

# Train the Trainer

A **Cadus e.V.** Course



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## I. PURPOSE STATEMENT AND DESIGN

Cadus's Train the Trainer (TT) module seeks to develop the skills, confidence and resources to teach subjects which depend on practical skills rather than theoretical knowledge. The primary purpose of this module is to prepare people for work duties and responsibilities.

TT derives from TCCC's Train the Trainer module, but seeks to both assist in training participants to deliver generic trauma training (TCCC based), but also be adaptable to the training of any practical skill.

Practical skills are defined in general as:

- subject to algorithmic and assessable performance, following definable steps and processes
- Team oriented, relying on non-technical skills in part, such as communication, teamwork and situational awareness
- Based on limited, simple theoretical knowledge
- Those with maximal relevance in real life and real world situations
- Having a strong safety and welfare component, whether in the domain of physical or psychological safety.

Cadus's TT session is initially adapted to train trainers to delivering trauma training, but the underlying subject can be adapted according to the needs of the participants.

## CONCEPTUAL BASIS OF MODULE

The module will adopt best educational practice in pursuit of skills teaching. The starting principle is Malcolm Knowles's Adult Learning Theory.

### 1. Self-concept

Adult learners require autonomy in how they learn, a move away from traditional, classroom teaching based on theory.

Skills teaching is heavily instructional and algorithmic, but there is still scope for adult learners to learn from various open access activities, including group discussions, rotating through skills stations, scenarios, learning games and independent pre-reading.

### 2. Adult learner experience

Adult learners bring significant life experience to the classroom, relevant to the skills training and they will be more engaged with the training when they appreciate its relationship with prior experiences.

### 3. Readiness to learn

Similarly, adults learners will always ask the question, 'so what?', needing to understand how the learning is relevant to their work or wider life. It can be as simple as demonstrating the relevance of the training to career development.

### 4. Orientation of learning

Adult learners benefit from scenario-based learning, in which the taught skills are demonstrated in contexts familiar to them, whether through direct practice or discussion.

## 5. Motivation to learn

The motivation of adult learners is predominantly internal and it is important to understand these motivations in advance and during the sessions, or the learners will give little focus or attention to the session.

The TT module thus is based on training trainers to think creatively in how to design and deliver skills training that is:

- Relevant to learners' lives
- Respectful and interested in learners' motivations, experiences and beliefs
- Focused on skills that can be applied in work and life situations in alignment with learners' self-perception of needs
- Centered around learning through practice of skills in simulated, realistic situations
- Encourages learners to participate in the training of each other through feedback and cooperative skills learning.

Adult learning and skills training theory is filled with relevant and credible theories and this curriculum will draw from the following additional concepts and theories.

- 4 stage approach to skills learner
- Debrief methods including
  - PEARLS debriefing
  - Plus-delta
  - Sawyer's 7 essential elements
- Kolb's experiential learning theory
- Pendleton's Feedback Rules
- The Anesthetists' Non-Technical Skills (ANTS) System, (adapted to contexts beyond medical practice)

## LEARNING OBJECTIVES:

This course is built on a set of 11 Terminal Learning Objectives (Endgoal), which are supported by 21 sets of enabling learning objectives:

MODULE PLAN 1: COURSE DESIGN AND DELIVERY	
TLO (1)	ELO (4)
1. Describe TCCC course-specific design and delivery strategies used to provide significant learning experiences	<p>1. Define the meaning of basic proficiency for TCCC Tier 1, and how it fits into other levels of TCCC training</p> <p>This relates to understanding the learning material, how it relates to other schemes of knowledge, what the limits are etc...</p> <ul style="list-style-type: none"> <li>• What do you want to teach?</li> <li>• Why are you training?</li> <li>• What situations does it relate to?</li> <li>• Who are you training?</li> <li>• Which elements are practical and which theoretical?</li> <li>• <i>What are the limits or different levels of training?</i></li> </ul> <p>Understand the importance and method for designing a curriculum of learning objectives, structured according to a basic plan of what knowledge and skills are to be taught, who the learners are and what situations are anticipated</p> <p>2. Gain knowledge of the educational materials and associated training aids required to deliver the TCCC course effectively.</p> <ul style="list-style-type: none"> <li>• How are you going to teach your curriculum?</li> <li>• What space, what resources, what equipment do you need?</li> <li>• What technology will you use?</li> <li>• How will you bring an element of simulated reality to the skills teaching?</li> <li>• How will you teach the theory? Large or small group teaching or pre-reading?</li> </ul> <p>Define the educational materials required to deliver the curriculum, including electronic resources.</p>

2. Define the curriculum and associated lesson plan and educational materials.

3. Identify appropriate teaching strategies for training the TCCC audience in accordance with best educational practices.

What are the core principles of adult learning that will help you to deliver the curriculum effectively?

- Draw on learners' past experiences
- Relevance to life / work
- Relate it to problems that the learners are invested in solving
- Understand learner motivation
- Practical skills
- Engage learners in teaching each other

Identify appropriate teaching strategies for training the curriculum in accordance with best educational practices.

4. Gain knowledge of the most common errors made by students while performing lifesaving skills taught in the TCCC course.

Understand how the skills relate to real life and how the teaching can draw out the opportunities, priorities and dangers. Define the core skills that learners must demonstrate, with an understanding of the priorities, risks and common errors that can be made.

## MODULE PLAN 2: THEORETICAL SESSION DESIGN AND DELIVERY

TLO	ELO (3)
3. Describe the basic approach to designing and delivering instructional (theoretical) sessions	<p>5. Develop teaching materials to deliver the theoretical material, with an understanding of principles of effective communication and delivery style</p> <ul style="list-style-type: none"> <li>• Appropriate 'set, dialogue and closure' of session</li> <li>• Establishes common understanding of terms and concepts</li> <li>• Checks appropriately learner understanding before, during and after the session</li> <li>• Appropriate tone and style, avoiding use of jargon and technical terms</li> <li>• Allows time for questions and manages learner variability</li> </ul> <p>6. Demonstrate a structured, coherent approach to the lesson plan</p> <ul style="list-style-type: none"> <li>• Stick to the intended scope of the curriculum</li> <li>• Include methods for checking learner understanding and assessing the practical elements</li> <li>• Avoiding personal opinion or confusing tricks/advice</li> </ul> <p>7. Demonstration the means of delivering the theoretical educational materials to the learners clearly and succinctly</p> <ul style="list-style-type: none"> <li>• Trainer sets up the environment appropriately</li> <li>• Introduction of trainer, 'classroom rules' and learning objectives (Set)</li> <li>• Delivery of the education material to satisfy learning objectives (Dialogue)</li> <li>• Manner of delivery is clear, succinct, involves multimedia and education materials, where appropriate, and effectively paced</li> <li>• Closure of the session, with a summary and opportunity for learners to ask questions (Closure)</li> </ul>

## MODULE PLAN 3: PRACTICAL SKILL EXERCISE FACILITATION

TLO	ELO (3)
<p>4. Given a simulated environment, demonstrate the abilities needed to effectively teach Massive Bleeding, Airway/Breathing, and Rapid Casualty Assessment Skills to ASM students.</p>	<p>8. Gain knowledge necessary to properly teach the lifesaving TCCC skills using the ASM resources.</p> <p>Each trainer needs a methodical understanding of both the theory and practical skills. Important to define both steps. e.g.</p> <ul style="list-style-type: none"> <li>• Arterial bleeding is...</li> <li>• It is identified...</li> <li>• It can result in...</li> <li>• It is controlled by...</li> </ul> <p>Gain knowledge necessary to properly teach the skills in the curriculum.</p> <p>9. Gain skills needed to properly assess students using the skills assessment checklists.</p> <p>In teaching skills, it is essential that there is a clear description of the skill and it is taught according to a simple, clear model such as the 4-stage approach:</p> <ol style="list-style-type: none"> <li>Demonstrate at full speed without commentary</li> <li>Demonstrate slowly with commentary</li> <li>Ask learner to guide you to repeat</li> <li>Ask learner to perform skill with commentary</li> </ol> <p>Demonstrate an effective method for teaching skills, including the use of instructional checklists for assessment.</p> <p>10. Demonstrate the ability to provide appropriate coaching and feedback to students at during teaching sessions and recognize and correct any errors that deviate from the approved procedures.</p>



## MODULE PLAN 4: FEEDBACK AND LEARNER ASSESSMENT

TLO	ELO (3)
<p>5. Given a simulated situation, demonstrate the abilities needed to effectively provide formative feedback and assess TCCC students.</p>	<p>11. Design and deliver appropriately structured and organized simulated situations to practice and assess the core skills demonstrated by the learners.</p> <p><i>Such sessions must align with the learning objectives, to properly test and assess the core skills taught. The sessions should be structured so that the core skills can be practiced and assessed, with a fair opportunity to the learner(s) to individually carry out the skills.</i></p> <p><i>Such sessions should be pre-briefed with the relevant learning objectives identified in advance.</i></p> <p>12. Recognize methods for delivering effective formative feedback strategies during simulated sessions designed by TCCC instructors.</p> <p>It is important to align feedback with learning objectives. Therefore, simulated sessions must be designed to provide opportunities to test and assess such specific objectives only. In particular, feedback is a one-way process of evaluating a learner against a pre-agreed criteria (checklist) for a particular skill. <i>Lack of acceptance of authority/credibility of evaluator to give feedback</i></p> <ul style="list-style-type: none"> <li>• Confusion over what is being assessed and straying into additional areas. Define in advance what is being assessed, by what method.</li> </ul> <p>Recognize effectively-delivered formative feedback strategies during simulated sessions, and recognize the potential pitfalls that can be encountered.</p>

6. Given a simulated exercise, demonstrate the abilities needed to effectively provide feedback and assess the learners.	13. Given a simulated classroom setting, practice assessing simulated students using skills checklists and delivering effective feedback.
<b>MODULE PLAN 5: REMEDIATION TECHNIQUES</b>	
<b>TLO</b>	<b>ELO (2)</b>
7. Given a simulated classroom setting, observe or demonstrate the abilities needed to effectively lead remediation sessions for ASM students IAW TCCC-ASM instructor guide.	14. Gain skills needed to properly remediate underperforming students learning TCCC lifesaving skills. Gain skills needed to properly address learners' difficulties in performing the skills.
8. Given a simulated classroom setting, observe or demonstrate the abilities needed to effectively lead remediation sessions for learners	15. Given a simulated classroom environment, observe a remediation session within a group setting

## MODULE PLAN 6: DEBRIEFING STRATEGIES

TLO	ELO (2)
<p>9. Given a simulated classroom setting, observe or demonstrate effective approaches for leading a debriefing session during the TCCC course.</p>	<p>16. Gain skills needed to properly lead a debrief session during the TCCC course. Create a debrief methodology, in line with established best practice:</p> <ul style="list-style-type: none"> <li>• Ensure learner psychosocial safety and ease</li> <li>• Debriefing rules, establishes learning environment (purpose of debrief), prioritizes the learner's goals in question</li> <li>• Reinforce relevant learning objectives</li> <li>• Shared mental model, establish facts of the exercise as perceived by all</li> <li>• Open ended questions and allow space for immediate reaction / feelings but do not prolong emotive discussions, focus on objectives</li> <li>• Opportunity for observers to contribute</li> <li>• <i>Focus on what went well and what to do differently (plus-delta)</i></li> <li>• What did learner realize about their strengths and weaknesses and how would the latter be addressed?</li> <li>• <i>Address both technical skills and non-technical (teamwork)</i></li> <li>• <i>Avoid success / failure binary</i></li> <li>• <i>Use of silence to promote reflection</i></li> <li>• Summarize key points</li> </ul> <p>Gain skills needed to properly lead a debrief session.</p> <p>17. Given a simulated classroom setting, observe a debriefing session at the end of the TCCC course within a group setting and provide feedback of the debrief.</p> <p><i>Provide feedback on debriefing to the instructor performing the debrief</i></p> <p><i>Given a simulated classroom setting, observe a debriefing session at the end of the course within a group setting and provide feedback.</i></p>

## MODULE 7: NON-TECHNICAL SKILLS

TLO (2)	ELO (4)
10. Develop a theoretical understanding of the central nature and role of non-technical skills in performing technical skills.	<p>18. Define the basic set of non-technical skills and the elements of which each consist:</p> <ul style="list-style-type: none"> <li>○ communication skills</li> <li>○ leadership skills</li> <li>○ team-working skills</li> <li>○ decision-making skills</li> <li>○ situation-awareness skills.</li> </ul> <p>19. Identify the specific skills and sub-skills necessary for different situations and skill performance.</p>
11. Develop confidence and experience in applying non-technical skills in task performance	<p>20. Perform the non-technical skills in a range of communication and practical scenarios.</p> <p>21. Perform an assessment of the non-technical skills demonstrated by other members according to established checklists</p>

## II. OUTCOME STATEMENT

The TT curriculum aims to give the learners the following skills:

1. Designing of a curriculum based on learning objectives which facilitate the teaching of the core skills
2. Delivery of the theoretical knowledge via large group teaching, with appropriate communication method and delivery style
3. Teaching of the core skills via practical demonstration, including the provision of coaching and feedback to the learners
4. Teaching of the non-technical skills through didactic sessions and practical exercises
5. Design and delivery of simulated sessions to test performance of the core skills, including pre-briefing of the session to the learners.
6. Design assessment method and deliver related feedback to the learners after simulated sessions in line with skills checklists
7. Conduct debriefing to wider group members following simulated sessions.

The TT session will formally assess the following skills, with curriculum design and simulated session design not assessed during the session:

- Course design (ELO 1)
- Theoretical knowledge delivery (ELO 7)
- Skills training (ELO 9)
- Designing and conducting simulated learning activities (ELO 11)
- Feedback delivery (ELO 10 and 13)
- Conducting of debrief (ELO 16)

- Lead a task, using recognized non-technical skills (ELO 20)

Note that debrief is defined as multi-directional, between all learners and facilitators and does not form part of assessment. Feedback is one-directional and involves formative or summative assessment of a learner according to a pre-agreed assessment method.

### III. STRATEGY FRAMEWORK

The TT classroom seeks to adapt the method of other skills training modules (Basic Trauma Management) to teach the practical skills required to deliver training.

The approach is based on the following steps:

1. Introduce the overall objective / mission (e.g. *an immediate response to traumatic injuries*)
2. Introduce the list of skills
3. In turn, teach the theory behind the skill
4. Demonstrate the practice of the skill
5. Ask the learners to demonstrate the skill
6. Implement the skill in a simulated scenario
7. Feedback delivery to individual participant after scenario
8. Debrief to wider team after scenario.

The method behind TT can be used to teach any practical subject, and the session can either seek to train participants to deliver training in a specific domain such as trauma or generally.

### IV. PREREQUISITES OF PARTICIPANTS

#### PREPARATION AND PRIOR KNOWLEDGE

The course is primarily focused on skills training, so a majority of the training time is allotted to interactive, practical learning rather than traditional, didactic teaching.

We ask all participants to be highly confident and familiar with the subject of the training. If the subject is trauma management, we would assume that participants would either have attended a Cadus trauma course (Basic or Intermediate Trauma Management) or a similarly oriented course (TCCC like). The session will involve practice of the relevant core skills, but will rely on participants not requiring anything more simple reminders or refreshing of such skills.

The session does not rely on prior training experience or knowledge.

#### FITNESS AND PHYSICAL CONDITION

Participants are required to take part in physical and simulated real life exercises and the final assessment. Such exercises can include physically and psychologically challenging situations, depending on the subject matter behind the session.

Regardless of the specific subject that TT aims to tackle, participants must be prepared to perform the skills in front of colleagues and be assessed accordingly.

We would advise that such information be communicated to all participants in advance with an appropriate safety warning such as:

“You are expected to participate in [ADAPT ACCORDING TO SUBJECT] exercises and assessments. Please declare any existing injuries or vulnerabilities, including issues which may

impact on willingness or ability to perform the skills in front of colleagues. You remain responsible for your own physical and psychological safety and well-being and we ask you to abstain from participating if at any stage you are concerned about your ability to do so comfortably.”

## V. ESSENTIAL RESSOURCES

### PHYSICAL SPACE AND FURNITURE

The TT curriculum requires a adaptable physical space to carry out the practical demonstrations and participant exercises. This space should be large enough to allow for creation of multiple sub-groups of participants. **This could be approximately defined as 3-4m<sup>2</sup> per participant, or 6-8m x 10m for a group of 15-20 participants.**

Whilst there will be short sections of didactic presentation and seating facing a whiteboard, the expectation is that there will be sufficient space and flexibility in furnishing that the traditional classroom can be dismantled to create large, open spaces for safe practice, **with chairs and desks moved aside easily or reconfigured into new positions.** Fixed furniture would be problematic.

Further, due to the active nature of the practical exercises, consideration needs to be given to making the learning space safe, without trip hazards (cables), slippery surfaces or sharp-edged objects. **An assessment should be carried out in advance to eliminate risks to participant safety.**

### TECHNOLOGY

The didactic component of the training requires a whiteboard to project from a laptop or a Smart TV for direct connection. The facility will need a modern, efficient laptop, with up to date software (powerpoint) and adaptors to connect to projector or screen.

### PARTICIPANT EQUIPMENT

Each participant should be given at the outset, for the duration of the training, any items that are essential to the practice of the core skills. In trauma training (BTM), there is core equipment which is essential to teaching the curriculum, referred to as the Individual First Aid Kit (**IFAK**).

Consideration needs to be therefore be given to providing simple equipment to allow participants to practice skills.

### INSTRUCTOR EQUIPMENT

The instructors will ideally have access to items that allow demonstration of practical skills, including whiteboards, tables for writing, floor mats for physical exercises.

### TIMINGS AND TRAINER RATIO

The TT curriculum is envisaged to take around 12 hours with a class size of maximum 16, and 4-5 participants per instructor. The ratio needs to be kept to this size due to the need for mentoring of individual participants. Thus, a lead instructor may deliver the didactic elements, but the small group work would require, for instance, 3 instructors in total for a class of 12.

This can occur in 2 consecutive days or separated by a period of no more than a week (see Appendix [A] for suggested course schedule).

## VI. VERIFICATION METHOD

### KEY SKILLS TO BE ASSESSED

There are 5 key skills which should be assessed throughout the day on an ongoing basis:

- Theoretical knowledge delivery (ELO 7)
- Skills training (ELO 9)
- Feedback delivery (ELO 10 and 13)
- Conducting of debrief (ELO 16)
- Lead a task, using recognized non-technical skills (ELO 20)

The specific assessment criteria can be found in the separate skills assessment checklist documentation.

### INDIVIDUAL VS GROUP ASSESSMENT

The extent to which each individual can be assessed methodically in each domain is dependent on timing and training session structure.

Ideally, each participant will be assessed in each of the 5 core skills by an instructor, with completion of learner logbook for instance.

A logbook can be a simple compilation of the checklists against which performance of the core skills is assessed.

### FORMATIVE (CONTINUAL) ASSESSMENT

Throughout the course, the instructors will informally assess participants, with regular correction and feedback. Although this should not form a part of a formal assessment, it will assist with learning.

### FEEDBACK / DEBRIEFING

All feedback, whether as part of the practice of key skills, skills assessment (formative or summative) or at the end of course, should adhere to core principles such as but not limited to:

- **Focus feedback on the task, not the learner.** Avoid comments that are directed at participants and refer to individual attributes.
- **After highlighting any issue, offer constructive advice on how to improve.**
- Keep feedback brief and focused.
- Refer back to learning objectives. Limit references to elements that are not part of the learning objectives of the course.
- Give learners the opportunity to reflect on their performance.
- Remain positive, unbiased and objective.

- Avoid if possible final conclusions / judgements on performances (pass or fail, unless in the situation below), but it is acceptable to offer comments of a generalized positive nature.
- If there is an objective, summative nature to the assessment, feedback relating to passing / failing should be directed to the individual in private.

All instructors should have basic training / significant professional experience in the practice of feedback and debriefing.

Feedback is always assisted by design of tasks and assessment that clearly and simply test the learning objectives of the course and avoid overcomplicating or aggregating too many tasks together. Such tasks and assessments should be described in advance in terms of specific learning objectives:

*“This task will test your ability to rapidly assess a casualty and use an appropriate technique to move the casualty to a safe location.”*