



ALL SERVICE MEMBERS
TACTICAL COMBAT CASUALTY CARE

Student Course Syllabus

JUNE 2019



**Committee on
Tactical Combat
Casualty Care
(CoTCCC)**

Organization: Afloat Training Group (ATG), Norfolk, Virginia (example)
Course: Tactical Combat Casualty Care-All Service Members (TCCC-ASM)
Service: Navy (example)
Level: Basic Proficiency (TCCC Tier 1)

TCCC LEAD AGENT: Defense Health Agency, Joint Trauma System, Falls Church, VA

COURSE DESCRIPTION: The TCCC All Service Members (ASM) Course will familiarize you with TCCC concepts and lifesaving skills to render basic medical aid to a trauma casualty. The course provides information through a short lecture followed by interactive hands-on skills training and discussion. The ASM TCCC Course encompasses rapid casualty assessment, lifesaving medical skills, and critical communication and medical documentation techniques. TCCC basic lifesaving skills used have been proven safe and effective and can be performed by someone with no medical training.

PREREQUISITES: None

LEAD INSTRUCTOR:

Full Name

Rank, Organization

(A short biography of the instructor and their appropriate experience for teaching this course)



CO-INSTRUCTOR:

Full Name

Rank, Organization

(A short biography of the instructor and their appropriate experience for teaching this course)



COURSE DESIGN: This course features student-centered learning approaches, which include opportunities to interact with TCCC expert instructors, and access to digital media and visual reference tools intended to accommodate a variety of learning styles and preferences. An active-learning environment is used to facilitate learning and assessment in a collaborative setting using training aids to further enrich the hands-on learning experience. Throughout the course, students will receive coaching and timely performance feedback from course instructors.

COURSE FLOW: This course is provided over a one-day period. Following an introductory presentation, students will participate in a series of three instructor-led skill stations to learn and practice TCCC skills. Each skill station begins with a short series of video-based “how-to” instructions presented by medical personnel from across the Services, using a crawl, walk, run approach. This provides the student with a brief introduction (crawl), followed by a detailed explanation (walk), finishing with a real-speed application of the skill (run) to simulate all the steps in action. Instructors will provide further demonstration and reinforcement of video instruction, and personalized coaching. After practicing with instructor oversight, students will be evaluated using a skills checklist. The course concludes with a student course evaluation, and an interactive session to gather feedback to inform further course improvement.

This training approach should help you:

- Understand and value the importance of lifesaving skills in ensuring military readiness and their role in helping to eliminate preventable death
- Understand and value the importance of lifesaving skills for use in everyday life

By the end of the course, you should be able to achieve the following:

- Demonstrate and apply TCCC subject knowledge
- Perform basic TCCC life-saving skills
- Understand the use and maintenance of the TCCC ASM course materials, medical supplies and equipment
- Successfully demonstrate basic proficiency in teaching lifesaving skills

TRAINING MATERIALS:

These materials will be provided.

- **Skill Instructions** - detailed step-by-step text instructions for the performance of the rapid casualty assessment and basic lifesaving skills
- **Student Skill Cards** - pictorial representations of procedural steps of each skill
- **TCCC Skills Assessment Checklist** - an assessment tool containing the steps for the performance of lifesaving skills. Students must pass all the critical tasks to meet the basic proficiency standard and successfully complete the course
- **Videos** – How-to videos for rapid casualty assessment, tourniquet application, wound packing, pressure bandages and airway maneuvers presented in a crawl, walk, run format
- **Training/Testing Scenarios** – short scenarios describing a characteristic trauma situation and the resulting injuries used by students to perform a Rapid Casualty Assessment

MEDICAL SUPPLIES (each student will be provided supplies to practice lifesaving skills):

- Combat Application Tourniquet (CAT)
- Hemostatic dressing
- Pressure bandage
- DD Form 1380 – TCCC Card

TRAINING AIDS (in addition to supplies, certain hands-on skills require students to practice using physical aids):

- Z-Medica part-task bleeding control trainer for tourniquet application, wound packing and pressure dressing

COURSE DELIVERY:

The course is designed to be delivered in either a no tech, low-tech or high-tech fashion depending on the setting, resources available or other TCCC training requirements specified by the local command. It can be delivered in classroom or remote settings. Materials are modular and offered in both static and digital formats, in order to provide maximum flexibility for Service-level implementation.

Table 2. Course Schedule –

NOTE: Each 60 min session below has a 10 min break included.

Content Type	Modules Covered	Timelines (sample format)
INTRODUCTION TO TCCC-ASM PRESENTATION Includes the following videos: <ul style="list-style-type: none"> • Introduction to TCCC • Drags and Carries 	1 - 10	60 minutes
SKILL STATION – PRACTICE and EVALUATION: <ul style="list-style-type: none"> • Massive Bleeding • Airway Maneuvers SKILL STATION – PRACTICE: <ul style="list-style-type: none"> • Rapid Casualty Assessment 	3,4,5	180 minutes
Lunch		60 minutes
SCENARIO-BASED EVALUATION: <ul style="list-style-type: none"> • Rapid Casualty Assessment 		90 minutes
Course Debrief and Wrap-up		20 minutes
Course Evaluation		10 minutes

LEARNING OBJECTIVES: The TCCC-ASM curriculum features 10 learning modules. Each learning module has a Terminal Learning Objective (10 TLOs), supported by a set of Enabling Learning Objectives (37 ELOs). Services/units are able to add-on additional learning objectives and course modules based on local training requirements.

Table 1. TCCC ASM learning modules aligned with learning objectives

MODULE 1: INTRODUCTION TO TCCC	
TLO	ELO (5)
1. Describe the practice of TCCC in accordance with the Joint Trauma System (JTS) Guidelines.	1. Identify the leading causes of preventable death due to traumatic injuries, and the corresponding interventions to help increase chances of survival.
	2. Define TCCC in accordance with the Committee on Tactical Combat Casualty Care (CoTCCC) guidelines.
	3. Identify the TCCC Phases of Care, and how intervention priorities differ in each Phase, in accordance with CoTCCC guidelines.
	4. Describe the application of TCCC in combat and non-combat settings.
	5. Describe the role and responsibilities of a non-medical service member in rendering TCCC care in accordance with Joint Publication (JP) 4-02, Health Services Support, p 27 (II-1).
MODULE 2: FIRST AID KIT FAMILIARIZATION	
TLO	ELO (2)
2. Describe the use of a first aid kit in accordance with Service policy.	6. Identify the contents of an individual Joint First Aid Kit (JFAK), and/or other Service-specific first aid kits.
	7. Describe the general maintenance and resupply procedures for trauma materials in a first aid kit in accordance with Service guidelines.
MODULE 3: RAPID CASUALTY ASSESSMENT	
TLO	ELO (5)
3. Given a trauma casualty in a combat or noncombat scenario, perform a rapid casualty assessment in accordance with the JTS Guidelines.	8. Define the actions required before engaging with a casualty, to prevent harm or additional casualties in accordance with CoTCCC guidelines.
	9. Describe the techniques used to assess a casualty for responsiveness.
	10. Describe the techniques used to move the casualty to prevent further injury or death in accordance with the appropriate Service-specific policy.
	11. Perform a rapid casualty assessment in the proper order using the MARCH sequence in accordance with CoTCCC guidelines.
	12. Perform the appropriate actions and interventions used to render assistance to the casualty based on a rapid casualty assessment in accordance with CoTCCC guidelines.

MODULE 4: MASSIVE BLEEDING	
TLO	ELO (7)
<p>4. Given a combat or non-combat scenario, demonstrate basic care for a casualty with massive bleeding in accordance with JTS Guidelines.</p>	<p>13. Define types of bleeding, to include life-threatening bleeding.</p>
	<p>14. Given a trauma casualty with life-threatening bleeding and a tourniquet, apply a two-handed tourniquet to the casualty to stop the bleeding within 1 minute and secure it within 3 minutes, in accordance with CoTCCC guidelines.</p>
	<p>15. Given a trauma casualty with severe bleeding, and no tourniquet available, identify the risks associated with the use of an improvised tourniquet.</p>
	<p>16. Given a trauma casualty with a wound in a place where a tourniquet cannot be effectively applied, and a hemostatic dressing, apply the hemostatic dressing directly on the site of active bleeding and hold direct pressure for 3 minutes in accordance with CoTCCC guidelines.</p>
	<p>17. Given a trauma casualty with a wound, apply a pressure bandage in accordance with the CoTCCC guidelines.</p>
	<p>18. Identify the signs, symptoms and management of shock in a trauma casualty with life-threatening bleeding.</p>
	<p>19. Identify methods to prevent hypothermia in a trauma casualty, in accordance with CoTCCC guidelines.</p>
MODULE 5: AIRWAY & BREATHING	
TLO	ELO (4)
<p>5. Given a combat or non-combat trauma scenario, demonstrate basic care for a casualty with a compromised airway or respiratory distress in accordance with JTS Guidelines.</p>	<p>20. Identify signs of an airway obstruction.</p>
	<p>21. Given a trauma casualty with an airway obstruction, or decreased level of responsiveness, place the casualty in a recovery position in accordance with CoTCCC guidelines.</p>
	<p>22. Given a trauma casualty who is unresponsive or has an airway obstruction, perform a Head-Tilt Chin Lift or Jaw-thrust maneuver to open the airway in accordance with CoTCCC guidelines.</p>
	<p>23. Identify the signs and symptoms of respiratory distress.</p>
	<p>24. Identify the signs and symptoms of a life-threatening chest injury.</p>
MODULE 6: BURNS	
TLO	ELO (4)
<p>6. Describe the basic care of burns in accordance with JTS Guidelines.</p>	<p>25. Identify the severity of burns accordance with the conventional burn classification system.</p>
	<p>26. Describe how to apply a dry dressing to a burn casualty in accordance with CoTCCC guidelines.</p>
	<p>27. Describe techniques used to prevent heat loss in a severe burn casualty in accordance with CoTCCC guidelines.</p>

	28. Identify the specific scene safety issues and actions required of a trauma casualty with electrical burns, before evaluation and care of the casualty.
MODULE 7: FRACTURES	
TLO	ELO (2)
7. Describe the basic care of fractures in accordance with JTS Guidelines.	29. Identify signs of a suspected fracture. 30. Describe the proper application of a splint using a SAM splint or other splinting materials.
MODULE 8: EYE TRAUMA	
TLO	ELO (2)
8. Describe the basic care of an eye injury in accordance with JTS Guidelines.	31. Identify the appropriate care for a trauma casualty with an eye injury in accordance with CoTCCC guidelines. 32. Describe the application of an eye shield or suitable rigid concave materials, in accordance with CoTCCC guidelines.
MODULE 9: HEAD INJURY RECOGNITION	
TLO	ELO (3)
9. Identify a head injury in accordance with DoDI 6490.11, Change 1. 1 June 2018.	33. Identify external forces that can cause a head injury in accordance with DODI 6490.11 enclosure 3 Section 1. 34. Identify signs and symptoms of a head injury in accordance with DODI 6490.11, enclosure 3 Figure Improvised Explosive Device (IED) checklist. 35. Identify the critical observations that should be reported to medical personnel for trauma casualties with a suspected head injury, in accordance with the Military Acute Concussive Evaluation 2 (MACE 2).
MODULE 10: MEDICAL DOCUMENTATION AND COMMUNICATION	
TLO	ELO (2)
10. Describe point of injury communication strategies and casualty care documentation in accordance Defense Health Agency- Procedural Instruction (DHA-PI) 6040.01	36. Identify requirements for communicating care to the casualty, leadership, and medical personnel in accordance with CoTCCC Guidelines. 37. Describe how to document casualty information on the DD Form 1380 Tactical Combat Casualty Care Card and the proper placement of this card on the casualty, in accordance DHA-PI 6040.01.

EVALUATION PLAN: Each student must demonstrate basic proficiency in FIVE TCCC skills (rapid casualty assessment, tourniquet application, wound packing, the application of a pressure bandage and airway maneuvers).

The assessment will evaluate a student's ability to accurately perform 5 lifesaving skills at a basic proficiency level; critical steps associated with each skill should be performed accurately and within any specified timescale to achieve the standard. For example, a tourniquet must be applied according to the specifications defined on the Student Skills Assessment Checklist within the appropriate time.

The performance of knowledge and skills may be assessed together as part of a culminating event using a casualty lane approach or skills may be assessed individually at skill stations. Either the "Skills Assessment Checklist-Culminating Assessment" or the "Skills Assessment Checklist – Individual Skills" may be used to evaluate students during this course. The "Skills Assessment Checklist-Culminating Assessment" combines the evaluation of all 5 lifesaving skills into one scenario driven exercise. The "Skills Assessment Checklist – Individual Skills" allows trainers to evaluate students as they perform individual skills at the skill stations.

Students should continuously apply and verbalize knowledge gains as they perform a rapid casualty assessment based on a scenario presented by the instructor utilizing the MARCH sequence. If a student demonstrates any critical skill in an unsatisfactory manner, they will receive additional targeted training and remediation by the instructor.

REFERENCES:

1. Tactical Combat Casualty Care Guidelines as published by the Committee on Tactical Combat Casualty Care (CoTCCC), August 2018.
2. JTS Clinical Practice Guideline (CPG) – Prehospital Trauma Care in the Tactical Setting, November 2014.
3. TCCC Quick Reference Guide, first edition, January 2017.

Developed by the
JOINT TRAUMA SYSTEM

part of the



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