joint Trauma System					
NOTES:					

TRAINER ASSESSMENT CHECKLIST

DEBRIEFING SESSION	E	S	NI	UNSAT	N/A
58. Set a professional environment and led a constructive debriefing session					
59. Kept the debriefing session focused on course improvement opportunities					
60. Summarized the debriefing session findings to ensure feedback was understood					
NOTES:					

GENERAL	E	S	NI	UNSAT	N/A
61. Appropriately addressed any challenges that arose					
62. Highlighted how medical skills apply to the students'/units' mission					
63. Managed didactic session, skills station, trauma lane and transition times					
64. Managed disruptive students/staff appropriately, if necessary					
65. Adhered to established safety protocols throughout the course					
NOTES:					

PASSING CRITERIA:

Excellent- 80% or more items rated "Excellent." No items rated "Needs Improvement" or "Unsatisfactory."

Satisfactory- 75% or more items rated "Satisfactory" or higher. No more than 25% of items rated "Needs Improvement." Less than 10% of items rated "Unsatisfactory."

Needs Improvement - 26% - 39% of items rated "Needs Improvement" or 10% - 24% rated "Unsatisfactory."

Unsatisfactory - 25% or more of the items rated "Unsatisfactory" or 40% or more of items rated "Needs Improvement." Mandatory reevaluation within 30 days.

Evaluation Feedback and Improvement Plan:

TRAINER SIGNATURE: _____

EVALUATOR SIGNATURE: _____