



**COMBAT LIFESAVER / TACTICAL
COMBAT CASUALTY CARE
INSTRUCTOR COURSE
STUDENT HANDBOOK**

**"THE BEST FORM OF TROOP
WELFARE IS TOUGH, REALISTIC
TRAINING"**

Combat Lifesaver / Tactical Combat Casualty Care Instructor Course

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UNITED STATES MARINE CORPS
Field Medical Training Battalion
Camp Pendleton

Instructor Preparation

Terminal Learning Objectives

(1) With the aid of references and given instructional materials, prepare the instructional environment in accordance with Chapter 4 of the SAT Manual. (TCCC 0.01)

(2) With the aid of references and given instructional materials, rehearse a lesson in accordance with Chapter 4 of the SAT Manual. (TCCC 01.02)

Enabling Learning Objectives

(1) With the aid of references and given instructional materials, prepare the instructional setting in accordance with Chapter 4 of the SAT Manual. (TCCC 01.01a)

(2) With the aid of references and given instructional materials, brief support personnel in accordance with Chapter 4 of the SAT Manual. (TCCC 01.01b)

(3) With the aid of references and given instructional materials, prepare student materials in accordance with Chapter 4 of the SAT Manual. (TCCC 01.1c)

(4) With the aid of references and given instructional materials, perform administrative functions in accordance with Chapter 4 of the SAT Manual. (TCCC 01.01d)

(5) With the aid of references and given instructional materials, check personal appearance in accordance with Chapter 4 of the SAT Manual. (TCCC 01.01e)

(6) With the aid of references and given instructional materials, conduct rehearsals in accordance with Chapter 4 of the SAT Manual. (TCCC 01.01a)

(7) With the aid of references and given instructional materials, demonstrate evidence of rehearsal in accordance with Chapter 4 of the SAT Manual. (TCCC 01.01b)

1. **PREPARE INSTRUCTIONAL ENVIRONMENT.** Prior to delivering instruction, the instructor must prepare the instructional environment for an organized and smooth presentation to maximize the transfer of knowledge and skills. The instructional environment refers to the instructional setting (classroom), media/equipment, support personnel, student materials, and the administrative functions the instructor must perform. Whenever possible, the instructor must ensure that the instructional setting replicates the job setting as much as possible. Organizing and placing required equipment or supplies achieve this, as they would be in the job setting.

a. **Set-Up.** The instructor must also ensure that the instructional setting is conducive to learning. This is accomplished by ensuring the following:

(1) Lighting and ventilation are adequate, media equipment is accessible, and the climate control is functioning properly.

(2) Chairs and desks are available for each student.

(3) Unnecessary distractions are removed.

(4) If an outdoor area is to be used, the instructor must survey the area to ensure it can be prepared per the specific lesson plan and local Standing Operating Procedure (SOP). An alternate site should be designated in the event the primary site cannot be used

(5) Ensure that all ORM and safety considerations have been addressed.

b. **Prepare Equipment.** The instructor must gather and set up all the instructional equipment required for the presentation of the lesson. Equipment can include items such as Digital Video Disc (DVD) players, Liquid Crystal Display (LCD) projectors, computers, etc. All the required equipment is operational. If the equipment cannot be repaired or replaced, alternate equipment must be obtained.

c. **Brief Support Personnel.** Support personnel include assistant instructors, demonstrators, role players, Corpsman (when applicable), and any other personnel who will be involved in the presentation or support of instruction. The instructor must brief support personnel so that each person's role is clearly understood. Additionally, the learning objectives of

the lesson and any needed preparations for instruction must also be briefed.

(1) The primary instructor is responsible for ensuring that all personnel are informed when to meet. Some personnel may need to be at the instructional area early to secure and set up equipment or to have student materials in place prior to the start of the class.

(2) Demonstrators should be briefed on their roles and if time permits, a walk through of the demonstration should be conducted prior to instruction.

d. **Prepare Student Materials**. The instructor must ensure that all materials required by the students are available, in good condition, and ready to be distributed. These may be student outlines (primary document that supports the instruction) or supplemental student materials (something other than the student outline that is retained by the student after instruction).

e. **Perform Administrative Functions**. There are several administrative functions the instructor must address prior to implementation of instruction. The following list presents some of these administrative concerns:

(1) Verify the time and location of the class.

(2) Obtain the class roster.

(3) Make arrangements for monitor/visitor seating in accordance with local SOP.

(4) Ensure appropriate security or safety measures have been followed.

(5) Prepare all administrative paperwork for presentation.

f. **Personal Appearance**. One of the last things to do before "stepping on the platform" is looking in the mirror to check personal appearance. Whether military or civilian, an instructor must make sure that his/her attire is neat and professional. There is nothing worse than an instructor who appears before a class looking sloppy and unkempt, which in most situations distracts the learner's attention from the material.

2. **CONDUCT REHEARSALS.** Most people perform best when they are well prepared. The success of any presentation is a direct result of the amount of work that went into preparing it. Rehearsal is the process in which an instructor practices delivering their lesson. Rehearsing the lesson will reveal the most effective wording, enhance the instructor's knowledge of the subject matter, ensure a smoother flow of the presentation, and increase the chances for success. Rehearsal also provides the instructor a gauge of how his or her delivery fits the allocated time for the lesson.

a. **Types.** We will discuss three types of rehearsals today, individual, small critical audience, and dress. Each of these can stand-alone; however, preparation is maximized when they are all conducted in sequence.

(1) **Individual.** The individual rehearsal requires the instructor to practice delivering the material alone. Individual rehearsals can take place anywhere, anytime, and at the convenience of the instructor. Some instructors rehearse on their way to work in their car, or in the shower. It is recommended to videotape individual rehearsals when possible.

(2) **Small Critical Audience.** Upon completion of an individual rehearsal, the lesson should be presented to a small group of people. Emotional attitudes must be considered when selecting the audience. Ensure the people selected will provide constructive feedback. It is recommended to use family or peers. The instructor should be thick-skinned enough to accept feedback at face value. Tape this rehearsal if possible.

(3) **Dress.** The dress rehearsal should be the final rehearsal and most important of all rehearsals. By this point every effort should have been made to remove any discrepancies in the lesson. This rehearsal should be accomplished in the instructional setting that will be used when the actual lesson is conducted. Rehearse with all media and equipment that will be used on presentation day. Also, make certain any assistant instructors or support personnel are available to rehearse during the dress rehearsal. As with the other two types of rehearsals, tape this if possible.

b. **How to Rehearse.** There are several topics you would want to remember when you rehearse. The things we are going to discuss at this point relate to the three types of rehearsal,

but we need to address the ways in which we can rehearse.
Key factors to remember when rehearsing;

- (1) Avoid Memorization. Never memorize the lesson because it will give the presentation a canned effect causing the instructor to appear robotic. Know the outline (conceptual framework), sequence, and the points to be covered, but do not memorize the lesson verbatim (word for word) from the lesson plan. Below are some recommendations that can help avoid memorization:
 - (a) **Read** the lesson plan at least twice and highlight words or key phrases that need to be emphasized. If anything is unclear, request guidance from other instructors.
 - (b) **Research** the technical manuals and references to broaden your knowledge of the subject.
 - (c) **Review** all supplemental material.
 - (d) **Print** the media (3 slides per page) and write notes on the right hand side of the page. The notes can include: key phrases from the lesson, examples, analogies, stories, or anything else that needs to be mentioned or accomplished when that particular slide is displayed. If you are using a turn chart or transparencies write notes as well. Once you're comfortable rehearse without the notes.
- (2) Rehearse by Parts. If there is any part of your lesson with which you feel uncomfortable or feel you need more practice with, you should rehearse that part separately from the rest of your lesson until you feel confident with that part.
- (3) Rehearse for Criticism. Rehearse your lesson for the sake of criticism in front of an audience. This audience should be fellow instructors or curriculum developers responsible for the development of the lessons.
- (4) Rehearse the Whole Lesson. After the instructor rehearses and is comfortable with the different parts, the lesson should be rehearsed from start to finish. An instructor can get a false sense of security when he or she is comfortable rehearsing only specific parts. This is essential to ensure that the lesson flows smoothly.

c. **Evidence of Rehearsal**. Let's look at some of the topics that indicate whether or not you have rehearsed. It is important to note that a lack of rehearsal may cause students to form negative opinions regarding the lesson, the instructor's professionalism and abilities, and the course or instructional program (student barriers). However, proper rehearsal will produce the following positive results.

(1) **Presentation Flowed Smoothly**. If the entire presentation flows smoothly, it is most likely due to instructor rehearsal. Conversely, if the presentation is choppy or disjointed, it can be presumed that the instructor did not rehearse appropriately.

(2) **Instructor Appears Knowledgeable**. When an instructor appears knowledgeable about the subject matter, it is evidence of rehearsal.

(3) **Instructor Appears Comfortable**. The next consideration is whether or not the instructor appears comfortable in the classroom. The instructor should know where all the equipment and media are located and the presentation should not be interrupted because the instructor could not operate the equipment or media. If the instructor appears relaxed while delivering the presentation then he or she most likely spent enough time rehearsing.

d. **Time Limit**. Further evidence of rehearsal is the effective delivery of the instruction within the time allocated. If the instructor remains within the time limit then it is most likely due to rehearsal.

Reference:

SAT Manual Chapter 4

UNITED STATES MARINE CORPS
Field Medical Training Battalion
Camp Pendleton

Core Skills for a Technical Trainer

TERMINAL LEARNING OBJECTIVES

1. With the aid of references and instructional materials, review core skills for a technical trainer per the SAT manual (TCCC .21.08)

ENABLING LEARNING OBJECTIVES

1. With the aid of references, and given a list of choices, define the characteristics of an adult learner per the SAT Manual. (TCCC.21.08a)
2. With the aid of references, and given a list of choices, define the learning style of an adult learner per the SAT Manual. (TCCC .21.08b)
3. With the aid of references, and given instructional materials, employ communication techniques throughout the lesson, per the SAT Manual. (TCCC .21.08c)
4. With the aid of references, and given instructional materials, employ questioning techniques, per the SAT Manual. (TCCC .21.08d)
5. With the aid of references, and given instructional materials, review the lesson materials, per the SAT Manual. (TCCC .21.08e)
6. With the aid of references, and given instructional materials, prepare the classroom so that it is conducive to learning, per the SAT Manual. (TCCC.21.08f)
7. With the aid of references, and given instructional materials, conduct rehearsals, per the SAT Manual. (TCCC .21.08g)
8. With the aid of references, and given instructional materials, demonstrate evidence of rehearsals, per the SAT Manual. (TCCC.21.08h)
9. With the aid of references, and given instructional materials, conduct rehearsals, per the SAT Manual. (TCCC .21.08i)

1. ADULT LEARNING CHARACTERISTICS

a. Introduction

(1) Formal educational instructions in modern society were established exclusively for the education of children. At the time they were established, there was only one theory about learners and learning - pedagogy.

(a) Pedagogy is derived from the Greek words paid, meaning "child" and agogus, meaning "leader"; thus pedagogical theory is the art and science of teaching children. This form of teaching does not consider the knowledge and experiences that adults bring to the learning environment.

(b) Androgogy is the term used to describe emerging theories about adult learners. Androgogy is derived from the Greek words aner, meaning "adult" (literally man, not boy) and agogus; thus androgogy is the art and science of teaching adults.

(2) One of the factors that instructors consider when implementing training is whom they will teach. Marines and Sailors are adult learners, but the approach to training them depends on their experience. For example, consider how drill instruction differs for a recruit at MCRD and for a Sergeant going to Drill Instructor School. Both are considered adults, but the approach to training each is completely different.

b. Six Adult Learning Characteristics - There are many characteristics that help us define who we teach. We will focus on six:

(1) **Adults are capable of Self-Direction** - Adults avoid, resist, and resent situations where they are not treated as adults. As an adult, there is a need to be treated by others as capable of self-direction.

(a) **Self-Paced Learning** - Correspondence courses, CBT (Computer Based Training)

(b) **Learner Self-Evaluation** - In coaching and practical application, the instructor guides the student to see where they need to improve. Using self-evaluation is very effective for adult learners because they "own" the problem and the solution.

(c) **Share Responsibility** - Instructor is responsible for providing accurate information or demonstrating proper

performance. The student is responsible for the learning.

- (2) **Adults have Established Emotional Frameworks** - Any student's ability to learn is directly proportional to the degree of emotional safety he or she feels. Anxiety, fear, and lack of confidence are emotions that can negatively affect a student's willingness to learn. Well designed and delivered instruction that considers the potential for anxiety can educe or eliminate these fears.
- (3) **Adult Bring Experience** - Adults possess a large bank of previous learning comprised of formal education, training, culture, and life experience. Based on this prior learning, adult learners formulate assumptions about the world. These assumptions can either help or hinder the learning of new material.
- (4) **Adults must be Ready to Learn** - WIIFM (What's In It For Me)
- (5) **Adults Learn Best in Small Groups** - The collective experience of the group adds to the process of learning
- (6) **Adults Need a Supportive and Challenging environment** - Adults need a learning environment that provides them with a sense of acceptance, respect and support. Adults tend to shut down in a non-supportive environment.



Skills Check Write a short description of a class you have attended that did not consider adult learning characteristics. You have three minutes writing time. Be prepared to share your experience with the class and determine which principle was violated that caused the student to resist learning.

c. **Learning Styles** - Learning style refers to an individual's preferred way of gathering, interpreting, organizing, and thinking about information. There are at least sixteen

models of learning styles, we will discuss only a basic model.

- (1) **Instructional Preference Model** - This model focuses on the medium in which learning occurs. It assumes that students have different preferences for receiving information. Instruction that accounts for all three learning styles will be the most effective.

	<p style="text-align: center;">Visual Learners</p>	<p>These learners tend to learn better when they see the subject matter to learn. They like to learn with photos, diagrams, charts, physical objects or demonstrations.</p>
	<p style="text-align: center;">Auditory Learners</p>	<p>Thos who tend to learn better when they hear it.</p>
	<p style="text-align: center;">Kinesthetic Learners</p>	<p>These learners tend to learn better by performing the new task. Although they may benefit from other methods, they learn best when they perform a task. When teaching a kinesthetic learner how to swim, a lecture is less useful than a practical application session.</p>

d. How Adults Learn

(1) **Three Stages**

- (a) **Context** - Students need to know how a task fits into the "big picture"
- 1 First, explain to the students how a task relates to the whole job
 - 2 Provide the details
- (b) **Manageable Chunks** - Dividing the instruction into small, logical pieces and identifying the critical points.

(c) **Pactice** - The best way to learn something is to do it. Allow the students time to practice what they have learned. Following the steps below produces positive results:

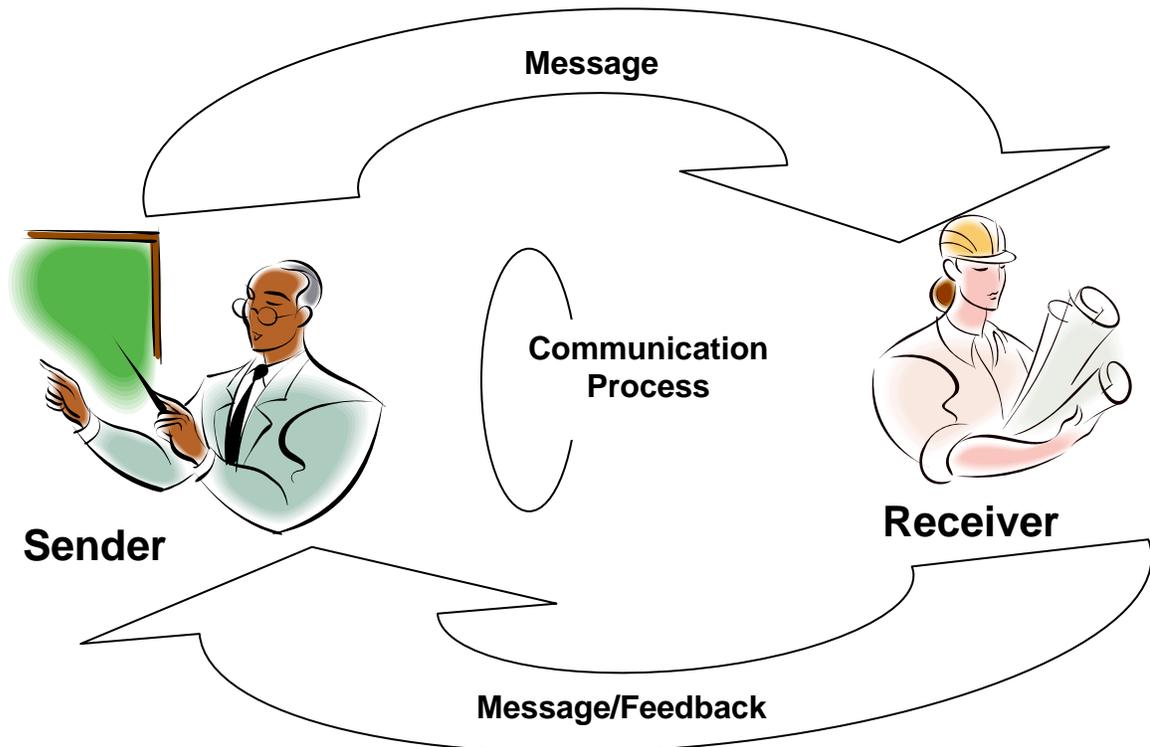
- 1 Do the task at full speed
- 2 Demonstrate the task slowly, emphasizing critical points
- 3 Allow the student to perform the task with you
- 4 Allow the students to do the task on their own.

I do it fast, I do it slow, you do it with me - now you go.

2. **EFFECTIVE COMMUNICATION**

a. **Communication** - the act of sending and receiving messages and providing feedback on those messages. The messages can be verbal, nonverbal, written, or physical. Even a lack of action can be a message! Communication is always an exchange between two or more people.

b. **Communication Process**



c. **Communication Techniques** - The communication techniques you need to use skillfully in the classroom are: verbal, nonverbal, listening, and questioning. They dramatically

affect the transfer of learning and the instructor's ability to maintain student attention.

- (1) **Verbal** - There are eight speech techniques that you should work on controlling whenever you are speaking. We are going to look at each of them in detail. The chart on the next page will emphasize some key points to help you understand verbal communication.

VERBAL COMMUNICATION TECHNIQUES		
	<p>VOLUME</p>	<p>Loudness or softness of a speaker's voice</p> <p>If you speak too loud, you will be overbearing</p> <p>If you speak too softly, students may not understand you</p> <p>Remember, your voice always sounds louder to you than to a listener</p>
	<p>RATE</p>	<p>Speed at which a person speaks</p> <p>ATTENTION - Change the rate of your delivery to get your students' attention</p>
	<p>DIALECT</p>	<p>Most languages have dialects, each with a distinctive accent, grammar and vocabulary based on regional or ethnic speech.</p> <p>Example: In Alabama parents tell their children to stop "squinting" their eyes while watching TV "rat" now.</p>
	<p>PRONUNCIATION</p>	<p>People from Boston pronounce "Car" without the "r"</p>
	<p>ARTICULATION</p>	<p>Articulation is the delivery of particular speech sounds.</p> <p>We habitually chop, slur, and mumble our words, rather than enunciating them plainly.</p> <p>Example: "let me" in to "lemme"</p>

	<p>FORCE</p>	<p>Emphasize the correct word or syllable. Placing emphasis on different words or syllables can change the meaning of a sentence.</p> <p><u>Why</u>, did you join the Navy? Why, did you join the <u>Navy</u>?</p>
	<p>INFLECTION</p>	<p>Change in the pitch or tone.</p> <p>Inflection in your voice can make you sound</p> <ul style="list-style-type: none"> ➤ Happy or sad ➤ Angry or pleased ➤ Interested or bored
	<p>PAUSE</p>	<p>Use pause to :</p> <p>End a thought</p> <p>Give students a chance to absorb the material</p> <p>Concentrate on the next point</p> <p>Dramatic impact to a statement</p> <p>Don't use pet words such as "um", "er" and "uh"</p>

(2) **Nonverbal Communication** - Platform Behavior

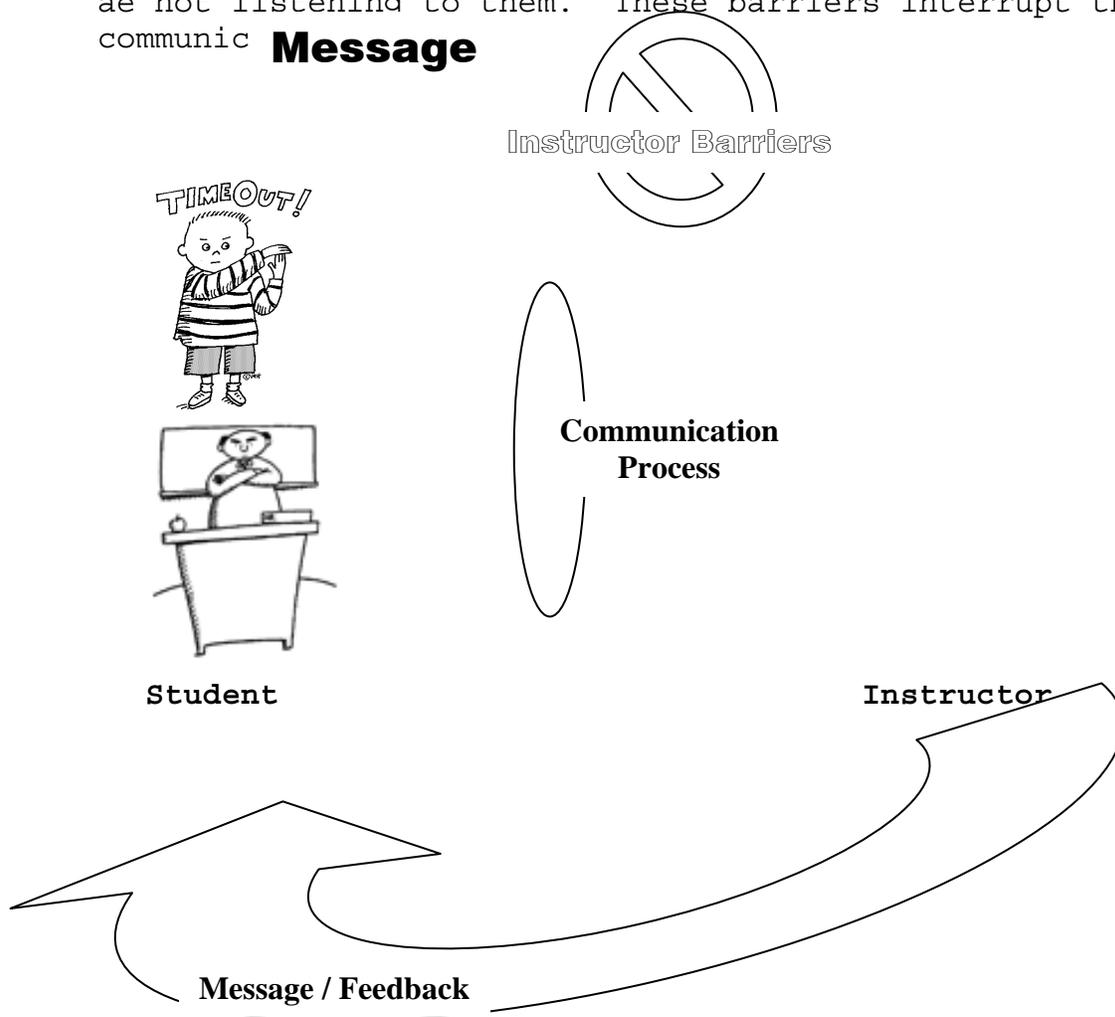
(a) **Description** - Nonverbal signals that complement verbal communication. The following factors can contribute to or hinder the communication process.

1 **Factors:**

- a Posture - platform stance; Stay away from the podium; stand with confidence
- b Movement - use movement in moderation
- c Nervousness - Techniques to overcome nervousness
 - 1. Focus on student learning
 - 2. Rehearsing the lesson
 - 3. Positive mental attitude
 - 4. Relax and Enjoy teaching
 - 5. Be organized

- d Gestures - Avoid lailing your arms; rubbing your hands, cracking your knuckles
- e Facial Expressions - Appear relaxed and express enthusiasm
- f Eye Contact - The most meaningful channel of nonverbal communication. Try to establish eye contact with the whole audience.

(3) **Listening** - As instructors, you need to be aware of signals that give your students the perception that you ae not listening to them. These barriers interrupt the communic **Message**



(a) **Student Barriers to Listening**

- 1 Lack of Concentration
- 2 Listening too Hard
- 3 Jumping to Conclusions
- 4 Focusing on Delivery and Personal Appearance

(4) **Questioning**

(a) By asking questions throughout the lesson, instructors can

- 1 Emphasize a teaching point
- 2 Monitor student comprehension
- 3 Stimulate thinking
- 4 Increase interest
- 5 Promote student participation

(b) Four Characteristics of a well Constructed Question

FOUR CHARACTERISTICS OF A WELL CONSTRUCTED QUESTION	
Characteristics	Description
1. Clear	state in a language familiar to the students and phrased so that the students understand the meaning of the question.
2. Concise	contains only one idea and short enough for students to remember (not too wordy)
3. Relevant	relates to the subject or material taught in the lesson
3. Thought Provoking	state so that the answer is not suggested in the question; open-ended (not a yes or no response);

(c) **Four Steps for Asking Students Questions**

STEPS FOR ASKING QUESTIONS		
Steps	Technique	Description
Step 1	Ask	ASK the question (call students by name)
Step 2	Pause	PAUSE to allow the student time to think. Rephrase or redirect the question if you need to for the students to understand. Solicit help from the other students.
Step 3	Ensure Everyone Heard	ENSURE EVERYONE HEARD the answer. Example: "did everyone hear his / he answer?"
Step 4	Provide Feedback	Inform the class whether or not the answer was correct. Example: "that's right" or "good job". Avoid saying "wrong answer" try

		"that wasn't quite what I was looking for, can someone help him/her out?"
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(d) **Receiving Questions From Students**

STEPS FOR RECEIVING QUESTIONS		
Steps	Technique	Description
Step 1	Receive 	Ensure students raise their hands and solicit one student at a time (by name).
Step 2	Rephrase	If the question is unclear, rephrase. Example: "let me make sure I understood you question. You wanted to know why bunnies are fluffy. Was that your question?"
Step 3	Ensure the question was heard	"Did everyone hear PFC Lejeune's question?" You may rephrase the question or ask the student to repeat the question.
Step 4	Answer	You can answer the question or re-direct the question to the entire class to allow for student participation. Example: "that's a good question, can anyone answer it?"
Step 5	Verify	Ask the student if the answer provided was adequate. Example: "Did that help you?"
Skills check 	<p>Do You think questions are important?</p> <p>Explain why an instructor should ask thought provoking questions.</p> <p>What does relevent mean and give examples of thought provoking questions.</p>	

4. **PREPARE INSTRUCTIONAL ENVIRONMENT**. Prior to delivering instruction, the instructor must prepare the instructional environment for an organized and smooth presentation to maximize the transfer of knowledge and skills. The instructional environment refers to the instructional setting (classroom), media/equipment, support personnel, student

materials, and the administrative functions the instructor must perform. Whenever possible, the instructor must ensure that the instructional setting replicates the job setting as much as possible. Organizing and placing required equipment or supplies achieve this, as they would be in the job setting.

PREPARE INSTRUCTIONAL ENVIRONMENT	
 <p>Set-Up</p>  	<p>The instructor must also ensure that the instructional setting is conducive to learning. This is accomplished by ensuring the following:</p> <ol style="list-style-type: none"> 1. Lighting and ventilation are adequate, media equipment is accessible, and the climate control is functioning properly. 2. Chairs and desks are available for each student. 3. Unnecessary distractions are removed. 4. If an outdoor area is to be used, the instructor must survey the area to ensure it can be prepared per the specific lesson plan and local Standing Operating Procedure (SOP). An alternate site should be designated in the event the primary site cannot be used 5. Ensure that all ORM (Operational Risk Management) and safety considerations have been addressed.
 <p>Prepare Equipment</p>	<p>The instructor must gather and set up all the instructional equipment required for the presentation of the lesson. Equipment can include items such as Digital Video Disc (DVD) players, Liquid Crystal Display (LCD) projectors, computers, etc. All the required equipment is operational. If the equipment cannot be repaired or replaced, alternate equipment must be obtained.</p>
 <p>Brief Support Personnel</p>	<ol style="list-style-type: none"> 1. Support personnel include assistant instructors, demonstrators, role players, Corpsman (when applicable), and any other personnel who will be involved in the presentation or support of instruction. The instructor must brief support personnel so that each person's role is clearly understood. Additionally, the learning objectives of the lesson and any needed preparations for instruction must also be briefed. 2. The primary instructor is responsible for

	<p>ensuring that all personnel are informed when and where to meet. Some personnel may need to be at the instructional area early to secure and set up equipment or to have student materials in place prior to the start of the class.</p> <p>3. Demonstrators should be briefed on their roles and if time permits, a walk through of the demonstration should be conducted prior to instruction.</p>
 <p>Prepare Student Materials</p>	<p>The instructor must ensure that all materials required by the students are available, in good condition, and ready to be distributed. These may be student outlines (primary document that supports the instruction) or supplemental student materials (something other than the student outline that is retained by the student after instruction).</p>
<p>Perform Administrative Functions</p> 	<p>There are several administrative functions the instructor must address prior to implementation of instruction. The following list presents some of these administrative concerns:</p> <ol style="list-style-type: none"> (1) Verify the time and location of the class. (2) Obtain the class roster. (3) Make arrangements for monitor/visitor seating in accordance with local SOP. (4) Ensure appropriate security or safety measures have been followed. <p>Prepare all administrative paperwork for presentation.</p>
<p>Personal Appearance</p> 	<p>One of the last things to do before "stepping on the platform" is looking in the mirror to check personal appearance. Whether military or civilian, an instructor must make sure that his/her attire is neat and professional. There is nothing worse than an instructor who appears before a class looking sloppy and unkempt, which in most situations distracts the learner's attention from the material.</p>

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result of the amount of work that went into preparing it. Rehearsal is the process in which an instructor practices delivering their lesson. Rehearsing the lesson will reveal the most effective wording, enhance the instructor's knowledge of the subject matter, ensure a smoother flow of the presentation, and increase the chances for success. Rehearsal also provides the instructor a gauge of how his or her delivery fits the allocated time for the lesson.

- a. **Three Types of Rehearsals** - Each of these can stand alone, however, they are more effective when done in conjunction with each other.

3 TYPES OF REHEARSALS	
 Individual	<p>The individual rehearsal requires the instructor to practice delivering the material alone. Individual rehearsals can take place anywhere, anytime, and at the convenience of the instructor. Some instructors rehearse on their way to work in their car, or in the shower. It is recommended to videotape individual rehearsals when possible</p>
 Small Critical Audience	<p>Upon completion of an individual rehearsal, the lesson should be presented to a small group of people. Emotional attitudes must be considered when selecting the audience. Ensure the people selected will provide constructive feedback. It is recommended to use family or peers. The instructor should be thick-skinned enough to accept feedback at face value. Tape this rehearsal if possible.</p>
 Dress	<p>The dress rehearsal should be the final rehearsal and most important of all rehearsals. By this point every effort should have been made to remove any discrepancies in the lesson. This rehearsal should be accomplished in the instructional setting that will be used when the actual lesson is conducted. Rehearse with all media and equipment that will be used on presentation day. Also, make certain any assistant instructors or support personnel are available to rehearse during the dress rehearsal. As with the other two types of rehearsals, tape this if possible.</p>

b. **How to Rehearse** - There are several topics you would want to remember when you rehearse. The things we are going to discuss at this point relate to the three types of rehearsal, but we need to address the ways in which we can rehearse. Key factors to remember when rehearsing;

	<p>Avoid Memorization</p>	<p>Never memorize the lesson because it will give the presentation a canned effect causing the instructor to appear robotic. Know the outline (conceptual framework), sequence, and the points to be covered, but do not memorize the lesson verbatim (word for word) from the lesson plan. Below are some recommendations that can help avoid memorization:</p> <ul style="list-style-type: none"> ➤ Read the lesson plan at least twice and highlight words or key phrases that need to be emphasized. If anything is unclear, request guidance from other instructors. ➤ Research the technical manuals and references to broaden your knowledge of the subject. ➤ Review all supplemental material. ➤ Print the media (3 slides per page) and write notes on the right hand side of the page.
<p>CONDUCT REHEARSALS cont.</p>		
	<p>Rehearse by Parts</p>	<p>If there is any part of your lesson with which you feel uncomfortable or feel you need more practice with, you should rehearse that part separately from the rest of your lesson until you feel confident with that part.</p>

 	<p>Rehearse for Criticism</p> <p>Rehearse the Whole Lesson</p>	<p>Rehearse your lesson for the sake of criticism in front of an audience. This audience should be fellow instructors or curriculum developers responsible for the development of the lessons.</p> <p>After the instructor rehearses and is comfortable with the different parts, the lesson should be rehearsed from start to finish. An instructor can get a false sense of security when he or she is comfortable rehearsing only specific parts. This is essential to ensure that the lesson flows smoothly.</p>
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c. **Evidence of Rehearsal** - Let's look at some of the topics that indicate whether or not you have rehearsed. It is important to note that a lack of rehearsal may cause students to form negative opinions regarding the lesson, the instructor's professionalism and abilities, and the course or instructional program (student barriers). However, proper rehearsal will produce the following positive results.

EVIDENCE OF REHEARSAL		
	Item	Indicators
	<p>Presentation Flowed Smoothly</p>	<p>If the entire presentation flows smoothly, it is most likely due to instructor rehearsal. Conversely, if the presentation is choppy or disjointed, it can be presumed that the instructor did not rehearse appropriately.</p>

	<p>Instructor Appears Knowledgeable</p>	<p>When an instructor appears knowledgeable about the subject matter, it is evidence of rehearsal.</p>
 	<p>Instructor Appears Comfortable</p>	<p>The next consideration is whether or not the instructor appears comfortable in the classroom. The instructor should know where all the equipment and media are located and the presentation should not be interrupted because the instructor could not operate the equipment or media. If the instructor appears relaxed while delivering the presentation then he or she most likely spent enough time rehearsing.</p>
	<p>Time Limit</p>	<p>Further evidence of rehearsal is the effective delivery of the instruction within the time allocated. If the instructor remains within the time limit then it is most likely due to rehearsal.</p>

Reference:

SAT Manual Chapter 4

UNITED STATES MARINE CORPS
Field Medical Training Battalion
Camp Pendleton

Conduct a Lesson

TERMINAL LEARNING OBJECTIVES

1. With the aid of references and given instructional materials, conduct the lesson, per the SAT manual (TCCC .21.09)

ENABLING LEARNING OBJECTIVES

1. With the aid of references, and given instructional materials, employ facilitation technique, per the SAT Manual. (TCCC .21.09a)
2. With the aid of references, and given instructional materials, present the introduction, per the SAT Manual. (TCCC.21.09b)
3. With the aid of references, and given instructional materials, present the body, per the SAT Manual. (TCCC.21.09c)
4. Without the aid of references, and given a list of choices, match the six common instructional methods, per the SAT Manual. (TCCC .21.09d)
5. With the aid of references, and given instructional materials, employ an informal lecture, per the SAT Manual. (TCCC .21.09e)
6. With the aid of references, and given instructional materials, employ a demonstration, per the SAT Manual. (TCCC .21.09f)
7. With the aid of references, and given instructional materials, employ a practical application, per the SAT Manual. (TCCC .21.09g)
8. With the aid of references, and given instructional materials, present the summary, per the SAT Manual. (TCCC .21.09h)

1. FACILITATION TECHNIQUES

- a. Transfer of learning refers to the extent students learn material / skills in the instructional setting that can be readily applied on the job. The instructor influences the transfer of learning through facilitation techniques.
- b. **Facilitation Techniques** - The way a lesson is presented will influence the success of the instruction. The instructor should strive to provide:

FACILITATION TECHNIQUES	
<p>Real World Relevance</p> 	<p>Whenever possible, maximize the similarity between the instruction and the job situation to show relevance. The instructor can also physically organize the instructional environment to create a realistic job setting for instruction.</p>
<p>Student Focus</p> 	<p>The most common attention-getting techniques used by instructors are:</p> <ul style="list-style-type: none"> ➤ Direct Attention - It consists of directing student's attention to what you've said or will say through the use of verbal statements, gesture, or even a pause. For example: "Know this diagram well" or a sudden movement. A combination is even more effective. Do not overuse these techniques. ➤ Present Concept from Simple to Complex - Discuss basic principles before introducing complicated details. For example: Teaching common combat injuries before teaching casualty assessment.
<p>Control Lesson</p> 	<ul style="list-style-type: none"> ➤ Ensure the objectives are met ➤ Control discussion/question to the focus of the class ➤ Create a comfortable environment ➤ Use discretion/tact when dealing with inappropriate or disruptive behavior

<p>Motivation Techniques</p> 	<p>Give Recognition; Serve as a Good Role Model - PRACTICE WHAT YOU PREACH</p> <p>Have high but Reasonable Expectations for Students; Recognize potential in Students; Providing Examples and Analogies; Recognizing Individual Differences</p> <p>Providing Feedback</p>
<p>Interaction with Students</p> 	<p>Learning is an active process for the student. The instructor should strive to involve students in the instruction process. The following are some key points to aid in this process:</p> <ul style="list-style-type: none"> ➤ Be aware of students' prior knowledge ➤ How learning will be applied to the job ➤ Probe throughout your lesson to increase interaction ➤ Have students answer each other's questions whenever possible.

2. PRESENT THE INTRODUCTION

- a. **Contents** - As an instructor, there is a certain routine that should be followed in order to present the elements of a period of instruction. It is your responsibility to ensure the information is delivered correctly, even if there is an error in the lesson plan. The first component to be delivered in the lesson plan is the introduction. The instructor does this by covering the seven elements of an introduction. Once the introduction is completed, the instructor begins teaching the body of the lesson and concludes with a summary.
- b. **Sequence** - The seven elements must be mentioned in sequence as a structured event utilizing the acronym GOLMEST (Gain Attention, Overview, Learning Objectives, Method/Media, Evaluation, Safety/Cease Training Brief, and Transition). The instructor must complete the introduction before presenting the body of the lesson.
- c. **Elements** - The seven elements of the introduction
 - (1) **Gain Attention (WIIFM)**
 - (a) Must capture the students' attention
 - (b) Creative and compelling
 - (c) Relate to the lesson

(d) Contain a relevant WIIF(What In It For Me)

(2) Overview

(a) Purpose of the lesson

(b) Identify the conceptual framework

1 State main ideas covered in the lesson

(3) Learning Objectives

(a) Identify the TLO(s) and ELO(s)

(b) Ensure the student understand what is expected of them

(4) Method/Media

(a) Identify what method(s) of instruction that will be utilized in this lesson

(b) Address any administrative instructions

1 Discussion rules

2 Games that might be used

3 Address Instructional Review Forms (IRFs)

(5) Evaluation

(a) Identify how, when, and where they will be evaluated

(6) Safety/Cease training Brief

(a) Emphasize any safety controls

(b) Identify criteria for calling a cease training, NA is lecture only.

(7) Transition

(a) Close the introduction by asking for any questions

(b) Check understanding of instructions

(c) Introduce the first main idea

GOLMEST

G ain Attention	<ul style="list-style-type: none"> - Compelling - WIIFM
O verview	<ul style="list-style-type: none"> - Introduce Self - State Purpose - Introduce Main Ideas
L earning Objectives	<ul style="list-style-type: none"> - "Take a few minutes and read your Learning Objectives." - "Are there any questions on the Learning Objectives?"
M ethods / Media	<ul style="list-style-type: none"> - Informal Lecture - Demonstration - Practical Application - Computer Aided Graphics - Actual Object - Assistant Instructor - Instructor Rating Form (IRF) instructions
E valuation	<ul style="list-style-type: none"> - Knowledge / Performance Based - Classroom - What time - What day
S afety / Cease Training	<ul style="list-style-type: none"> - "There are no Safety / Cease Training involved with this class."
T ransition	<ul style="list-style-type: none"> - "Any questions about what I am going to teach, how I am going to teach it, or how you will be tested on it?"

3. **PRESENT THE BODY AND SUMMARY**

a. **Present the Body** - Present the body of the lesson after you present the introduction

b. **Main Ideas**

(1) **Flow Smoothly** - Same sequence as the learning objectives or a logical sequence

(2) **Meat and Potatoes** - What the students needs to learn

(3) **Subject Matter Expert** - The instructor must know the content inside and out

(a) Deliver the content utilizing the facilitation methods, communication, and questioning techniques.

c. **Delivering Transitions**

(1) **Two types of Transitions**

2 TYPES of TRANSITION	
 <p>Full Transition</p>	<p>This allows the instructor to form "bridges" that reinforce the conceptual framework. It also enables the insstructor to probe for understanding and gather feedback from students before opening the next main idea.</p> <ol style="list-style-type: none"> 1. <u>Review</u> - Review main idea 2. <u>Probe</u> - Ask overhead question (question posed to the entire class). Allow students an opportunity to ask questions. Ask at least one direct questions from the content of the last main idea. 3. <u>Introduce</u> - Next main idea
<p>Interim Transition</p> 	<ol style="list-style-type: none"> 1. <u>Review</u> - Main idea before break 2. <u>Introduce</u> - Introduce next main idea. No probing.

d. **Summary** - Once finished with the last main idea, transition into the summary. In the summary, the instructor must mention all main ideas that were covered in the lesson. Provide closure that explains why the student just sat through the lesson. Then provide closing instructions. Do not reteach any information or introduce any new ideas. DO NOT probe for any questions.

4. **INSTRUCTIONAL METHODS**

a. **Description** - The six common instructional methods used are lecture, demonstration, practical application, and guided discussion, role-play, and case study methods. Below are brief descriptions of each one.

b. **Six Common Methods**

Common Method	Examples
<p>Lecture</p> 	<p>Formal - Given to large groups; no active participation by students</p> <p>Informal - Given to smaller groups; Interactive learning experience</p> <p>Briefing - Formal or Informal lesson purpose only</p> <p>Guest Lecture - Expert in a specific field. Example: Inviting a Psychiatrist to talk about Combat Stress Disorder.</p>
<p>Demonstration</p> 	<p>Used to enable students the opportunity to observe a procedure, sequence of events, technique or operation. The emphasis is on both showing and explaining each step at a pace appropriate to learning. Example: Demonstrate how to apply a CAT tourniquet.</p>
<p>Practical Application</p> 	<p>A method of practice used to reinforce a skill or a task as it relates to the work place. The student should be supervised and then provided feedback to determine is more practice is needed. This method generally follows an instructor demonstration and the student replicates the instructor alone or in teams.</p>

<p>Guided Discussion</p> 	<p>An interactive method used to develop concepts and principles through a group process.</p>
<p>Role-play</p> 	<p>An interactive method that requires students to assume active roles in a low risk simulated situation that involves realistic behaviors. Useful in teaching the development of interpersonal skills (e.g. leadership or counseling skill).</p>
<p>Case Study</p> 	<p>This method enables students to learn from the experiences of others. Excellent method for bringing together multiple learning points under a culmination exercise.</p>

REFERENCES :

Formal Instructor School Course, MCCSSS
SAT Manual

UNITED STATES MARINE CORPS

FIELD MEDICAL TRAINING BATTALION

TRAINING COMMAND

BOX 21010

CAMP PENDLETON, CA 92055-1010

LESSON PLAN

COMBAT APPLICATION TOURNIQUET

COMBAT LIFESAVER COURSE/TACTICAL COMBAT CASUALTY CARE

08/05/2008

APPROVED BY _____ DATE _____

INTRODUCTION

(3 MIN)

(ON SLIDE #1)

1. **GAIN ATTENTION:** Imagine walking into your house and it's flooded with soapy water. What is your first response? I personally would find the shut-off valve and cut it off. At the end of this lesson you will understand why it is important to be familiar with the CAT(Combat Application Tourniquet). At the end of this lesson you will understand why it is important to be familiar with the CAT.

(ON SLIDE #2)

2. **OVERVIEW.** Good morning/afternoon my name is _____. The purpose of this lesson is to give you the knowledge on how to apply a CAT. We will do this by reviewing the definition, the purpose and the application of the CAT.

(ON SLIDE #3)

3. **LEARNING OBJECTIVES.**

INSTRUCTOR NOTE

Introduce the learning objectives.

TERMINAL LEARNING OBJECTIVE.

1) With the aid of references and given a Combat Application Tourniquet, apply the CAT to control hemorrhage in a combat environment, per the references. (0103)

ENABLING LEARNING OBJECTIVES

1) Without the aid of references, given a description or title, identify the definition of the Combat Application Tourniquet, per the student handout. (0103a)

2) Without the aid of references, given a description or title, identify the purpose of the Combat Application Tourniquet, per the student handout. (0103b)

3) Without the aid of references, given a Combat Application Tourniquet, apply the tourniquet effectively, per the student handout. (0103c)

4. **METHOD/MEDIA.** This lesson will be taught using informal lecture, demonstration and practical application methods. This lesson will be assisted by a power point presentation, mannequins, and the student handout you have in your hands

INSTRUCTOR NOTE

Explain the Instructional Rating Forms to the students.

5. **EVALUATION.** You will be evaluated on this lesson by a performance based examination on (DD/MM) in classroom ____ at ____.

6. **SAFETY/CEASE TRAINING (CT) BRIEF.** There is no safety brief or ceased training associated.

(ON SLIDE #4)

TRANSITION: Are there any questions relating to how this lesson will be conducted or how you will be evaluated? (pause and receive questions), if not, let's discuss the application of the Combat Application Tourniquet.

(ON SLIDE #5)

BODY (10 Min)

1. **Combat Application Tourniquet** (10 Min)

a. **Definition-** A one-handed tourniquet. This is the number one choice of tourniquet to issue to all combatants because of its lightweight, easy to use, one-handed application and less painful.

b. **Purpose:** To control life-threatening extremity bleeding.

(ON SLIDE #6)

c. **Practical Application:**

Step 1- Place wounded extremity through the loop of the Omni-tape band.

(ON SLIDE #7)

Step 2- Place tourniquet above the injury site.

(ON SLIDE #8)

Step 3- Pull the free running end of the omni-tape band Tight and securely fasten it back on itself.

(ON SLIDE #9)

Step 4- Adhere omni-tape completely around band the clip Is reached.

(ON SLIDE #10)

Step 5- Twist the windlass rod until the bleeding has stopped.

(ON SLIDE #11)

Step 6- Lock the rod in place with the windlass clip.

(ON SLIDE #12)

Step 7- For small extremities, continue to adhere the Omni-tape band around the extremity and over the Windlass rod.

(ON SLIDE #13)

Step 8- Grasp the windlass strap, pull it tight, and adhere it to the Velcro on the windlass clip.

(ON SLIDE #14)

INTERIM TRANSITION: We just covered the definition, purpose and application of a CAT tourniquet, are there any questions? Now let's move on to the demonstration of how to apply a CAT. If you cant see please come up front.

(ON SLIDE #15)

INSTRUCTOR NOTE

Conduct the following demonstration.

DEMONSTRATION. The purpose of the demonstration is to show the students how to apply a CAT to a patient with life-threatening extremity hemorrhage.

S:I - 6:1. The demonstration will take approximately 1 minute.

STUDENTS ROLE: Watch the instructor's demonstration.

INSTRUCTORS ROLE: Apply CAT step by step and verbalize each step. Make sure all the students have a clear view and are close enough to hear the demonstration.

1. Safety Brief: Don BSI. Call for cease training if any unsafe act or situation presents itself.

2. Supervision and Guidance: Encourage interaction. Ensure all students grasp the concept of applying a pressure dressing.

(ON SLIDE #16)

INTERIM TRANSITION: Now you have seen how to apply a CAT, are there any questions on how to apply it. Let's move on to practical application

(ON SLIDE #17)

INSTRUCTOR NOTE

Introduce the following practical application.

PRACTICAL APPLICATION. The purpose of the practical application is to have the students apply a CAT.

S:I - 6:1. The students have 4 minutes to practice

STUDENT ROLE: Have the students use a mannequin as a casualty and practice the application of a pressure dressing.

INSTRUCTORS ROLE: Supervise the practical application and encourage the students to ask questions.

1. Safety Brief: Don BSI. Anybody can call cease training if any unsafe act or situations occur.

2. Supervision and Guidance: Instructors walk around to answer questions.

3. Debrief: Allow questions or comments, provide guidance and review the objectives of the practical application.

(ON SLIDE #18)

TRANSITION: So far, we have discussed, demonstrated and done practical application of a CAT. Are there any questions?

QUESTION: What is the purpose of a CAT? **ANSWER:** To control life-threatening extremity bleeding. Now let's summarize what we have learned today.

(ON SLIDE #19)

SUMMARY.

(2 MIN)

So far, we have covered the definition, purpose and applying of a CAT. With the information you have learned today, I am confident that you will be able to provide the best medical care for your Marines. Those students with IRFs please fill them out completely, the rest of you take a 10-minute break.

UNITED STATES MARINE CORPS

FIELD MEDICAL TRAINING BATTALION

TRAINING COMMAND

BOX 21010

CAMP PENDLETON, CA 92055-1010

LESSON PLAN

NASOPHARYNGEAL AIRWAY

COMBAT LIFESAVER COURSE/TACTICAL COMBAT CASUALTY CARE

08/05/2008

APPROVED BY _____ DATE _____

INTRODUCTION

(3 MIN)

(ON SLIDE #1)

1. **GAIN ATTENTION**. Would you use a straw to water your lawn? No! You would use a garden hose. Would you feed a garden hose down a casualty's nostrils? No! Well, I hope you wouldn't. What is the adjunct of choice for a compromised airway? At the end of this lesson, you will know the appropriate treatment for a casualty who may need assistance.

(ON SLIDE #2)

2. **OVERVIEW**. Good morning/afternoon my name is _____. The purpose of this lesson is to give you the knowledge on how to insert a nasopharyngeal airway (NPA) adjunct. We will do this by reviewing the definition, the purpose and insertion of a nasopharyngeal airway adjunct.

(ON SLIDE #3)

3. **LEARNING OBJECTIVES**.

INSTRUCTOR NOTE

Introduce the learning objectives.

TERMINAL LEARNING OBJECTIVE.

1) Given a casualty with a compromised airway and standard field medical equipment set, maintain a casualty's airway to prevent further injury or death.

ENABLING LEARNING OBJECTIVES

1) Without the aid of references, given a description or title, identify the definition of a nasopharyngeal airway adjunct, per the student handout. (0103a)

2) Without the aid of references, given a description or title, identify the purpose of the nasopharyngeal airway adjunct, per the student handout. (0103b)

3) Without the aid of references, given a simulated casualty with an obstructed airway, insert a nasopharyngeal airway to maintain an open airway, per the student handout. (0103c)

4) Without the aid of references, given a simulated casualty with a compromised airway and standard field medical equipment and supplies, maintain a casualty's airway, per the student handout (0103d)

4. **METHOD/MEDIA.** This lesson will be taught using informal lecture, demonstration and practical application methods. This lesson will be assisted by a power point presentation, mannequins, and the student handout you have in your hands

INSTRUCTOR NOTE

Explain the Instructional Rating Forms to the students.

5. **EVALUATION.** You will be evaluated on this lesson by a performance based examination on (DD/MM) in classroom ____ at ____.

6. **SAFETY/CEASE TRAINING (CT) BRIEF.** There is no safety brief or ceased training associated.

(ON SLIDE #4)

TRANSITION: Are there any questions relating to how this lesson will be conducted or how you will be evaluated? (pause and receive questions), if not, let's discuss nasopharyngeal airway.

(ON SLIDE #5)

BODY

(10 Min)

1. **Nasopharyngeal**

(10 Min)

a. **Definition-** A soft, rubber-like (latex) device that is inserted through one of the nares and then along the curvature of the posterior wall of the nasopharynx and oropharynx.

b. **Purpose:** Used on casualty who is unable to maintain his/her airway.

(ON SLIDE #6)

c. **Practical Application:**

Step 1- Select appropriate size

Step 2- Lube NPA

Step 3- Insert NPA along floor of nasal cavity

Step 4- Use back and forth method, if you meet
if you meet resistance

Step 5- DO NOT force, use other nostril

Step 6- If patient gags, slightly withdraw

Step 7- Evaluate effectiveness

(ON SLIDE #7)

INTERIM TRANSITION: We just covered the definition, purpose and insertion of an NPA, are there any questions? Now let's move on to the demonstration of how to insert an NPA. If you cant see please come up front.

(ON SLIDE #8)

INSTRUCTOR NOTE

Conduct the following demonstration.

DEMONSTRATION. The purpose of the demonstration is to show the students how to insert a nasopharyngeal airway for a patient who is unable to maintain his/her airway.

S:I - 6:1. The demonstration will take approximately 1 minute.

STUDENTS ROLE: Watch the instructor's demonstration.

INSTRUCTORS ROLE: Insert an NPA step by step and verbalize each step. Make sure all the students have a clear view and are close enough to hear the demonstration.

1. Safety Brief: Don BSI. Call for cease training if any unsafe act or situation presents itself.

2. Supervision and Guidance: Encourage interaction. Ensure all students grasp the concept of inserting a nasopharyngeal airway.

(ON SLIDE #9)

INTERIM TRANSITION: Now you have seen how to insert an NPA, are there any questions on how to insert it. Let's move on to practical application

(ON SLIDE #10)

INSTRUCTOR NOTE

Introduce the following practical application.

PRACTICAL APPLICATION. The purpose of the practical application is to have the students insert a nasopharyngeal airway.

S:I - 6:1. The students have 4 minutes to practice

STUDENT ROLE: Have the students use a mannequin as a casualty and practice the insertion of an NPA.

INSTRUCTORS ROLE: Supervise the practical application and encourage the students to ask questions.

1. Safety Brief: Don BSI. Anybody can call cease training if any unsafe act or situations occur.

2. Supervision and Guidance: Instructors walk around to answer questions.

3. Debrief: Allow questions or comments, provide guidance and review the objectives of the practical application.

(ON SLIDE #11)

TRANSITION: So far, we have discussed, demonstrated and done practical application on how to insert an NPA. Are there any questions? **QUESTION:** What is the first step when inserting an NPA? **ANSWER:** Select the appropriate size. Now let's summarize what we have learned today.

(ON SLIDE #12)

SUMMARY.

(2 MIN)

So far, we have covered the definition, purpose and insertion of an NPA adjunct. With the information you have learned today, I am confident that you will be able to provide the best medical care for your Marines. Those students with IRFs please fill them out completely, the rest of you take a 10-minute break.

UNITED STATES MARINE CORPS

FIELD MEDICAL TRAINING BATTALION

TRAINING COMMAND

BOX 21010

CAMP PENDLETON, CA 92055-1010

LESSON PLAN

PRESSURE DRESSING

COMBAT LIFESAVER COURSE/TACTICAL COMBAT CASUALTY CARE

08/05/2008

APPROVED BY _____ DATE _____

INTRODUCTION

(3 MIN)

(ON SLIDE #1)

1. **GAIN ATTENTION**: What is your first instinct when you see external bleeding? (Pause and receive responses) At the end of this course you will gain the proper knowledge on what to do when you are in this situation.

(ON SLIDE #2)

2. **OVERVIEW**. Good morning/afternoon my name is _____. The purpose of this lesson is to give you the knowledge on how to apply a Pressure Dressing to an open wound. We will do this by reviewing the definition, the purpose and the application of a pressure dressing.

(ON SLIDE #3)

3. **LEARNING OBJECTIVES**.

INSTRUCTOR NOTE

Introduce the learning objectives.

TERMINAL LEARNING OBJECTIVE.

1) Given a casualty with a life-threatening hemorrhage in a combat environment and standard field medical equipment set, manage life-threatening hemorrhage, to prevent further injury or death.(0103)

ENABLING LEARNING OBJECTIVES

1) Without the aid of references, given a description or title, identify the definition of a pressure dressing, per the student handout. (0103a)

2) Without the aid of references, given a description or title, identify the purpose of a pressure dressing, per the student handout. (0103b)

3) Without the aid of references, given a simulated casualty with life-threatening hemorrhage, apply a pressure dressing, per the student handout. (0103c)

4) Without the aid of references, given a simulated casualty with life-threatening and standard field medical equipment and supplies, manage hemorrhage, per the student handout (0103d)

4. **METHOD/MEDIA**. This lesson will be taught using informal lecture, demonstration and practical application methods. This lesson will be assisted by a power point presentation, mannequins, and the student handout you have in your hands

INSTRUCTOR NOTE

Explain the Instructional Rating Forms to the students.

5. **EVALUATION**. You will be evaluated on this lesson by a performance based examination on (DD/MM) in classroom ____ at ____.

6. **SAFETY/CEASE TRAINING (CT) BRIEF**. There is no safety brief or ceased training associated.

(ON SLIDE #4)

TRANSITION: Are there any questions relating to how this lesson will be conducted or how you will be evaluated? (pause and receive questions), if not, let's discuss the application of a pressure dressing.

(ON SLIDE #5)

BODY

(10 Min)

1. **Pressure Dressing**

(10 Min)

a. **Definition-** Pressure exerted over the wound by the hand or by the application of a pressure dressing. This is the most effective way to control non-extremity life-threatening external hemorrhage.

b. **Purpose:** To control life-threatening bleeding.

(ON SLIDE #6)

c. **Practical Application:**

Step 1- Place dressing over wound, cover entire wound.

Step 2- Using a bandage, cover the entire dressing.

(ON SLIDE #7)

Step 3- Assess circulator status by checking for distal
Pulses on extremities.

Step 4- Ensure the dressing has not become saturated
with blood.

a) Do not remove the first dressing.

b) Apply a second pressure dressing over the
first

Step 5- Monitor patient

(ON SLIDE #8)

INTERIM TRANSITION: We just covered the definition, purpose and application of a Pressure dressing, are there any questions? Now let's move on to the demonstration of how to apply a Pressure dressing. If you cant see please come up front.

(ON SLIDE #9)

INSTRUCTOR NOTE

Conduct the following demonstration.

DEMONSTRATION. The purpose of the demonstration is to show the students how to apply a pressure dressing to a patient with life-threatening hemorrhage.

S:I - 6:1. The demonstration will take approximately 1 minute.

STUDENTS ROLE: Watch the instructor's demonstration.

INSTRUCTORS ROLE: Apply Pressure dressing step by step and verbalize each step. Make sure all the students have a clear view and are close enough to hear the demonstration.

1. **Safety Brief:** Don BSI. Call for cease training if any unsafe act or situation presents itself.
2. **Supervision and Guidance:** Encourage interaction. Ensure all students grasp the concept of applying a pressure dressing.

(ON SLIDE #10)

INTERIM TRANSITION: Now you have seen how to apply a pressure dressing, are there any questions on how to apply it. Let's move on to practical application

(ON SLIDE #11)

INSTRUCTOR NOTE

Introduce the following practical application.

PRACTICAL APPLICATION. The purpose of the practical application is to have the students apply a pressure dressing.

S:I - 6:1. The students have 4 minutes to practice

STUDENT ROLE: Have the students use a mannequin as a casualty and practice the application of a pressure dressing.

INSTRUCTORS ROLE: Supervise the practical application and encourage the students to ask questions.

1. **Safety Brief:** Don BSI. Anybody can call cease training if any unsafe act or situations occur.
2. **Supervision and Guidance:** Instructors walk around to answer questions.
3. **Debrief:** Allow questions or comments, provide guidance and review the objectives of the practical application.

(ON SLIDE #12)

TRANSITION: So far, we have discussed, demonstrated and done practical application of a pressure dressing. Are there any questions? **QUESTION:** What is the purpose of a pressure dressing? **ANSWER:** To control life-threatening bleeding. Now let's summarize what we have learned today.

(ON SLIDE #13)

SUMMARY.

(2 MIN)

So far, we have covered the definition, purpose and applying of a pressure dressing. With the information you have learned today, I am confident that you will be able to provide the best medical care for your Marines. Those students with IRFs please fill them out completely, the rest of you take a 10-minute break.

UNITED STATES MARINE CORPS

FIELD MEDICAL TRAINING BATTALION

TRAINING COMMAND

BOX 21010

CAMP PENDLETON, CA 92055-1010

LESSON PLAN

HEMCON DRESSING

COMBAT LIFESAVER COURSE/TACTICAL COMBAT CASUALTY CARE

08/05/2008

APPROVED BY _____ DATE _____

INTRODUCTION

(3 MIN)

(ON SLIDE #1)

1. **GAIN ATTENTION**: What is the best type of tape used if you want to secure your cat to the wall? (Pause and wait for response) Answer: duck tape or will vary. If you had a choice between sterile 4x4 or a HemCon dressing which would you choose?

(ON SLIDE #2)

2. **OVERVIEW**. Good morning/afternoon my name is _____. The purpose of this lesson is to give you the knowledge on how to apply a HemCon dressing to an open wound. We will do this by reviewing the definition, the purpose and the application of a HemCon.

(ON SLIDE #3)

3. **LEARNING OBJECTIVES**.

INSTRUCTOR NOTE

Introduce the learning objectives.

TERMINAL LEARNING OBJECTIVE.

1) Given a casualty with life-threatening hemorrhage in a combat environment and standard field medical equipment and supplies, manage life-threatening hemorrhage, to prevent further injury or death (0103)

ENABLING LEARNING OBJECTIVES

1) Without the aid of references, given a description or title, identify the definition of the HemCon dressing, per the student handout. (0103a)

2) Without the aid of references, given a description or title, identify the purpose of the HemCon dressing, per the student handout. (0103b)

3) Without the aid of references, given a simulated casualty with life-threatening hemorrhage, apply a HemCon dressing, per the student handout. (0103c)

4. Without the aid of references, given a simulated casualty with life-threatening hemorrhage and standard field medical equipment and supplies, manage hemorrhage, per the student handout.

4. **METHOD/MEDIA**. This lesson will be taught using informal lecture, demonstration and practical application methods. This lesson will be assisted by a power point presentation, mannequins, and the student handout you have in your hands

INSTRUCTOR NOTE

Explain the Instructional Rating Forms to the students.

5. **EVALUATION**. You will be evaluated on this lesson by a performance based examination on (DD/MM) in classroom ____ at ____.

6. **SAFETY/CEASE TRAINING (CT) BRIEF**. There is no safety brief or ceased training associated.

(ON SLIDE #4)

TRANSITION: Are there any questions relating to how this lesson will be conducted or how you will be evaluated? (pause and receive questions), if not, let's discuss the application of the Combat Application Tourniquet.

(ON SLIDE #5)

BODY

(10 Min)

1. **HemCon Dressing**

(10 Min)

- a. **Definition-** The Chitosan side of the dressing promotes hemostasis by forming a strong durable clot to moderate and severe external hemorrhage. It also seals the injury site to further bleeding. .
- b. **Purpose:** To control life-threatening bleeding.

(ON SLIDE #6)

c. **Practical Application:**

Step 1- Remove dressing from packaging.

(ON SLIDE #7)

Step 2- Place Chitosan side(non-vinyl side) into the wound at the site of the bleeding. To improve pliability and flexibility, it is encouraged that the user kneads and bend the dressing prior to need for use .

(ON SLIDE #8)

- Step 3- Apply steady, even pressure over the wound.
- Step 4- Hold pressure for two minutes or until dressing Adheres and bleeding stops. The dressing will "melt" into the wound.
- Step 5- Slowly remove hands from dressing
Note: Once applied and in contact with the Blood and other fluids, you have less than 30 seconds to adjust or reposition the bandage.
- Step 6- Evaluate effectiveness.

(ON SLIDE #9)

INTERIM TRANSITION: We just covered the definition, purpose and application of a Hemcon dressing, are there any questions? Now let's move on to the demonstration of how to apply a Hemcon dressing. If you cant see please come up front.

(ON SLIDE #10)

INSTRUCTOR NOTE

Conduct the following demonstration.

DEMONSTRATION. The purpose of the demonstration is to show the students how to apply a HemCon dressing to a patient with life-threatening hemorrhage.

S:I - 6:1. The demonstration will take approximately 1 minute.

STUDENTS ROLE: Watch the instructor's demonstration.

INSTRUCTORS ROLE: Apply HemCon step by step and verbalize each step. Make sure all the students have a clear view and are close enough to hear the demonstration.

1. **Safety Brief:** Don BSI. Call for cease training if any unsafe act or situation presents itself.

2. **Supervision and Guidance:** Encourage interaction. Ensure all students grasp the concept of applying a pressure dressing.

(ON SLIDE #11)

INTERIM TRANSITION: Now you have seen how to apply a HemCon dressing, are there any questions on how to apply it. Let's move on to practical application

(ON SLIDE #12)

INSTRUCTOR NOTE

Introduce the following practical application.

PRACTICAL APPLICATION. The purpose of the practical application is to have the students apply a HemCon dressing.

S:I - 6:1. The students have 4 minutes to practice

STUDENT ROLE: Have the students use a mannequin as a casualty and practice the application of a pressure dressing.

INSTRUCTORS ROLE: Supervise the practical application and encourage the students to ask questions.

1. **Safety Brief:** Don BSI. Anybody can call cease training if any unsafe act or situations occur.

2. **Supervision and Guidance:** Instructors walk around to answer questions.

3. **Debrief:** Allow questions or comments, provide guidance and review the objectives of the practical application.

(ON SLIDE #13)

TRANSITION: So far, we have discussed, demonstrated and done practical application of a HemCon dressing. Are there any questions? **QUESTION:** What is the purpose of a HemCon dressing? **ANSWER:** To control life-threatening hemorrhage. Now let's summarize what we have learned today.

(ON SLIDE #14)

SUMMARY.

(2 MIN)

So far, we have covered the definition, purpose and applying of a HemCon dressing. With the information you have learned today, I am confident that you will be able to provide the best medical care for your Marines. Those students with IRFs please fill them out completely, the rest of you take a 10-minute break

UNITED STATES MARINE CORPS

FIELD MEDICAL TRAINING BATTALION

TRAINING COMMAND

BOX 21010

CAMP PENDLETON, CA 92055-1010

LESSON PLAN

OCCLUSIVE DRESSING

COMBAT LIFESAVER COURSE/TACTICAL COMBAT CASUALTY CARE

08/05/2008

APPROVED BY _____ DATE _____

INTRODUCTION

(3 MIN)

(ON SLIDE #1)

1. **GAIN ATTENTION**. With penetrating chest trauma you have to think quickly, your patient is losing precious oxygen! You have to find that hole and plug it. But with what? At the end of this lesson, you will know the appropriate treatment for a casualty who may need assistance.

(ON SLIDE #2)

2. **OVERVIEW**. Good morning/afternoon my name is _____. The purpose of this lesson is to give you the knowledge on how to apply an occlusive dressing to a patient with penetrating chest trauma. We will do this by reviewing the definition, the purpose and the application of a occlusive dressing.

(ON SLIDE #3)

3. **LEARNING OBJECTIVES**.

INSTRUCTOR NOTE

Introduce the learning objectives.

TERMINAL LEARNING OBJECTIVE.

1) Given a casualty with a penetrating chest trauma and standard field medical equipment set, manage penetrating chest injuries to prevent further injury or death.

ENABLING LEARNING OBJECTIVES

1) Without the aid of references, given a description or title, identify the definition of a occlusive dressing, per the student handout. (0103a)

2) Without the aid of references, given a description or title, identify the purpose of a occlusive dressing, per the student handout. (0103b)

3) Without the aid of references, given a simulated casualty with an obstructed airway, apply an occlusive dressing to manage penetrating chest trauma, per the student handout. (0103c)

4) Without the aid of references, given a simulated casualty with a penetrating chest injury and standard field medical equipment and supplies, manage penetrating chest injuries, per the student handout. (0103d)

4. **METHOD/MEDIA**. This lesson will be taught using informal lecture, demonstration and practical application methods. This lesson will be assisted by a power point presentation, mannequins, and the student handout you have in your hands

INSTRUCTOR NOTE

Explain the Instructional Rating Forms to the students.

5. **EVALUATION**. You will be evaluated on this lesson by a performance based examination on (DD/MM) in classroom ____ at ____.

6. **SAFETY/CEASE TRAINING (CT) BRIEF**. There is no safety brief or ceased training associated.

(ON SLIDE #4)

TRANSITION: Are there any questions relating to how this lesson will be conducted or how you will be evaluated? (pause and receive questions), if not, let's discuss nasopharyngeal airway.

(ON SLIDE #5)

BODY

(10 Min)

1. **Occlusive Dressing**

(10 Min)

a. **Definition-** An occlusive dressing is an air- and water-tight trauma dressing used in first-aid. These dressings are generally made with a waxy coating so as to provide a total seal, and as a result do not have the absorbent properties of gauze pads.

b. **Purpose:** Used on casualty with penetrating trauma to the chest, to prevent a tension pneumothorax.

(ON SLIDE #6)

c. **Practical Application:**

Step 1- Identify the wound.

Step 2- Wipe off excess fluid from wound.

(ON SLIDE #7)

Step 3- Place occlusive dressing over wound, ensure the entire wound is covered.

Step 4- Tape down all four sides.

Step 5- Check for an exit wound, if found, apply an occlusive dressing.

Step 6- Evaluate effectiveness

(ON SLIDE #8)

INTERIM TRANSITION: So far today we have discussed the definition, purpose and how to apply an occlusive dressing. Are there any questions? Now lets see how to apply an occlusive dressing. If you cant see, move up to the front.

(ON SLIDE #9)

INSTRUCTOR NOTE

Conduct the following demonstration.

DEMONSTRATION. The purpose of the demonstration is to show the students how to apply an occlusive dressing for a patient with penetrating chest trauma.

S:I - 6:1. The demonstration will take approximately 1 minute.

STUDENTS ROLE: Watch the instructor's demonstration.

INSTRUCTORS ROLE: Apply an occlusive dressing step by step and verbalize each step. Make sure all the students have a clear view and are close enough to hear the demonstration.

1. **Safety Brief:** Don BSI. Call for cease training if any unsafe act or situation presents itself.

2. **Supervision and Guidance:** Encourage interaction. Ensure all students grasp the concept of inserting a nasopharyngeal airway.

(ON SLIDE #10)

INTERIM TRANSITION: Now you have seen how to apply a occlusive dressing, are there any questions on how to apply one? Let's move on to practical application.

(ON SLIDE #11)

INSTRUCTOR NOTE

Introduce the following practical application.

PRACTICAL APPLICATION. The purpose of the practical application is to have the students apply an occlusive dressing.

S:I - 6:1. The students have 4 minutes to practice.

STUDENT ROLE: Have the students use a mannequin as a casualty and practice applying a occlusive dressing.

INSTRUCTORS ROLE: Supervise the practical application and encourage the students to ask questions.

1. **Safety Brief:** Don BSI. Anybody can call cease training if any unsafe act or situations occur.

2. **Supervision and Guidance:** Instructors walk around to answer questions.

3. **Debrief:** Allow questions or comments, provide guidance and review the objectives of the practical application.

(ON SLIDE #12)

TRANSITION: So far, we have discussed, demonstrated and done practical application on how to apply an occlusive dressing. Are there any questions? **QUESTION:** What is the purpose of a occlusive dressing? **ANSWER:** To prevent a tension pneumothorax. Now let's summarize what we have learned today.

(ON SLIDE #13)

SUMMARY.

(2 MIN)

So far, we have covered the definition, purpose and application of an occlusive dressing. With the information you have learned today, I am confident that you will be able to provide the best medical care for your Marines. Those students with IRFs please fill them out completely, the rest of you take a 10-minute break.

UNITED STATES MARINE CORPS

FIELD MEDICAL TRAINING BATTALION

TRAINING COMMAND

BOX 21010

CAMP PENDLETON, CA 92055-1010

LESSON PLAN

QUIK CLOT

COMBAT LIFESAVER COURSE/TACTICAL COMBAT CASUALTY CARE

08/05/2008

APPROVED BY _____ DATE _____

INTRODUCTION

(3 MIN)

(ON SLIDE #1)

1. **GAIN ATTENTION**. Do you remember the bounty commercial? Remember how the bounty brand absorbs the spill faster than the other brand? At the end of this lesson, you will understand why Quik clot is an effective Hemorrhage control method.

(ON SLIDE #2)

2. **OVERVIEW**. Good morning/afternoon my name is _____. The purpose of this lesson is to give you the knowledge on how to apply Quik clot to an open wound. We will do this by reviewing the definition, the purpose and application of Quik clot.

(ON SLIDE #3)

3. **LEARNING OBJECTIVES**.

INSTRUCTOR NOTE

Introduce the learning objectives.

TERMINAL LEARNING OBJECTIVE.

1) Given a casualty with a life-threatening hemorrhage in a combat environment and standard field medical equipment set, manage life-threatening hemorrhage, to prevent further injury or death.

ENABLING LEARNING OBJECTIVES

1) Without the aid of references, given a description or title, identify the definition of Quik clot, per the student handout. (0103a)

2) Without the aid of references, given a description or title, identify the purpose of Quik clot, per the student handout. (0103b)

3) Without the aid of references, given a simulated casualty with life-threatening hemorrhage, apply Quik clot to an open wound, per the student handout. (0103c)

4) Without the aid of references, given a simulated casualty with life-threatening and standard field medical equipment and supplies, manage hemorrhage, per the student handout (0103d)

4. **METHOD/MEDIA**. This lesson will be taught using informal lecture, demonstration and practical application methods. This lesson will be assisted by a power point presentation, mannequins, and the student handout you have in your hands

INSTRUCTOR NOTE

Explain the Instructional Rating Forms to the students.

5. **EVALUATION**. You will be evaluated on this lesson by a performance based examination on (DD/MM) in classroom ____ at ____.

6. **SAFETY/CEASE TRAINING (CT) BRIEF**. There is no safety brief or ceased training associated.

(ON SLIDE #4)

TRANSITION: Are there any questions relating to how this lesson will be conducted or how you will be evaluated? (pause and receive questions), if not, let's discuss the application of Quick clot to an open wound.

(ON SLIDE #5)

BODY

(10 Min)

1. **Quik clot**

(10 Min)

a. **Definition-** A powder that works through the adsorption of liquid in blood.

b. **Purpose:** To control life-threatening bleeding.

(ON SLIDE #6)

c. **Practical Application:**

Step 1- Wipe site of excess fluid

(ON SLIDE #7)

Step 2- Pour Quik clot in a back and forth motion onto the source of bleeding

(ON SLIDE #8)

Step 3- Immediately bandage wound and apply firm direct pressure.

(ON SLIDE #9)

Step 4- Attach Quik clot to patient before transport.

Step 5- Evaluate effectiveness

(ON SLIDE #10)

INTERIM TRANSITION: We just covered the definition, purpose and application of Quik Clot, are there any questions? Now let's move on to the demonstration of how to apply Quik Clot. If you cant see please come up front.

(ON SLIDE #11)

INSTRUCTOR NOTE

Conduct the following demonstration.

DEMONSTRATION. The purpose of the demonstration is to show the students how to apply Quik clot to a patient with life-threatening hemorrhage.

S:I - 6:1. The demonstration will take approximately 1 minute.

STUDENTS ROLE: Watch the instructor's demonstration.

INSTRUCTORS ROLE: Apply Quik clot step by step and verbalize each step. Make sure all the students have a clear view and are close enough to hear the demonstration.

1. Safety Brief: Don BSI. Call for cease training if any unsafe act or situation presents itself.

2. Supervision and Guidance: Encourage interaction. Ensure all students grasp the concept of applying Quick clot.

(ON SLIDE #12)

INTERIM TRANSITION: Now you have seen how to apply Quik clot, are there any questions on how to apply it. Let's move on to practical application

(ON SLIDE #13)

INSTRUCTOR NOTE

Introduce the following practical application.

PRACTICAL APPLICATION. The purpose of the practical application is to have the students apply Quik clot.

S:I - 6:1. The students have 4 minutes to practice

STUDENT ROLE: Have the students use a mannequin as a casualty and practice the application of Quik clot.

INSTRUCTORS ROLE: Supervise the practical application and encourage the students to ask questions.

1. Safety Brief: Don BSI. Anybody can call cease training if any unsafe act or situations occur.

2. Supervision and Guidance: Instructors walk around to answer questions.

3. Debrief: Allow questions or comments, provide guidance and review the objectives of the practical application.

(ON SLIDE #14)

TRANSITION: So far, we have discussed, demonstrated and done practical application of Quik clot. Are there any questions?

QUESTION: What is the purpose of Quik clot? **ANSWER:** To control life-threatening bleeding. Now let's summarize what we have learned today.

(ON SLIDE #15)

SUMMARY.

(2 MIN)

So far, we have covered the definition, purpose and applying of a Quik clot. With the information you have learned today, I am confident that you will be able to provide the best medical care for your Marines. Those students with IRFs please fill them out completely, the rest of you take a 10-minute break.

INSTRUCTIONAL RATING FORM

One way instruction is improved is by sampling student reaction to the instruction. To assist in improving this lesson, please answer the following questions. This will assist the school in improving our courses.

Instructor: _____ **Date:** _____

Course: _____ **Lesson:** _____

INSTRUCTIONS: Circle the answer that indicates your level of agreement or disagreement as follows: **Strongly Disagree = 1, Disagree=2, Agree=3, and Strongly Agree=4.** Please explain in the section labeled comments any ratings of 1 or 2. If the question is not applicable, then circle **NA**.

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
1. INSTRUCTOR					
a. The instructor showed a thorough knowledge of the lesson material.	1	2	3	4	NA
b. The instructor communicated the lesson material in a way that could be easily understood.	1	2	3	4	NA
c. The instructor gave precise instructions concerning in-class exercises.	1	2	3	4	NA
d. The instructor encouraged student participation.	1	2	3	4	NA
e. Student's questions were answered in a professional (not demeaning to the student) manner.	1	2	3	4	NA
2. LESSON CONTENT					
a. The content was presented at the right pace.	1	2	3	4	NA
b. The student outline aided my understanding of the content covered.	1	2	3	4	NA
c. The environment of the class was interactive.	1	2	3	4	NA
3. SAFETY					
a. Lesson related safety to job performance.	1	2	3	4	NA
b. Cease Training procedures were adequately explained.	1	2	3	4	NA
c. Safety precautions were reemphasized prior to commencing tasks.	1	2	3	4	NA
d. Safety was paramount at all times.	1	2	3	4	NA
e. Equipment/material was safe for use.	1	2	3	4	NA
4. METHODS/MEDIA:					
a. The in-class exercises required in the course were worthwhile learning experiences.	1	2	3	4	NA
b. The way that the class material was presented enhanced my ability to learn/perform the concept/task. I especially liked the _____ method.	1	2	3	4	NA
c. The media complimented instruction.	1	2	3	4	NA
5. STUDENT: Circle the answer that best describes your knowledge level.					
a. My knowledge of the content prior to this class was	None	Very Little	Average	Above Average	Expert
b. My knowledge of the content after completing the class was	None	Very Little	Average	Above Average	Expert

Name _____ Parent Unit: _____

Overall Comments/Suggestions for the Class (use back of form if more space is needed):

INSTRUCTOR EVALUATION CHECKLIST					
NAME:	RANK:	DATE:			
COURSE:		LESSON TITLE:			
EVALUATION:	<input type="checkbox"/> Rehearsal 1 2 3	<input type="checkbox"/> Presentation	<input type="checkbox"/> Certification (if applicable)		
	<input type="checkbox"/> Quarter 1 2 3 4				
INSTRUCTIONS: Evaluate each item on the checklist as YES, NI, (Needs Improvement), NO or NA (Not Applicable).					
1. INTRODUCTION	YES	NI	NO	NA	COMMENTS
a. Gain Attention. Presented effectively; relates to LO's					
b. WIIFM. Established need for students to listen.					
c. Overview. Identified purpose of lesson and main points.					
d. Learning Objectives. Introduced the learning objectives.					
e. Method/Media. Identified specific method(s)/media used.					
f. Administrative Instructions. IRF's, any other rules, etc.					
g. Evaluation. Identified how and when evaluation would occur.					
h. Transition. Closed introduction and opened main idea.					
i. Safety Brief (if applicable). Safety precautions/controls and Cease Training Criteria are explained.					
2. BODY	YES	NI	NO	NA	
a. Lesson Plan. Followed lesson plan.					
b. Examples. Clarified teaching points through use of examples.					
c. Transitions. Closed main idea and opened next.					
d. Probed. Used questions to check learning in transitions.					
3. SUMMARY	YES	NI	NO	NA	
a. Review Main Ideas. Reviewed conceptual framework.					
b. Provide Closure. Reaffirm importance of content.					
c. Closing Instructions. Clear and concise.					
4. PROBING/QUESTION & ANSWER TECHNIQUES	YES	NI	NO	NA	
a. Probing. Used probing questions throughout.					
b. Response. Responded effectively to student's questions/inputs.					
c. Response. Responded to areas of confusion.					
d. Questioning Techniques. Assessed student learning.					
5. FACILITATION TECHNIQUES	YES	NI	NO	NA	
a. Real World. Provided real world relevancy.					
b. Participation. Encouraged student participation.					
c. Interaction. Provided intellectual stimulation with students.					
d. Motivation. Used motivation techniques to monitor activity progress toward meeting lesson purpose.					
e. Focus. Established and maintained student attention.					
f. Instructions. Clear and concise for exercises/PA's					
6. METHOD	YES	NI	NO	NA	
a. Method employment. States purpose and desired outcome. Employs effectively.					
b. Safety Brief (if applicable). Safety precautions, Cease Training Criteria, and emergency action procedures are explained.					
c. Supervision and Guidance. Instructions and guidance to students is adequately provided.					
d. Debrief (if applicable). Overall feedback; review of learning points.					

7. MEDIA	YES	NI	NO	NA	
a. Set-up. Able to use equipment. Ensured students were able to see media.					
b. Employment. Media employed at the appropriate time.					
8. COMMUNICATION – Nonverbal	YES	NI	NO	NA	
a. Eye Contact. Evenly distributed, creating a "connection" with all students.					
b. Movement. Natural, smooth and coordinated with dialogue.					
c. Gestures/Mannerism. Avoided distracting mannerisms.					
d. Facial Expressions. Varied with mood and content, sincere, showed concern, reinforced and expressed pleasure.					
e. Appearance. Well-groomed, professional appearance.					
f. Nervousness. Controlled nervousness and anxiety.					
g. Barriers. Body language displays interest. Avoided emotionally-laden words.					
h. Enthusiasm. Displayed excitement.					
9. COMMUNICATION - Verbal	YES	NI	NO	NA	
a. Volume, Rate, Force, Inflection, and Pause. Natural and appropriately varied.					
b. Pronunciation, Articulation, Dialect. Easy to understand.					
c. Pet Words. Minimized.					
10. SAFETY	YES	NI	NO	NA	
a. Cease Training. Procedures were adequately explained.					
b. Safety Precautions. Followed safety precautions at all times.					
c. Equipment/Material. Safe for use.					
d. Safety Practices. Monitored students for good safety practices.					
11. CLASSROOM MANAGEMENT	YES	NI	NO	NA	
a. Classroom Arrangement. Properly arranged classroom.					
b. Time. Ideal use of time available.					

12. OVERALL INSTRUCTION

- SATISFACTORY UNSATISFACTORY
 SATISFACTORY, BUT NEEDS IMPROVEMENT

OTHER REMARKS COMPLETED BY THE EVALUATOR:

All behaviors evaluated as "NI" or "NO" will be explained under this section. Also include any comments of an outstanding nature.

SIGNATURE AND TITLE OF THE EVALUATOR
DATE

PRINTED NAME:

