

ONLINE TRAIN THE TRAINER COURSE LEARNING OBJECTIVES

Core Modules/Lesson Plans

#	LESSON NUMBER	LESSON TITLE
01	TCCC – ASM – TTT - 1	Course Foundation and Design
02	TCCC – ASM – TTT - 2	Course Management
03	TCCC – ASM – TTT - 3	Instructional Strategies
04	TCCC – ASM – TTT - 4	Managing TCCC Skill Stations
05	TCCC – ASM – TTT - 5	Teaching TCCC Skills
06	TCCC – ASM – TTT - 6	Feedback, Assessment and Remediation

Learning Objectives: (6 TLOs, 21 ELOs)

MODULE 1: COURSE FOUNDATION AND DESIGN	
TLO	ELO (4)
1. Describe the design and organization of the standardized TCCC curriculum developed by the Joint Trauma System.	1. Define Tactical Combat Casualty Care.
	2. Describe the importance of a standardized training curriculum.
	3. Identify the four levels of TCCC training and the associated target audiences for each level.
	4. Identify the differences between knowledge and skills requirements for the All Service Members training as compared to the Combat Life Saver training.
MODULE 2: COURSE MANAGEMENT	
TLO	ELO (4)
2. Describe the methods for effectively managing a TCCC ASM course.	5. Identify the appropriate use of the of the standardized curriculum including the course plan, teaching materials, training aids and medical supplies.
	6. Identify the importance of team preparation in ensuring the delivery of a curriculum to standard within a designated timeframe.
	7. Identify the appropriate instructor to student ratio for teaching TCCC skills to standard.
	8. Identify common challenges with course management and delivery.

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MODULE 3: INSTRUCTIONAL STRATEGIES	
TLO	ELO (3)
3. Describe the process for tailoring teaching styles to meet the needs of the TCCC-ASM audience.	9. Identify methods for adapting instructional and assessment techniques for the target audience.
	10. Identify strategies recommended for trainers that are TCCC instructors or have medical backgrounds to teach the standardized curriculum at a basic proficiency level to the novice learner.
	11. Identify communication strategies that provide reassurance and build learner self-confidence in performing TCCC lifesaving skills.
MODULE 4: MANAGING TCCC SKILL STATIONS	
TLO	ELO (2)
4. Describe the methods used to organize and conduct medical training in small groups during the TCCC-ASM course.	12. Identify strategies used to organize and effectively facilitate a small group skills station.
	13. Identify the appropriate approaches and instructional process for skills training while implementing time management strategies.
MODULE 5: TEACHING TCCC SKILLS	
TLO	ELO (5)
5. Describe the process of instruction for teaching the five TCCC lifesaving skills at a basic proficiency level.	14. Identify the correct methodology and steps for teaching a rapid casualty assessment utilizing the MARCH protocol and best practices tailored for novice learners.
	15. Identify the correct methodology and steps for teaching bleeding control including: tourniquet application, wound packing with a hemostatic dressing, and pressure bandaging using best practices tailored for the novice learner.
	16. Identify the correct methodology and steps for teaching airway maneuvers using best practices tailored for the novice learner.
	17. Identify the importance of repetition in achieving skills proficiency.
	18. Identify common errors made by novice learners while performing TCCC skills.
MODULE 6: FEEDBACK, ASSESSMENT AND REMEDIATION TECHNIQUES	

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TLO	ELO (3)
6. Describe a student performance assessment and the techniques used to provide effective feedback and remediation.	19. Identify the proper techniques for correcting errors that deviate from the approved skills procedures throughout the learning phase.
	20. Identify the procedure utilized to assess novice learners using the TCCC-ASM Skills Checklist.
	21. Identify effective remediation techniques.