"Telemedicine and Advanced Technology Research Center: Quarterly Report, July 18, 2010 to October 17, 2010

Bea Babbitt
University of Nevada, Las Vegas

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Quarterly Report

1. **Contract No:** W81XWH-08-1-0451

2. **Report Date:** October 31, 2010

3. **Reporting Period:** July 18, 2010 to October 17, 2010

4. **Principal Investigator:** Dr. Bea Babbitt

5. **Telephone No:** (702) 895-1506

6. **Institution:** University of Nevada, Las Vegas – Division of Educational Outreach (UNLVEO).

7. **Project Title:** Development of a P.O.I. and a Blended Learning Ecology for use in Combat Lifesaver Skills Training for the Army.

8. **Current Staff with percent of effort:**
   The percent of effort of the current project personnel is as follows:

<table>
<thead>
<tr>
<th>Name</th>
<th>% of Effort Development Stage</th>
<th>% of Effort Implementation Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Investigator (Dr. Bea Babbitt)</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Research Specialist (Dr. Angelina Hill)</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Director of Operations (Jerry Bussell)</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>Dist. Ed. E-Module Design Team</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Project Assistant (Gordon Louie)</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

9. **Contractual Expenditures by Quarter:**
   To date, we have spent a total of $547,858.39 as follows:

<table>
<thead>
<tr>
<th></th>
<th>This Quarter</th>
<th>Project Cumulative</th>
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<tbody>
<tr>
<td></td>
<td>Development</td>
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<tr>
<td>Personnel</td>
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<td>Fringe Benefits</td>
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<tr>
<td>Indirect Cost</td>
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<td>6,433.07</td>
</tr>
<tr>
<td>Total</td>
<td>$38,477.47</td>
<td>$27,701.72</td>
</tr>
</tbody>
</table>
10. **Project Updates and Progress for the Quarter:**

We are sad to report that Jerry Bussell, Executive Director of Operations, passed away on October 18, 2010. Colonel Bussell (Ret.) was passionate about the importance of effective training for soldiers and worked diligently to strengthen the link between UNLV researchers and curriculum developers and the officers and instructors at the Army National Guard unit at Ft. Indiantown Gap. He hoped that the blended learning instructional model tested at Ft. Indiantown Gap would be widely disseminated upon project completion. We will miss Jerry’s smile, his enthusiasm for life, and his compassion for his fellow soldiers. His family, friends, and government and military colleagues paid tribute to Jerry at his memorial service at the Nevada Army National Guard Army Aviation Support Facility in Stead, Nevada on October 25, 2010.

- **Instructor Training**
  A project team was sent to Ft. Indiantown Gap to formally brief instructors on using the CPS clickers on July 19-21, 2010. All instructors at the base rotated through an instruction session. The clickers and presentation software was first demonstrated to instructors in terms of how it can most effectively be used as a teaching tool. The purpose of the tool to get the students actively engaged in the material was reinforced in theory and in practice. Specific examples were given such as how to vary follow-up instruction depending on how well students answer questions. Issues such as how to manage a more interactive class, and how to keep the lectures from getting too long were also addressed. This was followed by step-by-step instructions on how to operate and troubleshoot the clickers and clicker software.

  The UNLV team also worked with a small group of instructors who teach the majority of classes to trim the number of questions, and to shift some of the content that they thought could be better ordered.

  The visit was very positive, and it appeared to lead to greater instructor support for the clickers.

- **POI**
  The Program of Instruction (POI) for the Combat Lifesaver Course is complete and has satisfied the instructors and NCOs at FIG. It will be submitted with the report.

- **PowerPoint/Clicker Presentation**
  The team revised the PowerPoint presentation to maximize efficiency. Given that the eModules are effective supplements to the instructional booklets, the PowerPoint notes were modified for earlier chapters and erased in later chapters to reduce redundancy. In addition, corresponding page markers to the
instructional booklets were added for easy reference to both trainees and instructors. The presentation is complete and will be submitted with this report.

- **E-Module Development**

In early August 2010, the team met with the Distance Education department staff who are working on creating the eModules. This meeting was called to discuss the design of the interactive components of the eModules. Ideas were exchanged between the two groups especially on increasing the educational impact of the eModules. The meeting ended with the Distance Education Team ready to finalize the design structure of the interactive pieces.

After assessing the direction of the eModules, the project team decided to begin creation of a “companion” piece to the full eModules that would feature the same interactive portions, but would be condensed textually. In essence, this “abridged” version of the eModules would be for trainees who have taken the Combat LifeSaver course multiple times and would like a review of the material without the lengthy wording which would be more effective for first time trainees.

Since the large team meeting with Distance Education staff, the project team has kept in weekly contact with the Distance Education Team, giving immediate feedback on the development of the interactive components, as well as discussing the “abridged” version to be created.

- **Research Report**

Refer to the attached document “CLS Results” for a complete report of the research study.

SFC Dixon from Ft. Indiantown Gap sent the team comprehensive test results from course sections held in July, as well as comparison test performance from classes held in 2008. Questionnaires given to trainees and instructors were also collected from the instructors and soldiers involved in the class sections evaluated in this study.

11. **Plans or Milestones for the Next Quarter:**

Tenth quarter objectives for this project include the following items:

- Complete request for No Cost Extension (NCO);
- Complete and submit refined eModules;
- Identify target venues for research dissemination

Attachments (3):

POI Combat Lifesaver
Attachment 1
Program of Instruction

For

Combat Lifesaver

Length:

1 Week

Proponent:

Date:
# Table Of Contents

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Course Summary

Academic Time:

Lesson 1: Introduction to the Combat Lifesaver
And Tactical Combat Casualty Care
Lesson 2: Care Under Fire
Lesson 3: Tactical Field Care
Lesson 4: Controlling Bleeding
Lesson 5: Opening and Managing a Casualty’s Airway
Lesson 6: Treating Penetrating Chest Trauma
Lesson 7: Initiating a Field Medical Card or Tactical Combat
Casualty Care Card
Lesson 8: Requesting Medical Evacuation
Lesson 9: Tactical Casualty Movement
Lesson 10: Evacuating a Casualty Using a Litter

Administrative Time:

Graduation
In-Processing
Out-Processing
Total:
Grand Total:
Training Module

<table>
<thead>
<tr>
<th>Lesson Id/ Version</th>
<th>Technique of Delivery</th>
<th>Hours</th>
<th>Method of Instruction</th>
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<tbody>
<tr>
<td>1 / C (GP) Large Group Instruction</td>
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</table>

Introduction: 0.1 (LE) Lecture
0.1 (LE) Lecture
0.2 (DM) Demonstration-Contents of the Aid Bag
0.4 (LE) Lecture
0.1 (DM) Demonstration-Extremities
0.4 (DM) Demonstration-Apply Field Dressing
0.2 (LE) Lecture
0.5 (DM) Demonstration-Combat Pill Pack
0.2 (LE) Lecture

Summary: 0.2 (LE) Lecture

Total 2.4

Security Clearance: Unclassified

Lesson Title: Introduction to the Combat Lifesaver and Tactical Combat Casualty Care.

Action Text: Tactically manage a casualty.

Condition: Given a written situation concerning tactical combat casualty care and possible responses.

Standard: Select the correct response based upon instruction given in Subcourse IS0871.

Remarks: This lesson introduces the soldier to the role of the combat lifesaver. This includes an introduction to the Army battle doctrine, a lecture on the purpose of the combat lifesaver, and a lecture/demonstration on the use of the combat lifesaver’s aid bag. The lesson will also provide statistical information on battlefield deaths before discussing the phases of tactical combat casualty care. The lesson then concludes by providing a list of terminology which may be unfamiliar to the soldier but will be used throughout the course; this is coupled with multiple demonstrations to ensure full comprehension. The soldier should leave with the knowledge that most battlefield deaths cannot be prevented. However, deaths from bleeding from the limbs, airway problems, and tension pneumothorax can usually be prevented.
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<tr>
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<td>2 / C</td>
<td>(GP) Large Group Instruction</td>
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### Introduction:
- **0.2** (LE) Lecture
- **0.4** (LE) Lecture
- **0.4** (DM) Demonstration-Quick Application of CAT
- **0.2** (LE) Lecture
- **0.1** (DM) Demonstration-Check Casualty for Responsiveness
- **0.5** (LE) Lecture

### Summary:
- **0.2** (LE) Lecture

**Total:** 2.0

**Security Clearance:** Unclassified

**Lesson Title:** Care Under Fire

**Action Text:** Tactically manage a simulated casualty in a care under fire situation.

**Condition:** Given a written situation concerning a casualty under combat conditions and possible responses.

**Standard:** Select the correct response based upon instruction given in Subcourse IS0871.

**Remarks:** This lesson is an in-depth discussion on the first part of tactical combat casualty care: care under fire. In this scenario, the combat lifesaver must demonstrate well-planned actions to provide casualty care while in the midst of an attack. The soldier is taught precautionary measures ranging from when to return fire and how to approach a casualty to checking for responsiveness and consciousness before applying aid. The main emphasis of this lesson is to reinforce the focal point of Lesson 1, that bleeding from the extremities is the primary cause of battlefield deaths, and while the combat lifesaver’s job is to prevent these deaths, he must remember to exercise caution when confronted with enemy fire. The lesson then introduces the soldier to basic concepts of tactical field care under fire before concluding with basic instructions on preparing casualty evacuation. The soldier should leave knowing the utmost importance of planning one’s movements while understanding the priority of defensive and counter-attack measures in a firefight in relation to treating casualties under fire.
Lesson Title: Tactical Field Care

Action Text: Tactically manage a simulated casualty in a tactical field care situation.

Condition: Given a written situation concerning a casualty and possible responses.

Standard: Select the correct response based upon instruction given in Subcourse IS0871.

Remarks: This lesson provides the soldier with a general outline of tactical field care when not in a care under fire scenario. Caution and procedures learned from the previous lesson are explained and reviewed. In addition, the soldier will learn more intricate procedures (ones which are usually not timely for application when under fire) such as treating fractures, applying splints, and treating shock through multiple demonstrations. With an explanation and demonstration on the use of a standard litter, the lesson concludes and, coupled with the previous lesson, the soldier should leave with the complete knowledge of what and how a procedure is applicable at certain times of tactical combat casualty care.
<table>
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<tr>
<th>Lesson Id/ Version</th>
<th>Technique of Delivery</th>
<th>Hours</th>
<th>Method of Instruction</th>
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<tr>
<td>4 / C</td>
<td>(GP) Large Group Instruction</td>
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**Introduction:**

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<th>Hours</th>
<th>Method of Instruction</th>
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<td>0.3</td>
<td>(LE) Lecture</td>
<td>Apply an Emergency Bandage</td>
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<td>(DM) Demonstration</td>
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<td>0.5</td>
<td>(PE) Student Practice</td>
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<tr>
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<td>0.4</td>
<td>(DM) Demonstration</td>
<td>Apply Combat Gauze</td>
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<td>(LE) Lecture</td>
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<td>0.4</td>
<td>(DM) Demonstration</td>
<td>Apply Improvised Pressure Dressing</td>
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<td>0.3</td>
<td>(DM) Demonstration</td>
<td>Use Pressure Pts./Control Bleeding</td>
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<tr>
<td>0.2</td>
<td>(LE) Lecture</td>
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<tr>
<td>0.3</td>
<td>(DM) Demonstration</td>
<td>Apply CAT to arm</td>
</tr>
<tr>
<td>0.3</td>
<td>(PE) Student Practice</td>
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<tr>
<td>0.1</td>
<td>(LE) Lecture</td>
<td></td>
</tr>
<tr>
<td>0.3</td>
<td>(DM) Demonstration</td>
<td>Apply CAT to leg/thigh</td>
</tr>
<tr>
<td>0.3</td>
<td>(PE) Student Practice</td>
<td></td>
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<tr>
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<td>0.2</td>
<td>(DM) Demonstration</td>
<td>Storing the CAT</td>
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<td>(DM) Demonstration</td>
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<td>0.2</td>
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<tr>
<td>0.3</td>
<td>(DM) Demonstration</td>
<td>Apply Improvised CAT</td>
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**Summary:**

<table>
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<tr>
<th></th>
<th>Hours</th>
<th>Method of Instruction</th>
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<tbody>
<tr>
<td>0.2</td>
<td>(LE) Lecture</td>
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</tbody>
</table>

**Total:** 6.0

**Security Clearance:** Unclassified

**Lesson Title:** Controlling Bleeding

**Action Text:** Apply an emergency bandage, combat gauze, manual pressure, pressure dressing, Combat Application Tourniquet, and/or improvised tourniquet, as needed.

**Condition:** Given a simulated casualty with bleeding from a limb and needed supplies.

**Standard:** Score a GO on the performance checklist.

**Remarks:** This lesson is a detailed demonstration lab for soldiers to familiarize themselves with effective bleeding control methods. Emphasis is placed on judging what method to use based on severity of the wound and on the practicality of each method in care under fire or tactical field care situations. The soldier should leave with in-depth knowledge of how to stop bleeding from extremities and the utmost mastery of tourniquet applications.
<table>
<thead>
<tr>
<th>Lesson Id/ Version</th>
<th>Technique of Delivery</th>
<th>Hours</th>
<th>Method of Instruction</th>
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<tbody>
<tr>
<td>5 / C</td>
<td>(GP) Large Group Instruction</td>
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**Introduction:**
- 0.1 (LE) Lecture
- 0.1 (LE) Lecture
- 0.3 (DM) Demonstration - Level of Response/Consciousness
- 0.1 (LE) Lecture
- 0.2 (DM) Demonstration - Turn Casualty onto His Back
- 0.1 (LE) Lecture
- 0.2 (DM) Demonstration - Head Tilt/Chin-Lift
- 0.2 (LE) Lecture
- 0.2 (DM) Demonstration - Check for Breathing
- 0.3 (LE) Lecture
- 0.2 (DM) Demonstration - Check Carotid Pulse
- 0.2 (LE) Lecture
- 0.5 (DM) Demonstration - Perform Rescue Breathing
- 0.2 (LE) Lecture
- 0.4 (PE) Student Practice
- 0.2 (LE) Lecture
- 0.5 (DM) Demonstration - Insert Nasopharyngeal Airway
- 0.8 (PE) Student Practice
- 0.2 (DM) Demonstration - Place Casualty in Recovery Position
- 0.3 (PE) Student Practice

**Summary:**
- 0.2 (LE) Lecture

Total 5.5

**Security Clearance:** Unclassified

**Lesson Title:** Opening and Managing a Casualty’s Airway.

**Action Text:** Open and manage the airway of a simulated casualty.

**Condition:** Given a simulated casualty and a combat lifesaver medical equipment set.

**Standard:**
- Score a GO on the performance checklist.
- Score a GO on the comprehensive written examination.
- Additional injuries to the casualty are prevented.

**Remarks:**
This lesson leads the soldier through the steps necessary to evaluate a casualty’s breathing and to open the casualty’s airway in event of airway blockage or casualty unconsciousness in a tactical field care situation. Through multiple demonstrations and practice exercises, the soldier will review the process of checking for awareness, responsiveness, and consciousness and move into more complex techniques such as rescue breathing and inserting the nasopharyngeal airway. The soldier should leave with the knowledge that while opening a casualty’s airway in a care
under fire situation is highly impractical, the skill and knowledge to open and maintain the airway could save many potential lives in a tactical field care scenario.

<table>
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<tr>
<th>Lesson Id/ Version</th>
<th>Technique of Delivery</th>
<th>Hours</th>
<th>Method of Instruction</th>
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<tbody>
<tr>
<td>6 / C</td>
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**Introduction:**
- 0.1 (LE) Lecture
- 0.3 (LE) Lecture
- 1.0 (DM) Demonstration-Treat Open Chest Wound
- 1.0 (PE) Student Practice
- 0.2 (LE) Lecture
- 1.0 (DM) Demonstration-Needle Chest Decompression
- 1.1 (PE) Student Practice

**Summary:**
- 0.1 (LE) Lecture

Total 4.8

**Security Clearance:** Unclassified

**Lesson Title:** Treating Penetrating Chest Trauma

**Action Text:** Treat a simulated casualty with penetrating chest trauma, including decompressing a tension pneumothorax.

**Condition:** Given a simulated conscious or unconscious casualty and a combat lifesaver medical equipment set.

**Standard:**
- Score a GO on the performance checklist.
- Additional injuries to the casualty are prevented.

**Remarks:** This lesson teaches the soldier two important tasks for tactical field care after a battle: treating open chest wounds and treating tension pneumothorax. An open chest wound introduces outside air inside the casualty’s body which causes potential lung collapse. As such, sealing the open chest wound should be done as quickly as possible to ensure an open airway. In the event of air pressure affecting the lungs, the soldier is taught to relieve tension pneumothorax by administering a needle chest decompression. The soldier should leave understanding the urgency which open chest trauma requires treatment and should be able to administer such aid.
<table>
<thead>
<tr>
<th>Lesson Id/ Version</th>
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<th>Hours</th>
<th>Method of Instruction</th>
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<tbody>
<tr>
<td>7 / C</td>
<td>(GP) Large Group Instruction</td>
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</table>

**Introduction:**
- 0.1 (LE) Lecture
- 0.2 (LE) Lecture
- 0.4 (DM) Demonstration-Initiate and Attach FMC
- 0.5 (PE) Student Practice
- 0.2 (LE) Lecture
- 0.4 (PE) Student Practice
- 0.4 (DM) Demonstration-Attach TCCC card
- 1.0 (TE) Test-Certification Exam

**Summary:**
- 0.1 (LE) Lecture

**Total:** 3.3

**Security Clearance:** Unclassified

**Lesson Title:** Initiating a Field Medical Card or TCCC Card

**Action Text:** Initiate a DD Form 1380, U.S. Field Medical Card or a Tactical Combat Casualty Care Card.

**Condition:**
Given information on a simulated casualty, a DD Form 1380 or a TCCC Card, and a writing instrument.

**Standard:**
- Enter the required information in the appropriate blocks.
- Score a GO on the performance checklist.

**Remarks:**
This lesson teaches the soldier how to fill out both the existing DD Form 1380 US Field Medical Card (FMC) and the Tactical Combat Casualty Card (TCCC) which is set to replace the FMC. As these cards are crucial for effective treatment of the casualty upon evacuation, the emphasis on this lesson is placed on diligence and precision when initiating the FMC and TCCC.
<table>
<thead>
<tr>
<th>Lesson Id/ Version</th>
<th>Technique of Delivery</th>
<th>Hours</th>
<th>Method of Instruction</th>
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<tr>
<td>8 / C</td>
<td>(GP) Large Group Instruction</td>
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</table>

**Introduction:**
- 0.1 (LE) Lecture
- 0.2 (LE) Lecture
- 0.3 (DM) Demonstration-MEDEVAC Request Line 1
- 0.3 (LE) Lecture
- 0.2 (PE) Student Practice
- 0.2 (LE) Lecture
- 0.8 (PE) Student Practice
- 1.0 (TE) Test-Certification Exam

**Summary:**
- 0.1 (LE) Lecture

**Total** 3.2

**Security Clearance:** Unclassified

**Lesson Title:** Requesting Medical Evacuation.

**Action Text:** Prepare and transmit a medical evacuation (MEDEVAC) request.

**Condition:** Given information on simulated casualty or casualties, MEDEVAC request guide, a pencil or other writing instrument, paper, and a simulated transmitting device.

**Standard:**
- Transmission includes all needed information in the proper sequence.
- Correct brevity code items used.
- Correct radiotelephone procedures (pronunciation, beginning, ending, and so forth) are used.
- Score a GO on the performance checklist.

**Remarks:** This lesson teaches the soldier the complex coded format with which to request a medical evacuation of casualties. Medical evacuation differs from casualty evacuation in that medical personnel and vehicles are used. As such, the soldier should understand that usually it will be the combat medic who initiates a MEDEVAC. However, in the event that the combat lifesaver is needed to do so, the soldier should be prepared with knowledge of the standardized code and the rules of radio transmission security.
Lesson Title: Tactical Casualty Movement

Action Text: Conduct tactical casualty movement.

Condition: Given a simulated casualty, any needed equipment (such as dragon harness), and assisting personnel (for two-person drag or carry), as needed.

Standard: - Score a GO on the performance checklist.
- Additional injuries to the casualty are prevented.

Remarks: This lesson details the methods of casualty movement mentioned in lesson 2. Historically, soldiers have utilized one-person and two-person carries, but the sheer weight of the equipment needed for modern warfare makes those methods highly inefficient. While drags are taught in this lesson, the focal point is on contemporary methods of moving casualties with equipment taken into consideration, such as the Hawes carry, and on the use of commercial products which have been specifically developed for aiding casualty recovery and movement. Given the fact that in most instances, the combat lifesaver needs to move a casualty to a safe location before administering aid, this lesson is especially pertinent in prompting the soldier to plan his tactics as opposed to acting on impulse or spontaneous actions when under fire.
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<td>10 / C</td>
<td>(GP) Large Group Instruction</td>
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**Introduction:**
- 0.1 (LE) Lecture
- 0.3 (DM) Demonstration-Components of SKED Litter
- 0.3 (DM) Demonstration-Using a SKED Litter
- 0.4 (PE) Student Practice
- 0.2 (DM) Demonstration-Preparing a Talon Litter
- 0.2 (PE) Student Practice
- 0.2 (DM) Demonstration-Secure Casualty to Long Spine Board
- 0.3 (DM) Demonstration-Making a Blanket and Pole Litter
- 0.2 (DM) Demonstration-Making a Poncho and Pole Litter
- 0.6 (PE) Student Practice

**Summary:**
- 0.2 (LE) Lecture

**Total**
- 3.0

**Security Clearance:** Unclassified

**Lesson Title:** Evacuating a Casualty Using a Litter

**Action Text:** Prepare and use a SKED litter, Talon litter, or improvised litter to evacuate a casualty.

**Condition:** Given a simulated casualty, personnel to act as litter bearers as needed, and either a SKED litter, a Talon litter, or materials to make an improvised litter.

**Standard:** Score a GO on the performance checklist.

**Remarks:** This lesson specifies different types of litters which may function to bring the casualty to the last stage of combat casualty care—tactical evaluation care. While the previous lesson detailed methods to effectively remove a casualty from positions of danger, this use of litters usually applies after tactical field care has been administered and the casualty is ready to be evacuated. Thus, the emphasis of this training should be on speed and efficiency as once the casualty is out of the danger of the battlefield, a quick evacuation may be a key factor in saving his life.
Examination Module

Title: Combat Lifesaver Subcourse

Purpose: To provide the designated soldier an introductory knowledge base and skill set in emergency medical situations so he/she may better aid the combat medic with administering aid and evacuating casualties which could lead to the prevention of battlefield deaths. The topics covered emphasize casualty evaluation and bleeding control as unnecessary blood loss is one of the primary reasons for battlefield deaths. Topics include evaluating and treating casualties in care under fire as well as tactical field care scenarios, controlling bleeding from the extremities, opening and managing a casualty’s airway, treating penetrating chest trauma, initiating a Tactical Combat Casualty Card, requesting MEDEVAC, and tactical casualty movement.

Remarks: This module culminates in a comprehensive one (1) hour written examination covering all Combat Lifesaver Subcourse materials. Students must also demonstrate competency in the hands-on skills covered during practical exercises.

<table>
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<th>Technique of Delivery</th>
<th>Hours</th>
<th>Method of Instruction</th>
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Security Clearance for Exam/Test: Unclassified

Lesson Title: Combat Lifesaver Subcourse Written Examination

Action Text: Complete the Combat Lifesaver Subcourse written examination

Condition: Given a Written Examination
Standard: Score a minimum of 70 out of 100 points to pass examination

Remarks: This examination is a comprehensive, one (1) hour written examination covering all Combat Lifesaver subcourse subjects provided during the module. Students must score at least 70 out of 100 points to pass the examination.
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<td>Prepare an Aid Bag</td>
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<td>Initiate Treatment for Hypovolemic Shock</td>
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<td>081-833-0010</td>
<td>Establish a Sterile Field</td>
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<td>Change a Sterile Dressing</td>
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<td>Treat Casualty with Open Chest Wound</td>
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<td>Perform a Tactical Casualty Assess.</td>
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<td>Apply a Splint to a Fractured Limb</td>
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<td>Control Bleeding</td>
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<td>Provide Basic Emer. Med. Care for Amp.</td>
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<td>Apply a Tourniquet to Control Bleeding</td>
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<td>Apply a Dressing to Impalement Injury</td>
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<td>Administer External Chest Compressions</td>
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<td>Perform Rescue Breathing</td>
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<td>Insert a Nasopharyngeal Airway</td>
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<td>Perform Needle Chest Decompression</td>
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<td>Initiate a Field Medical Card</td>
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Ammunition Summary

None
## Facilities Summary

### Nomenclature: CLASSROOM

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### Nomenclature: SKILLS LAB

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### Equipment Summary

**NSN (LIN): 6510-00-201-7430**
Dressing, First Aid, Field

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**NSN (LIN): 6510-00-935-5823**
Bandage, Elastic Flesh Rolled

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**NSN (LIN): 6545-01-572-9963**
CLS Bag (Complete)

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4/C

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NSN (LIN): 6515-01-521-7976  Tourniquet, Combat Application (CAT)
NSN Quantity: EA (Each)

NSN (LIN): 6510-00-201-1755  Bandage, Muslin (Cravat, Triangular)
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### Bandage Kit, Emergency Trauma

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### NSN (LIN): 6515-00-935-7138

Scissors, Bandage

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Gloves, PT Exam and Treatment

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NSN (LIN): 6910-00-540-6378  War Wound Moulage Kit  
NSN Quantity: SE (Set)

NSN (LIN): 6510-01-503-2117  Bandage Gauze Cotton 6-Ply  
NSN Quantity: RO (Roll) of 41
NSN (LIN): 6515-01-529-1187  
Nasopharyngeal Airway 28 FR

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NSN (LIN): 6510-00-926-8884  
Adhesive Tape, Surgical

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NSN (LIN): 6515-01-239-2494  
Catheter/Needle Unit, 14GA

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NSN (LIN) Total  
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NSN (LIN): 6510-00-721-9808  
Sponge, Surgical

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NSN (LIN) Total  
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NSN (LIN): 6510-00-786-3736
Pad, Isopropyl Alcohol Impregnated
NSN Quantity: PG (Package) of 200

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NSN (LIN): 6510-01-010-0307
Pad, Povidon-Iodine
NSN Quantity: PG (Package) of 100

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NSN (LIN): 6510-01-408-1920
Chest Seal, Asherman
NSN Quantity: PG (Package) of 10

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NSN (LIN): 6510-01-499-9285
Hemostat Agent, Quick Clot Bag
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Hemostatic Agent, Hemcon  
NSN Quantity: PG (Package) of 5

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NSN (LIN): 6510-01-549-5980  
Hemostatic Agent, Celox  
NSN Quantity: EA (Each)

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NSN (LIN): 6510-01-573-0300  
Dressing, Chest Seal 8"x6"  
NSN Quantity: EA (Each)

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NSN (LIN): 6515-01-532-6656  
Bandage Kit, Elastic Abdominal Wound  
NSN Quantity: KT (Kit)
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NSN (LIN): 6515-01-541-0635  
NSN Quantity: EA (Each)  
Needle Decompression Device

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NSN (LIN): 6515-01-562-3346  
NSN Quantity: PG (Package) of 25  
Dressing Wound Seal 6"x8" Occlusive

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NSN (LIN): 6515-01-540-7226  
NSN Quantity: EA (Each)  
Shears, Leash Trauma Black

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NSN (LIN): 7540-01-460-8995  
NSN Quantity: BK (Book) of 10  
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NSN (LIN): 7540-01-460-8995  
NSN Quantity: BK (Book) of 10  
Form, Printed FMC

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NSN (LIN): Black Hawk Fast Attack Litter
NSN Quantity: N/A

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NSN (LIN): Sol Litter
NSN Quantity: N/A

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NSN (LIN): 8405-01-100-0976 Poncho
NSN Quantity: EA (Each)

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  **NSN (LIN):** Strap Cutter, Combat

- **NSN (LIN):** 6530-01-260-1222  
  **NSN Quantity:** EA (Each)  
  **NSN (LIN):** SKED Litter

- **NSN (LIN):** 6530-01-451-2958  
  **NSN Quantity:** EA (Each)  
  **NSN (LIN):** Container, Sharps Collection

- **NSN (LIN):** 6530-01-452-1651  
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NSN (LIN): 6530-01-784-4205
Litter Straps
NSN Quantity: EA (Each)

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NSN (LIN): 7210-00-715-7985
Blanket, Wool
NSN Quantity: EA (Each)

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NSN (LIN): 8340-00-470-2335
Tent Pole
NSN Quantity: EA (Each)

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ACU Blouse (Improvised Litter)
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NSN Quantity: EA (Each)

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NSN (LIN): COMPU-PROJ Projector, Overhead w/ Computer Interface
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TADSS Summary

None
Headquarters Memorandum

None
Memo of Transmittal

None
Attachment 2
Evaluating the Effectiveness of the Enhanced Lecture

The enhanced lecture (i.e., incorporation of personal response clickers, enhanced clarity of presentation, and better alignment of content) was evaluated to see if it led to higher levels of engagement and performance of trainees. It was expected that trainees would have greater satisfaction and engagement in the enhanced training class. Instructors were also asked a set of questions to evaluate their perceptions of the enhanced lecture experience. It was expected that they would also be more engaged in the course, and they would perceive their trainees as benefiting from the enhanced experience.

Participants

A total of 117 soldiers taking a Combat Lifesaver course at Fort Indiantown Gap, a National Guard Training Center, participated in the study. Sixty-two of the soldiers had never taken a Combat Lifesaver course before. The other 52 soldiers had taken at least one prior course. The figure below illustrates the specific number of prior Combat Lifesaver courses taken by the soldiers in the study.

Three training classes were involved in the study. Two were offered in May 2010. Both of these courses had 50 trainees. The third class was offered in August 2010 and had 17 trainees. All classes were team taught with two instructors. Instructors varied by class, with the exception of one instructor who took part in two classes. This resulted in five different instructors who were involved in the study.

![Combat Lifesaver Courses Completed](chart.png)

Perceptions

Satisfaction & Engagement

Soldiers were asked a set of questions related to the clickers (see table below). The overall results of the survey questions are very encouraging. All ratings to questions about satisfaction and engagement in the course were significantly positive (compared to neutral). The average ratings of each of these questions
showed agreement (between strongly and somewhat). Questions related to engagement received the most positive ratings. Over 60 percent of trainees strongly agreed that they found the course engaging, and that the clickers made the class more engaging. Almost all other soldiers were in at least somewhat agreement. The purpose of the clickers, in particular, is to increase active learning (Morling, McAuliffe, Cohen, & DiLorenzo, 2008) by making the training classes interactive, and by providing immediate feedback to trainees. The fact that most trainees felt more engaged in the training with clickers demonstrates that the clickers had the desired effect of making the class more interactive.

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<th>Average Rating*</th>
<th>1 Strongly agree</th>
<th>2 Somewhat agree</th>
<th>3 Neutral</th>
<th>4 Somewhat disagree</th>
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<td>59</td>
<td>38</td>
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<td>Confident I could apply learned skills in combat</td>
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<td>Found training course engaging</td>
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<td>Clickers made class more engaging</td>
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<td>Clickers made me better aware of how well I understood materials</td>
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<td>68</td>
<td>30</td>
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<td>I could easily follow along with the textbook</td>
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<td>49</td>
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*The smaller the average, the more positive the overall responses

Trainees had the lowest average agreement to being able to follow along with the book, although the average was slightly above a somewhat agree rating. Interestingly, this was the only question of the set for which there was a significant difference between trainees who were repeating the course vs. those taking it the first time. Specifically, those repeating the course gave significantly more positive responses to the question than first timers, t(109) = 2.22, p < .05, d = .48. A follow-up discussion with several instructors also revealed an issue with the order of materials in the instructional manual. In some places, the instructors thought that the slides should be in a much different order, and we worked with the instructors to intentionally change this order in a few key areas so that the lectures flowed better.

Trainees were asked to write what ways, if any, the response clickers helped them learn the material. The majority of the trainees provided responses that fell into three major categories that included (1) benefits from various types of interactivity, (2) reinforcement, and (3) ability to participate with anonymity. The response given most frequently was that answering the questions kept them engaged and/or motivated. Many trainees also commented on benefiting from the immediate feedback.
Trainees were also asked to write about how they would improve the use of clickers in the training class. Compared to the varied responses received from the benefits of the program, the suggestions trainees had were not nearly as diversified. Of the 101 trainees who responded to this question, seventy responses
focused on program glitches (i.e. freezes, compatibility issues, clicker malfunction) and question wording. Although there were some issues with the clicker system during the classes, it did not appear to leave a negative impression on the trainees. A few trainees gave constructive suggestions to make the system run smoother (i.e. one such example was a trainee who suggested making the Q&A assessments a class game which further boosts the program’s interactivity). In response to the glitches, the project team visited the training site and provided more detailed assistance to instructors so that they could more effectively troubleshoot issues as they arise in the future.

A number of unique and detailed responses such as those that follow, demonstrate not only the level of engagement trainees had with the program but also possible changes which, though significant, are easily achievable: 1) including short videos to maximize interactivity 2) possibly eliminating the anonymous aspect of clicker use to enhance individual responsibility for content knowledge 3) utilizing timers for “self-read” portions and 4) better aligning visual material with updated content as it comes along and better aligning the instructional book to the presentation. Although note that this misalignment was at least somewhat intentional because it led to a better flow for the instructors.
Comparing enhanced clicker training to non-clicker training

Soldiers who have taken a prior Combat Lifesaver course were asked a set of questions comparing the clicker and non-clicker versions of training. They indicated a strong preference for a training course with clickers (see table below). All rating to questions comparing the clicker vs. non-clicker version were significantly more favorable for the clicker training (compared to neutral). Trainees again gave the most favorable ratings to the engagement-related question for the training with clickers. Over 70 percent of the trainees responded with a definite preference for being more engaged in the training with clickers, as well as enjoying the clicker version. Not as many repeat trainees indicated definitively that they learned as much in the training with clickers. However, about half the responses were definitive for learning more in the clicker version, and no students indicated they learned more in the non-clicker training. About half of the students either were not sure if they learned more with the clickers, or thought that they learned about the same as without the clickers.

<table>
<thead>
<tr>
<th>Clicker to non-clicker training Questions</th>
<th>Average Rating*</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeat clicker version</td>
<td>1.42</td>
<td>37</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>More engaged in clicker version</td>
<td>1.4</td>
<td>37</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Learned more in clicker version</td>
<td>1.72</td>
<td>28</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Enjoyed clicker version</td>
<td>1.4</td>
<td>36</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Had easier time following along with book in this version</td>
<td>1.88</td>
<td>25</td>
<td>9</td>
<td>14</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*The smaller the average, the more positive the overall responses

Trainees gave the highest number of neutral responses to the question regarding the ease of following along with the book. Most trainees indicated having an easier time following the clicker version, but just over 25 percent of trainees had no preference.
Instructor Perceptions

Each of the three course sections that were evaluated was team taught by two instructors. Five instructors were involved in total. The instructors, who have all taught the course without using clickers, provided ratings to questions comparing the clicker vs. non-clicker versions of the course. This was a rather small sample of instructors, but you can see that the instructors did not give as favorable ratings of preferring the clicker training as the students gave. Average ratings surrounded no preference for clicker vs. the no clicker version (see table below).

The only question that instructors rated with a significantly strong preference was that they thought the soldiers learned more in the clicker version of the course, with four of the five instructors having some preference for the training with clickers. This is especially interesting given that none of the instructors thought that the clicker version was easier to teach. The ratings suggest that while the instructors might find the old version of the course easier to teach, they do see benefit to the students with the new version, and enough to where they are open to teaching the new clicker version in the future.

Instructors were also asked a series of open-ended questions about the enhanced course. The main benefits they saw from the clickers related to instruction was that they made the trainees more attentive/alert, and that the trainee feedback was an asset so that they could identify topics needing further discussion. Several instructors also commented that a main benefit to trainees was the discussion that was elicited following a question. When asked what changes they would make if they were to continue using this format, two instructors suggested moving the questions to the end of the lecture. This viewpoint highlighted to us the importance of making sure that instructors are keenly aware of the benefits of using clickers as an interactive learning tool throughout the lecture. Instructors were given training on the use of...
clickers to varying degrees, depending on whether they were able to attend a training that was provided, and the extent of training they received from informed instructional leaders. But getting instructors to a point where they understand the benefits of clickers, and can use them as an effective learning tool requires substantial effort and buy-in. Some instructors took to the use of clickers immediately, but others showed resistance, although that mostly dissipated with additional training and experience with the technology. But despite any reservations they had about using a new tool, the instructors seemed to agree that the clickers benefited the students.

Performance

Fort Indiantown Gap, which offers year round training, provided Combat Lifesaver training to over one-thousand soldiers in the 2008 calendar year. Exam performance of that 2008 cohort was compared to the performance of trainees who took the two enhanced courses that were offered in May to see if the enhanced course resulted in higher test scores. There was no significant difference between the exam scores of the 2008 cohort (M = 88.43, SD = 7.22) and the trainees who took the enhanced course (M = 87.28, SD = 6.59), t(1180) = 1.54, p = .124, d = 0.16.

This comparison, however, is not sufficient evidence to conclude that the enhanced version had no impact on performance. First, exam performance displays a ceiling effect, in which typical performance is clustered around the upper end of the scale. About half the 2008 cohort scored over 90% correct, and fewer than 12% of the cohort scored less than 80% correct. While high test performance is usually considered a good thing, it makes the exam a less than meaningful scale because the few questions trainees missed, if any, are probably not sensitive enough to detect positive effects due to the enhanced course. This issue is compounded by studies showing that clickers provide the most benefit to higher achieving students (e.g., Addison, Wright & Milner, 2009; Knight & Wood, 2005). Here, higher achieving students are scoring very close to the upper end of the scales, making it very hard to detect an effect.

In addition, there are a variety of other factors that make it difficult to determine the effect that the enhanced course had on test performance. Not only are there many characteristics of the trainees who make up a given class that influence performance (e.g., combat lifesaver experience, test aptitude), but there are also differences in the instructors and the characteristics of the classroom (e.g., size, location) that can affect performance in a way that makes tracing differences in performance back to the enhanced course difficult to determine. Although the courses selected to use the enhanced version was done at random, we could not control for many of these factors.

In addition to the challenges just illustrated, another reason that performance might not have been increased by the enhanced course is because of the limited amount of familiarity they had with the clickers. Some instructors found the clickers easy to use, and were able to use them effectively right away, but this was still an ongoing practice for others. Ideally, the instructors would have a great deal of experience with the enhanced lecture and clickers that will allow them to make the most of the learning opportunities afforded by this technology. The enthusiasm of the instructors, which likely increases with more experience and ease using the new tools, can also have a large impact on the trainees’ perception of the course.
Summary

In summary, the results of this study show that trainees in the enhanced version of Combat Lifesaver training rated themselves as very engaged, and soldiers who have taken the training in the past would prefer this enhanced version over the old version. Trainees also perceived themselves as learning more. This was not supported by increases in exam scores, but this may be due to a ceiling effect that makes a benefit difficult to detect; more sensitive tests would have to be conducted to look for performance gains.

Instructors also thought that their students benefited from being more alert and engaged in the enhanced version with clickers. While instructors generally perceived the enhanced class as being somewhat more difficult to teach initially, it appears that they also believe that the time and energy needed to effectively teach the enhanced version of the course is well worth the energy.

References

