

# Lesson plan – Train the Trainer (Trauma)

Based on two sessions, 0900-1230, 1330-1700

TIME: 0900-0930	
Action	Comment
General opening of trainer sessions	
<ul style="list-style-type: none"> <li>• Introduction to basic method of training practical skills</li> </ul>	
<ul style="list-style-type: none"> <li>○ Which skills are suitable for such training?</li> </ul>	<i>Important to emphasise that the module focuses on practical skills not theoretical knowledge</i>
<ul style="list-style-type: none"> <li>○ Content of ToT session, the core skills of training (7)</li> </ul>	
<ul style="list-style-type: none"> <li>○ The linear model for the day and the learning model</li> </ul>	
<ul style="list-style-type: none"> <li>○ Kolb's learning cycle</li> </ul>	
<ul style="list-style-type: none"> <li>○ General tips to become trainers</li> </ul>	
<ul style="list-style-type: none"> <li>• Tips on preparing learning environment</li> </ul>	
<ul style="list-style-type: none"> <li>• Tips on safety notice and learner characteristics</li> </ul>	
<ul style="list-style-type: none"> <li>• Prior learning</li> </ul>	
<ul style="list-style-type: none"> <li>• Assessment and certification</li> </ul>	<i>What are the advantages of assessment, whether formative or summative?</i>  <i>What are the advantages of certificates?</i>
<ul style="list-style-type: none"> <li>• Assign group and roles for the day (leader, challenger, worker, thinker, supporter)</li> </ul>	<i>Groups of 5, with each person taking on a role, with the option to rediscuss at lunchtime/ breaks/end of day as to whether they feel their role is correct and working for them</i>
Learning theory	
<ul style="list-style-type: none"> <li>• Small group discussion re difference between adult and child learners</li> </ul>	<i>Break into groups of 3-5, with groups to present what works for adults vs children, what they look for as adult learners</i>

<ul style="list-style-type: none"> <li>• Build on participant response and link to adult learning theory according to Malcolm Knowles</li> </ul>	
<ul style="list-style-type: none"> <li>• Key learning styles</li> </ul>	
<ul style="list-style-type: none"> <li>• Kolb's learner styles</li> </ul>	
<ul style="list-style-type: none"> <li>• Designing learning objectives               <ul style="list-style-type: none"> <li>○ Audience, behaviour, condition, degree</li> <li>○ Learners to discuss in small groups what they want to teach and design learning objectives</li> <li>○ Feedback to whole group</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Designing training mission (SMART)</li> </ul>	

**BREAK 1030-1045**

**TIME: 1045-1230**

Action	Comment
<b>Large group teaching</b>	
<ul style="list-style-type: none"> <li>• Describe basic process, set, dialogue, closure</li> </ul>	
<ul style="list-style-type: none"> <li>• General tips</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstration               <ul style="list-style-type: none"> <li>○ Participants to observe and provide feedback based on checklist</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>• Participant practice in pairs               <ul style="list-style-type: none"> <li>○ What will you teach and why?</li> <li>○ Key facts to relay</li> <li>○ Multimedia?</li> <li>○ Assessing knowledge</li> <li>○ Taking questions</li> </ul> </li> </ul>	<p><i>10 minutes preparation of a topic important to pair, or on a topic provided by facilitator. This could be related to trauma if this is the audience professional interest, for example arterial bleeding or airway obstruction.</i></p> <p><i>5 minutes maximum of teaching.</i></p>
<ul style="list-style-type: none"> <li>• Delivery of teaching segments               <ul style="list-style-type: none"> <li>○ Feedback from participants</li> </ul> </li> </ul>	
<b>Skills teaching</b>	
<ul style="list-style-type: none"> <li>• Introduction to skills teaching</li> </ul>	<p><i>The method is generally orientated around the</i></p>

○ Methods	<i>relevant skill being amenable to a checklist of actions</i>
○ Stages of skills training (2, 3 or 4)	
• Demonstration of practical skill according to checklist	<i>Hand out checklist for technical skill and for training skill (separate lists). Technical skill can be anything relevant to trauma (tourniquet) if this is ultimate goal of the session.</i>
○ Participants to observe and provide feedback based on checklist	
• Participant practice in groups of 3-4	<i>With 2 skills, both the practical skill and the teaching skill, it will be important to differentiate.</i>  <ul style="list-style-type: none"> <li>• <i>Mastery of practical skill is essential.</i></li> <li>• <i>The participant is essentially acting the role of inexperienced learner</i></li> <li>• <i>It is useful to have an instructor per group or an identified, experienced participant to establish the gold standard in practical skill</i></li> </ul>
○ Follow defined steps, participant, trainer and observer roles, with chance for rotation of roles	
○ Opportunity to prepare as a group, refresh practical skill first then teach each other	
○ Feedback to trainer on teaching skill	
• Group discussion on common errors in technique for both skill and for training	<i>Priority is teaching skill, but discussion can orientate also around how to correct repeated / common errors in technical skill</i>
<b>LUNCH</b>	

Action	Comment
<b>Assessment and feedback</b>	
• Pair discussion of merits of formal, informal or no assessment, and certification	
• Feedback delivery	
○ Purpose, models, tips, common errors	
○ Demonstration	<i>Use volunteer participant or fellow instructor to assess a practical skill, ensuring the participant/ instructor is briefed in advance to make errors and act the role</i>
• Practice in groups of 3-4 of feedback delivery	<i>Group has a chance to prepare in advance with checklist for both practical skill and feedback delivery</i>

<ul style="list-style-type: none"> <li>○ Participants takes role of passive 'victim', student, assessing instructor and observer.</li> </ul>	<i>E.g. You find a victim of an attack with a critical bleed, assess and control bleed</i>
<ul style="list-style-type: none"> <li>○ Follow pre-agreed checklist for practical skill</li> </ul>	
<ul style="list-style-type: none"> <li>○ Primary purpose is assessment of feedback delivery</li> </ul>	<i>Ensure that every keeps to their roles to avoid confusion. Only 1 participant gives feedback of both practical skill and feedback</i>
<ul style="list-style-type: none"> <li>• Discussion of techniques to manage challenging learners</li> </ul>	<i>Role-playing if time is available as to how</i>
<b>Simulation scenarios</b>	
<ul style="list-style-type: none"> <li>• Introduction to simulation</li> </ul>	<i>Group exercise, assign questions to small groups or pairs</i>
<ul style="list-style-type: none"> <li>• Exercise to construct simulated activity</li> </ul>	<i>Groups can either choose their own subject matter or use a trauma pack (TCCC)</i>
<ul style="list-style-type: none"> <li>○ Learning objectives</li> </ul>	
<ul style="list-style-type: none"> <li>○ Materials</li> </ul>	
<ul style="list-style-type: none"> <li>○ Assessment methods</li> </ul>	
<ul style="list-style-type: none"> <li>○ Roles (facilitator, actor(s), learner(s))</li> </ul>	
<ul style="list-style-type: none"> <li>○ Development events</li> </ul>	
<ul style="list-style-type: none"> <li>• Team roles</li> </ul>	<i>The exercise should incorporate multiple learners, including</i> <ul style="list-style-type: none"> <li>• <i>Leader</i></li> <li>• <i>Communication responsible</i></li> </ul>
<b>Debrief</b>	
<ul style="list-style-type: none"> <li>• Introduction to debrief</li> </ul>	
<ul style="list-style-type: none"> <li>○ Set the scene</li> </ul>	
<ul style="list-style-type: none"> <li>○ Reactions</li> </ul>	
<ul style="list-style-type: none"> <li>○ Description</li> </ul>	
<ul style="list-style-type: none"> <li>○ Analysis</li> </ul>	
<ul style="list-style-type: none"> <li>○ Summary</li> </ul>	
<ul style="list-style-type: none"> <li>• Video demonstration of debrief</li> </ul>	
<b>Simulation activity</b>	
<ul style="list-style-type: none"> <li>• Groups run their simulation activity</li> </ul>	<i>This can draw together both practice of technical skills, assessment of those skills, design and conducting of simulation activity and debrief</i>

○ Other group performs team roles	
○ Debrief lead	
○ Facilitator and actors	
○ Assessor of technical skills	
• Debrief, including assessment of technical skills	
○ Feedback on debrief by instructors	
<b>Closure of day</b>	
• Review of learning objectives	
○ Theoretical knowledge delivery	
○ Skills training	
○ Designing and conducting simulated learning activities	
○ Feedback delivery	
○ Conducting of debrief	
○ Leading a task, using recognized non-technical skills	
• Questions	
• Closure	