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**Train The Trainers Manual**

**First Responder Support in Trauma (FiRST) Train the Trainer Course**

**Using the Cardiff Trauma Pack**

**Aims**

* Improve upon the knowledge and skills obtained during the FiRST Provider Course and develop a more advanced understanding of the management of major trauma
* Discuss basic educational theory and the principles of adult learning
* Learn how to deal with problems and issues that may arise during a training session
* Learn how to provide constructive feedback
* Learn how to facilitate simulated scenarios using role-play
* Learn strategies for running a successful teaching session or course
* Develop skills to maintain candidate’s interest and enthusiasm

**Education Theory**

**What do you students want?**

**What do you want them to go away with?**

# **Knowledge Skills Confidence**

**How do you give these to them?**

**You need to make sure that your teaching is:**

# **Interesting Entertaining Relevant**

***Also, most importantly, make sure you address their BASIC NEEDS before anything else***

***i.e. comfort, food, drink, rest, etc.***

**Your students will be wondering why they need to be here?**

**Why do they need to do this?**

## Tell them the problem that needs to be solved

## Make sure they realise that they are a part of the solution

**What do you need to know in order to achieve this?**

## How adults learn

## How to keep them engaged and interested

## How to deal with problems

## How to answer questions

## How to run a demonstration

## How to run a scenario

## How to answer questions

## How to keep to time

## How to assess their ability

Much of the time, the success of your teaching session depends on your ability to

# Improvise & Adapt

**Adult Learning**

**Adult learning is affected by:**

* Previous life experiences
* Pre-conceived ideas
* Varying levels of knowledge
* Varying levels of experience

**Adults may potentially have a very fixed view on things. You need to be prepared to challenge those views in positive and supportive way and open their mind.**

**Learning must be directly relevant to them and must be centered around a specific problem**

**Adults learn best when they can *immediately* apply what they have learned.**

**The FiRST Responder Course is built around this idea:**

**Not very much will be remembered**

**Talk at someone for an entire day**

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**Get someone to practice what they are learning**

**Much more likely to be remembered**

***Continuous learning comes from activity***

**How to maintain an adult learner’s interest:**

## Tell stories

## Use student’s own experiences

## Use personal anecdotes and experiences

## Challenge assumptions

## Use humour

## Make it relevant to them

## Continually emphasise the importance

**Dealing with problems while teaching**

**During the course we discussed all the potential problems we could think of that could come up during teaching.**

**The first step in being able to address some of these problems is to recognize that they might happen. Then you can start to work out your own strategies for managing them.**

**Potential Problems:**

* Lack of interest, Boredom
* Quiet, shy, nervous students. Feelings of inferiority.
* Stubborn students
* Distractions – Other students, different groups, **Phones**
* Very enthusiastic students dominating the teaching session, asking lots of questions, not giving other students a chance to speak or engage
* Know-it-alls, students who think they already know the material better than you!
* Time-keeping
* Misunderstanding, confusion: students not understanding what you are trying to teach them
* *Upsetting students*
* *Affecting student’s confidence*
* *Reinforcing poor technique or inappropriate behaviour*
* *Dealing with student’s who have a lack of willingness to accept criticism or act defensive*
* *Inappropriate focus on minor details or irrelevant issues, not focusing on the key messages.*
* *Answering difficult (or impossible!) questions. Inability to explain things clearly.*
* *Communication issues – language difficulties*
* *Manging the issue of ranks & hierarchy*
* *Lack of command & control*
* *Managing expectations*

**Giving feedback**

**To be effective, feedback needs to be CONSTRUCTIVE**

**The aim of feedback is to provide ENCOURAGEMENT and build CONFIDENCE**

**Reinforce Positives**

**Don’t “nit-pick” on every little mistake**

**Provide REFLECTION rather than DIRECTION**

**Bad Practice**

**Good Practice**

**Avoid relentless optimism**

Tips & Tricks for Feedback

* Try to involve **everyone** in the group in the feedback
* Use **open-ended** questions:
	+ How did you feel about that scenario?
	+ So…that was a tough one wasn’t it?....
	+ What did you think of that situation?
* Avoid **closed** questions and **leading** questions:
	+ Why do you think you forgot to put the pelvic binder on?
	+ Did you think you did a good job getting the patient out of the car safely?
* Pose questions to explore **candidate’s thinking** behind what they did or did not do
* You need to be **genuinely curious** about what they have to say when you pose a question
* **Avoid listing** all the things they did right or did wrong
* **Emphasise the positives** more than the negatives wherever possible

It is incredibly important to listen carefully to the student and their responses during feedback

# Try to work out what is bothering them the most

**Running a scenario**

Tips & Tricks for running scenarios

* Take the time to ensure your station is properly setup:
	+ Do you have all the **kit** you need? Is it laid out appropriately?
	+ Do you need any other **teaching aids** – paper, airway heads, etc.
* **Lead by example** – get stuck in with **role-playing** and acting as the patient. Makes teaching much more memorable (and fun!). Candidates much more likely to follow your lead.
* **Safety** – look after yourself and each other, particularly when using equipment that can potentially hurt (e.g. rubber bandage) and when moving candidates as patients. **You are responsible** for the safety of your group.
* Remember you need to have the ability to **improvise** and **adapt** depending on how the scenario is progressing
* Try to keep each scenario as **short as possible** (but long enough to get the key messages across) otherwise other members of the group may get bored and you will struggle to keep to time and get through enough scenarios.
* Make sure you **finish** the scenario in the right way.
	+ Make it **clear** that you’ve stopped.
	+ Try to make what you say and the way you say it fairly **neutral**.
	+ Sometimes you can be a bit more positive with how you finish a scenario but never be negative! (i.e. exasperated, clearly unimpressed, etc.)

The scenario itself an important element of the teaching but never forget the importance of

# Debriefing & Feedback

**Running a scenario as an assesment**

* **When assessing a candidate, the scenario runs in a very similar way to a teaching scenario but with a few important differences:**
	+ You need to make it clear that this a scenario to assess “the standard they have reached” before they start
	+ The trainer needs to have a more **“hands-off”** approach with less guidance as there would be in a teaching scenario
	+ Try to maintain a **neutral** **expression/appearance** throughout regardless of how well or poorly a candidate is doing
	+ It is even more important to finish the scenario in a **neutral** way
	+ **Don’t** give feedback on how they did straight away:
		- It is far better to tell them about it afterwards as you may want to discuss something privately with another trainer or the course director before coming to a final decision.
	+ Avoid using the word “FAIL”:
		- When you do talk to them about their performance, say something along the lines of “you haven’t quite been able to demonstrate the standard we would expect”. But make it clear to them there is the opportunity for further training and to “have a chance to demonstrate this later” (i.e. a repeat assessment)

**Running a successful teaching session/course**

* **Planning**
	+ Take the time to plan out what you are going to do throughout the teaching.
* **Logistics**
	+ Think about the best layout for the groups – is there enough space? Are there the chairs, tables, etc that you will need
	+ Check your kit! You are responsible for making sure you have the kit you need for training
	+ Take the time to get as much stuff set up before you start. Don’t assume you will have the time during breaks/changeover of groups.
* **Basic needs**
	+ Regular breaks
	+ Refreshments, Lunch (if full day course)
	+ Comfortable environment
	+ Temperature – too hot, too cold
* **Keeping to time**
	+ One of the most challenging issues with teaching is trying to keep to time
	+ Particularly difficult when you have different groups working at the same time
	+ Your candidates will not appreciate it if you constantly overrun!
	+ Keep an eye on the time, you may need to adapt:
		- Offer to address difficult questions or concerns from one individual at a later time (during a break, at the end of the course)
		- Prioritise – make sure you teach the key messages, sacrifice more minor teaching points if absolutely necessary
* **The power of names**
	+ Use your student’s names! Very important to get them engaged with teaching
	+ Make sure you introduce yourself to every new group
	+ As a trainer you should always have your name badge clearly visible. Students will forget your name in the same way you forget theirs! Make it easy for them to remember without being embarrassed to ask.