

Thank you for being a Trainer for this TCCC-Combat Lifesaver Course (CLS).

Please take a moment to provide us with any additional feedback for this *Content Validation Exercise*. Your feedback on the various course materials and elements of the course is critical in helping us improve the final course content.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
	1	2	3	4	5
<b>Student Course Design Considerations</b>					
01 The TCCC-CLS course meets the stated learning objectives.					
02 The course is presented in a way that helps students stay engaged in the learning process.					
03 The course follows a student-centered approach.					
04 The didactic portions (PowerPoint slides) are the right length and right proportion for the course.					
05 Adequate hands-on time is dedicated to practicing the skills.					
06 The instructional videos help students learn TCCC concepts and skills.					
07 The videos enhance the students' learning experience.					
08 I will have my students use the videos outside of formal courses for refreshing or sustaining their knowledge and skills.					
<b>Trainer Considerations</b>					
<b>This course properly trains students to:</b>					
09 Perform appropriate <b>drag and carry</b> techniques to move a casualty to cover.					
10 Properly apply a tourniquet on a casualty who has massive bleeding. <b>(M)assive Hemorrhage</b>					
11 Properly <b>pack a wound</b> , apply a <b>pressure bandage</b> , and help to slow or stop <b>massive bleeding</b> .					
12 <b>Pack a junctional hemorrhage</b> (neck, armpit, groin) to slow or stop <b>massive bleeding</b> .					
13 Open an airway. <b>(A)irway</b>					
14 Measure respiratory rate. <b>(R)espiration</b>					
15 Apply a chest seal.					
16 Perform a <b>needle decompression of the chest (NDC)</b> .					
17 Use <b>one-handed and two-handed Bag Valve Mask (BVM)</b> ventilation techniques.					
18 Assess/reassess tourniquet application, wound packings, pressure bandages, pelvic fractures, and hemorrhagic shock. <b>(C)irculation</b>					
19 Measure a radial and carotid pulse.					
20 Prevent and treat hypothermia in a casualty. <b>(H)ypothermia</b>					
21 Identify and report head injuries. <b>(H)ead</b>					
22 Identify an eye injury and apply an eyeshield.					
23 Assess and document a casualty's mental status using the Alert, Verbal, Pain, Unresponsive (AVPU) method.					

24 Administer pain medications and an oral antibiotic from a Combat Wound Medication Pack (CWMP). <b>(P) Pain/ (A) Antibiotics</b>					
25 Inspect and dress wounds and burns. <b>(W) Wounds</b>					
26 Splint any fractures on a casualty. <b>(S) Splint</b>					
27 Transmit 9-Line MEDEVAC information in the proper sequence (including TACEVAC).					
28 Document all findings and treatments on a DD Form 1380.					
29 Prepare a casualty for evacuation.					
30 Perform a tactical trauma assessment.					
<b>Course Implementation Strategies</b>					
31 Based on the course materials (e.g., skill instructions, skill cards, videos), I could provide effective feedback to students at the skill stations.					
32 I could remediate underperforming students appropriately.					
33 The course checklist helped me to assess student performance accurately.					
34 I was given the necessary information and resources to teach the TCCC-CLS course.					
<b>General Feedback</b>					
35 What instructional practices would improve learner outcomes in this course? (Please comment on practices effectively used during the course or any that should be considered for future versions of the CLS course.)					
36 Please describe what you would like to see changed or added to future <b>TCCC-CLS</b> courses:					
37 Please provide feedback on the materials used to teach the course (e.g., skill instructions, skill cards, skill checklists, and/or student course critiques). Note comments and/or suggested changes.					
38 Was the class organized in a logical progression to facilitate learning and skill acquisition? Please provide any suggestions for improvement.					

39 Would you adjust specific content in the didactic portion (PowerPoint presentations) of the course? If so, please list.
40 Were the Class VIII materials and/or training equipment appropriate to teach the skills?
41 Did you use the Course Plan for Trainers on the DeployedMedicine.com website to supplement the structure of your class? If so, list specific feedback or recommendations:
42 What strategies did you use to keep students engaged during skill stations/practice?
43 Were the course materials at the appropriate level of understanding for your students? If not, please provide feedback.
44 Were the media delivery options used appropriate for the lesson content and methods? If not, please provide feedback.
45 Please provide feedback on the instructional videos.



COMBAT LIFESAVER (CLS) TACTICAL COMBAT CASUALTY CARE  
**CLS COURSE CRITIQUE (Trainer)**



**46** How would you rate the overall effectiveness of this course?

**47** Did you instruct students to download the Deployed Medicine app? Circle one: Yes | No

**48** Did you use the Course Plan for Trainers on the DeployedMedicine.com website to supplement the structure of your class? Circle one: Yes | No

**49** What methodologies did you use to teach the course (i.e., Adult Learning Styles, Leadership Styles, etc.)?

**50** Please add any general comments.