

Appendix C - Practical Exercises and Solutions

PRACTICAL EXERCISE(S)/SOLUTION(S) FOR LESSON 2: BT081014 version 7

PRACTICAL EXERCISE SHEET 1

Title	Evaluate a Casualty		
Lesson Number / Title	/ First Aid 2 (Perform Tactical Combat Casualty Care- Tactical Field Care)		
Introduction			
Motivator	On the battlefield, rapid and thorough assessment of a casualty increases the likelihood that life- threatening injuries are identified and quickly treated. If life- threatening injuries are found during the assessment, life saving treatment can be started immediately.		
Learning Step/Activity	<p>NOTE: The instructor should inform the students of the following Learning Step/Activity requirements (ELO A. 1.).</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"><tr><td>Action:</td><td>Evaluate a Casualty</td></tr></table>	Action:	Evaluate a Casualty
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Safety Requirements	<p><u>Safety Requirements in a Classroom Setting</u> Safety is of the utmost importance in any training environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training. Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions. Instructor Note: The instructor will brief the students on the unit/facility SOP for classroom contingencies, i.e. what doors will be used to exit the classroom, rally points, severe weather, etc.</p> <p><u>Safety Requirements other than Classroom Setting</u> Safety is paramount in the complex outdoor environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions. Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions. Instructor Note: The instructor will brief the students on the unit/facility SOP and composite risk management worksheet for all potential contingencies encountered during that training period/event, i.e., severe weather, fire, evacuation routes, rally points, etc.</p>		
Risk Assessment	Low - Low - Risk Assessment to be produced locally IAW FM 5-19, July 2006.		
Environmental Considerations	<p>NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.</p> <p>a. Based on its commitment to environmental protection, the Army will conduct <u>its</u></p>		

operations in ways that minimize environmental impacts. The Army will—

(1) Comply with all environmental laws and regulations. This includes federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, *The Soldier and the Environment*, 26 Oct 2001.

(2) Prevent pollution at the source by reducing, reusing, and recycling material that causes pollution.

(3) Conserve and preserve natural and cultural resources so that they will be available for present and future generations.

b. Units and installations will prepare an environmental risk assessment using the before, during, and after checklist found in TC 3-24.489, Appendix A. The checklist should supplement local and state environmental regulations applicable to your area.

Evaluation Students will demonstrate knowledge and skills during practical exercises. These skills will also be reinforced during a culminating field training exercise.

Instructional Lead-In

Basic lifesaving steps on the battlefield include stopping the bleeding, clearing the airway, restoring breathing, protecting the wound, and treating/preventing shock. These are the HABC measures that apply to all injuries. Certain types of wounds and burns will require special precautions and procedures when applying these measures. When found during your initial assessment and treated immediately, these techniques will save Soldier's lives. Today I will demonstrate how to evaluate a casualty. Immediately after the demonstration I will break the class into small groups and you will practice on each other. I expect you to help each other learn the task.

Resource Requirements

Instructor Materials:

- a. This Training Support Package (TSP)
- b. Observer's Checklist
- c. Observer's Checklists (See Appendix C)

Student Materials:

- a. TRADOC PAM 600-4, *IET Soldier's Handbook*
- b. Observer's Checklists (See Appendix C)

Special Instructions

Procedures

Practical Exercise #1 – Observer's Checklist

Observers Checklist

Performance Measures

Evaluate a Casualty

1. Perform Care Under Fire

GO_____ NO GO_____

- a. Return fire to gain fire superiority.
- b. Determine if the casualty is alive or dead
- c. Direct the casualty to return fire, move to cover, and apply self-aid (if possible)

NOTE: If casualty is unable to move and you are unable to move casualty to cover due to enemy fire, direct casualty to "play dead"

****ENEMY FIRE HAS BEEN SUPRESSED****

- d. In a battle buddy team, approach casualty using the most direct route.
- e. Apply a HASTY tourniquet (if evidence of bleeding from a limb is present)
- f. Move casualty and essential equipment to cover

NOTE: Once behind cover and not under effective hostile fire, recheck bleeding control measures (tourniquet) place at the point of injury.

2. Perform Tactical Field Care

GO_____ NO GO_____

- a. Form a general impression of the casualty (extent of injuries/ chance of survival)

NOTE: If casualty is being burned, take steps to remove the source of burning before continuing with assessment

- b. Check for responsiveness
 - 1). Ask in a loud, but calm, voice: "Are you okay?" and gently shake or tap the casualty on the shoulder
 - 2). Determine level of consciousness by using AVPU: A= Alert; V= responds to Voice; P= responds to Pain; U= Unresponsive
- c. Identify and control bleeding
 - 1) Check tourniquet placed in Care Under Fire to make sure it is still effective (if applied).
 - 2) Perform a blood sweep body, checking for blood or signs of injury.
 - Place your hands behind the casualty's neck and pass them upward toward the top of the head,

-Place your hands behind the casualty's shoulders and pass them downward behind the back, the thighs and legs, then the arms.

NOTE: If life-threatening bleeding is present, stop the evaluation and control the bleeding.

d. Position the casualty and open the airway.

e. Assess for breathing and chest injuries

1) Expose the chest and look for equal rise and fall with each breath, listen for gurgling or wheezing, and feel for air on your cheek

2) Check for any injuries to the chest and back (treat wounds as you find them)

NOTE: If the casualty is breathing, insert a nasopharyngeal airway and place the casualty in the recovery position.

NOTE: Only in the case of non-traumatic injuries such as hypothermia, near drowning, or electrocution should CPR be considered.

3) If casualty is not breathing and in a non-tactical environment, begin rescue breathing as to restore breathing.

4) If the casualty has a penetrating chest injury and is breathing or is attempting to breathe, stop the evaluation and apply an occlusive dressing.

5) Check for an exit wound. If found, apply a dressing.

f. Dress all non-life threatening injuries and any bleeding that has not been addressed earlier.

3. Determine the need to evacuate the casualty.

GO _____ NO GO _____

a. gather information needed for lines 3,4, and 5 of the 9-Line MEDEVAC Request and submit it to the tactical leader.

4. Check the casualty for burns.

GO _____ NO GO _____

a. Look carefully for reddened, blistered, or charred skin or singed clothes.

5. Administer Combat Pill Pack (if available)

GO _____ NO GO _____

6. Document injuries found (on casualty's own TCCC card)

GO _____ NO GO _____

7. Transport casualty to site where evacuation is anticipated

GO _____ NO GO _____

8. Monitor casualty for shock and manage as appropriate

GO _____ NO GO _____

a. Continually re-check the casualty's injuries until a medical person arrives or the casualty arrives at a military treatment facility (MTF)

**Feedback
Requirements**

- a. Provide feedback on the Soldier's performance of the tasks and provide information for the remaining first aid tasks.

- b. Communicate to the Soldiers if they did or did not meet the established outcomes for this lesson IAW Section 1, Instructional Guidance.

PRACTICAL EXERCISE SHEET 2

Title Control Bleeding

Lesson Number / Title / First Aid 2 (Perform Tactical Combat Casualty Care- Tactical Field Care)

Introduction

Motivator You have learned how to evaluate a casualty and how to check for wounds. Now you will learn how to treat the wounds that you have found on a casualty.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements (ELO B. 1.).

At the completion of this lesson, you [the student] will:

Action:	Control Bleeding
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Safety Requirements

Safety Requirements in a Classroom Setting

Safety is of the utmost importance in any training environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP for classroom contingencies, i.e. what doors will be used to exit the classroom, rally points, severe weather, etc.

Safety Requirements other than Classroom Setting

Safety is paramount in the complex outdoor environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP and composite risk management worksheet for all potential contingencies encountered during that training period/event, i.e., severe weather, fire, evacuation routes, rally points, etc.

Risk Assessment

Low - Low - Risk Assessment to be produced locally IAW FM 5-19, July 2006.

Environmental Considerations

NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

a. Based on its commitment to environmental protection, the Army will conduct its

operations in ways that minimize environmental impacts. The Army will—

(1) Comply with all environmental laws and regulations. This includes federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, *The Soldier and the Environment*, 26 Oct 2001.

(2) Prevent pollution at the source by reducing, reusing, and recycling material that causes pollution.

(3) Conserve and preserve natural and cultural resources so that they will be available for present and future generations.

b. Units and installations will prepare an environmental risk assessment using the before, during, and after checklist found in TC 3-24.489. The checklist should supplement local and state environmental regulations applicable to your area.

Evaluation

Students will demonstrate knowledge and skills during practical exercises. These skills will also be reinforced during a culminating field training exercise.

**Instructional
Lead-In**

**Resource
Requirements**

Instructor Materials:

- a. This Training Support Package (TSP)
- b. Observer's Checklist
- c. Observer's Checklists (See Appendix C)

Student Materials:

- a. TRADOC PAM 600-4, *IET Soldier's Handbook*
- b. Observer's Checklists (See Appendix C)

**Special
Instructions**

Students will perform the following steps in the sequence specified. The simulated casualty will have either a shrapnel or gunshot wound to a limb with severe bleeding. The scenario is to take place in the "Tactical Field Care" phase of TCCC. Grading will be "GO/NO-GO". Students must get a "GO" for all steps. A "NO-GO" for any step is a failure of the entire task.

Procedures

Practical Exercise #2 – Observer's Checklist

Observers Checklist

Performance Measures

Apply Combat Gauze to a Wound

1. Open the clothing around wound. GO ___ NO-GO ___
2. If possible, remove any excess or pooled blood from the wound while preserving any clots that have already formed. GO ___ NO-GO ___
3. Locate the source of most active bleeding. GO ___ NO-GO ___
4. Pack the Combat Gauze tightly into wound and directly onto the source of the bleeding. GO ___ NO-GO ___
5. More than one Combat Gauze may be required to stop the blood flow. GO ___ NO-GO ___
6. Combat Gauze may be repacked or adjusted into the wound to ensure proper placement. GO ___ NO-GO ___
7. Quickly apply manual pressure until the bleeding stops. It is recommended that you apply continuous pressure for **three** minutes. GO ___ NO-GO ___
8. Reassess for proper and effective placement. GO ___ NO-GO ___
9. Apply a pressure bandage to the wound to secure the Combat Gauze in the wound. GO ___ NO-GO ___

Control Bleeding with a Pressure Dressing

- 1) Remove the bandage from the pouch and packaging. GO ___ NO-GO ___
- 2) Place the pad (dressing) directly on the wound. GO ___ NO-GO ___
- 3) Wrap the elastic bandage around the wounded extremity. GO ___ NO-GO ___
- 4) Insert the elastic bandage completely into the pressure bar. GO ___ NO-GO ___
- 5) Pull the elastic bandage back over the top of the pressure bar (reversing direction forces the bar down onto the pad). GO ___ NO-GO ___
- 6) Wrap the elastic bandage tightly over the pressure bar. GO ___ NO-GO ___
- 7) Continue to wrap the elastic bandage around the limb so that all edges of the pad are covered. GO ___ NO-GO ___
- 8) Secure the hooking end of the closing bar into the elastic bandage . The bandage is now secure. GO ___ NO-GO ___

Control Bleeding with a Deliberate Tourniquet

1) Remove the CAT® from its pouch. GO___NO-GO___

2) Slide the wounded extremity through the loop formed by the tourniquet band. GO___NO-GO___

3) Position the CAT® so the tourniquet band is two inches above the wound. GO___NO-GO___

4) Pull the band tight and securely fasten the tourniquet band back on itself. GO___NO-GO___

NOTE: Apply the tourniquet around the limb as tightly as possible.

5) Adhere the tourniquet band around the limb. GO___NO-GO___

NOTE: Do not adhere the tourniquet band past the rod-locking clip.

6) Twist the windlass rod to tighten the tourniquet band until the bright red arterial bleeding has stopped and the pulse is gone. GO___NO-GO___

7) Place the windlass rod inside the rod-locking clip, locking the rod in place and keeping the tourniquet from untwisting. GO___NO-GO___

8) Check to make sure that the arterial bleeding has not started again and the pulse is still absent at the wrist. GO___NO-GO___

NOTE: If arterial bleeding has resumed or the pulse is present, remove the windlass rod from the clip, tighten the tourniquet band until the bleeding and/or pulse are absent, and replace the rod in the clip.

9) Adhere the end of the tourniquet band over the rod, inside the clip, and fully around the limb. GO___NO-GO___

10) Secure the windlass rod and tourniquet band with the rod-securing strap. GO___NO-GO___

11) The CAT® is now properly applied and the casualty is ready for transport. GO___NO-GO___

Feedback

Requirements

a. Provide feedback on the Soldier's performance of the tasks and provide information for the remaining first aid tasks.

b. Communicate to the Soldiers if they did or did not meet the established outcomes for this lesson IAW Section 1, Instructional Guidance.

PRACTICAL EXERCISE SHEET 3

Title Open the Airway of an Unconscious Casualty

Lesson Number / Title / First Aid 2 (Perform Tactical Combat Casualty Care- Tactical Field Care)

Introduction

Motivator You have learned how to evaluate a casualty and how to control certain types of bleeding injuries. Now you must focus on restoring a casualty's airway and ensuring he is able to breathe.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements (ELO C. 1.).

At the completion of this lesson, you [the student] will:

Action:	Open the Airway of an Unconscious Casualty
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Safety Requirements

Safety Requirements in a Classroom Setting

Safety is of the utmost importance in any training environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP for classroom contingencies, i.e. what doors will be used to exit the classroom, rally points, severe weather, etc.

Safety Requirements other than Classroom Setting

Safety is paramount in the complex outdoor environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP and composite risk management worksheet for all potential contingencies encountered during that training period/event, i.e., severe weather, fire, evacuation routes, rally points, etc.

Risk Assessment

Low - Low - Risk Assessment to be produced locally IAW FM 5-19, July 2006.

Environmental Considerations

NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

a. Based on its commitment to environmental protection, the Army will conduct its

operations in ways that minimize environmental impacts. The Army will—

(1) Comply with all environmental laws and regulations. This includes federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, *The Soldier and the Environment*, 26 Oct 2001.

(2) Prevent pollution at the source by reducing, reusing, and recycling material that causes pollution.

(3) Conserve and preserve natural and cultural resources so that they will be available for present and future generations.

b. Units and installations will prepare an environmental risk assessment using the before, during, and after checklist found in TC 3-24.489. The checklist should supplement local and state environmental regulations applicable to your area.

Evaluation

Students will demonstrate knowledge and skills during practical exercises. These skills will also be reinforced during a culminating field training exercise.

**Instructional
Lead-In**

**Resource
Requirements**

Instructor Materials:

- a. This Training Support Package (TSP)
- b. Observer's Checklist
- c. Observer's Checklists (See Appendix C)

Student Materials:

- a. TRADOC PAM 600-4, *IET Soldier's Handbook*
- b. Observer's Checklists (See Appendix C)

**Special
Instructions**

Students will perform the following steps in the sequence specified. The scenario is to take place in the "Tactical Field Care" phase of TCCC. Grading will be "GO/NO-GO". Students must get a "GO" for all steps. A "NO-GO" for any step is a failure of the entire task.

Procedures

Practical Exercise #3 – Observer's Checklist

Observers Checklist

Performance Measures

Perform Head Tilt/Chin Lift to open a Casualty's Airway

- 1) Kneel at the level of the casualty's shoulders and roll casualty onto back (if not already there). GO ___ NO-GO ___
- 2) Place one of your hands on the casualty's forehead and apply firm, backward pressure with the palm of your hand to tilt the head back. GO ___ NO-GO ___
- 3) Place the fingertips of your other hand under the tip of the bony part of the casualty's lower jaw and bring the chin forward. GO ___ NO-GO ___
- 4) Lift the chin forward until the upper and lower teeth are almost brought together. The mouth should not be closed as this could interfere with breathing if the nasal passages are blocked or damaged. GO ___ NO-GO ___

NOTE: If needed, the thumb may be used to depress the casualty's lower lip slightly to keep his mouth open.

CAUTION: Do not use the thumb to lift the lower jaw.

CAUTION: Do not press deeply into the soft tissue under the chin with the fingers as this could close the casualty's airway.

Insert a Nasopharyngeal Airway Device

- 1) Position the casualty on his back with his face up (if not already there). GO ___ NO-GO ___
- 2) Lubricate the device with sterile lubricating jelly (from casualty's IFAK) or water. GO ___ NO-GO ___
- 3) Expose the opening of the casualty's right nostril. GO ___ NO-GO ___
- 4) Position the tube so that the bevel (pointed end) of the airway faces toward the septum (the strip of skin inside the nose that separates the nostrils). GO ___ NO-GO ___
- 5) Insert the airway into the nostril, (pushing down toward the ground and not toward the top of the head) and advance it until the flange rests against the nostril. GO ___ NO-GO ___

CAUTION: Never force the airway into the casualty's nostril. If resistance is met, pull the tube out and attempt to insert it in the other nostril. If neither nostril will accommodate the airway, place the casualty in the recovery position and seek medical aid.

- 6) Secure the airway in place with a piece of tape. GO ___ NO-GO ___
-

CAUTION: Do not place tape directly over the opening of the NPA.

- 7) Place the casualty in the recovery position. GO ___ NO-GO ___
- 8) Seek medical aid. GO ___ NO-GO ___

**Feedback
Requirements**

- a. Provide feedback on the Soldier's performance of the tasks and provide information for the remaining first aid tasks.

- b. Communicate to the Soldiers if he did or did not meet the established outcomes for this lesson IAW Section 1, Instructional Guidance.

PRACTICAL EXERCISE SHEET 4

Title Treat an Open Chest Injury

Lesson Number / Title / First Aid 2 (Perform Tactical Combat Casualty Care- Tactical Field Care)

Introduction

Motivator You have learned how to evaluate a casualty and how to control certain types of bleeding injuries as well as restore and maintain a casualty's airway. Now you will learn how to treat an open chest injury, another of the three preventable causes of death on the battlefield.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements (ELO D. 1.).

At the completion of this lesson, you [the student] will:

Action:	Treat an Open Chest Injury
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Safety Requirements

Safety Requirements in a Classroom Setting

Safety is of the utmost importance in any training environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP for classroom contingencies, i.e. what doors will be used to exit the classroom, rally points, severe weather, etc.

Safety Requirements other than Classroom Setting

Safety is paramount in the complex outdoor environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP and composite risk management worksheet for all potential contingencies encountered during that training period/event, i.e., severe weather, fire, evacuation routes, rally points, etc.

Risk Assessment

Low - Low - Risk Assessment to be produced locally IAW FM 5-19, July 2006.

Environmental Considerations

NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

a. Based on its commitment to environmental protection, the Army will conduct its

operations in ways that minimize environmental impacts. The Army will—

(1) Comply with all environmental laws and regulations. This includes federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, *The Soldier and the Environment*, 26 Oct 2001.

(2) Prevent pollution at the source by reducing, reusing, and recycling material that causes pollution.

(3) Conserve and preserve natural and cultural resources so that they will be available for present and future generations.

b. Units and installations will prepare an environmental risk assessment using the before, during, and after checklist found in TC 3-24.489. The checklist should supplement local and state environmental regulations applicable to your area.

Evaluation

Students will demonstrate knowledge and skills during practical exercises. These skills will also be reinforced during a culminating field training exercise.

**Instructional
Lead-In**

**Resource
Requirements**

Instructor Materials:

- a. This Training Support Package (TSP)
- b. Observer's Checklist
- c. Observer's Checklists (See Appendix C)

Student Materials:

- a. TRADOC PAM 600-4, *IET Soldier's Handbook*
- b. Observer's Checklists (See Appendix C)

**Special
Instructions**

Students will perform the following steps in the sequence specified.

The scenario is to take place in the "Tactical Field Care" phase of TCCC. Grading will be "GO/NO-GO". Students must get a "GO" for all steps. A "NO-GO" for any step

is a failure of the entire task.

Procedures

Practical Exercise #3 – Observer's Checklist

Observers Checklist

Performance Measures

Apply an Occlusive Dressing

- | | |
|---|------------------|
| 1) Identify signs and symptoms of an open chest wound. | GO ___ NO-GO ___ |
| 2) Expose the wound. | GO ___ NO-GO ___ |
| 3) Seal the open chest wound. | |
| (a) Prepare the plastic wrapper. | GO ___ NO-GO ___ |
| (b) Have the casualty exhale. | GO ___ NO-GO ___ |
| (c) Place the inside surface of the plastic wrapper (the side without printing) directly over the hole in the chest to seal the wound. | GO ___ NO-GO ___ |
| (d) Check the plastic wrapper to ensure that it extends at least two inches beyond the wound edges in all directions. | GO ___ NO-GO ___ |
| (e) Tape down all four edges of the plastic wrapper to the casualty's chest. | GO ___ NO-GO ___ |
| (f) Place an Emergency Trauma Bandage over the sealed chest wound. | GO ___ NO-GO ___ |
| (g) Seal other open chest wounds. If there is more than one open chest wound, apply an airtight seal over the other wound and tape all four sides of the airtight material. | GO ___ NO-GO ___ |
| (h) Place a conscious casualty in the sitting position or on his side (recovery position) with his injured side next to the ground. | GO ___ NO-GO ___ |
| (i) Place an unconscious casualty in the recovery position on his injured side. | GO ___ NO-GO ___ |

Feedback

Requirements

- a. Provide feedback on the Soldier's performance of the tasks and provide information for the remaining first aid tasks.

- b. Communicate to the Soldiers if they did or did not meet the established outcomes for this lesson IAW Section 1, Instructional Guidance.

PRACTICAL EXERCISE SHEET 5

Title Treat a Casualty for Burns and Prevent/Treat Shock and Hypothermia

Lesson Number / Title / First Aid 2 (Perform Tactical Combat Casualty Care- Tactical Field Care)

Introduction

Motivator You have learned how to evaluate a casualty and how to treat the most common battlefield injuries, and the ones most likely to cause death if not treated. Now you will learn how to prevent a casualty who has likely lost a lot of blood, from going into shock.

Learning Step/Activity **NOTE:** The instructor should inform the students of the following Learning Step/Activity requirements (ELO E. 1.).

At the completion of this lesson, you [the student] will:

Action	Treat a Casualty for Burns and Prevent/Treat Shock and Hypothermia
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Safety Requirements

Safety Requirements in a Classroom Setting

Safety is of the utmost importance in any training environment. During the training process, commanders will use the five-step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken during the conduct of training.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP for classroom contingencies, i.e. what doors will be used to exit the classroom, rally points, severe weather, etc.

Safety Requirements other than Classroom Setting

Safety is paramount in the complex outdoor environment. During the training process, commanders will use the five step composite risk management process to determine the safest and most complete method to train. Every precaution will be taken while replicating realistic battlefield conditions.

Safety is everyone's responsibility to recognize, mitigate and report hazardous conditions.

Instructor Note: The instructor will brief the students on the unit/facility SOP and composite risk management worksheet for all potential contingencies encountered during that training period/event, i.e., severe weather, fire, evacuation routes, rally points, etc.

Risk Assessment

Low - Low - Risk Assessment to be produced locally IAW FM 5-19, July 2006.

Environmental Considerations

NOTE: It is the responsibility of all Soldiers and DA civilians to protect the environment from damage.

a. Based on its commitment to environmental protection, the Army will conduct its

operations in ways that minimize environmental impacts. The Army will—

(1) Comply with all environmental laws and regulations. This includes federal, state, local, and Host Nation laws, some of which are outlined in TC 3-34.489, *The Soldier and the Environment*, 26 Oct 2001, Appendix B.

(2) Prevent pollution at the source by reducing, reusing, and recycling material that causes pollution.

(3) Conserve and preserve natural and cultural resources so that they will be available for present and future generations.

b. Units and installations will prepare an environmental risk assessment using the before, during, and after checklist found in TC 3-24.489, Appendix A. The checklist should supplement local and state environmental regulations applicable to your area.

Evaluation

Students will demonstrate knowledge and skills during practical exercises. These skills will also be reinforced during a culminating field training exercise.

**Instructional
Lead-In**

**Resource
Requirements**

Instructor Materials:

- a. This Training Support Package (TSP)
- b. Observer's Checklist
- c. Observer's Checklists (See Appendix C)

Student Materials:

- a. TRADOC PAM 600-4, *IET Soldier's Handbook*
- b. Observer's Checklists (See Appendix C)

**Special
Instructions**

Students will perform the following steps in the sequence specified. The scenario is to take place in the "Tactical Field Care" phase of TC3. Grading will be "GO/NO-GO". Students must get a "GO" for all steps. A "NO-GO" for any step is a failure of the entire task.

Procedures

Practical Exercise #3 – Observer's Checklist

Observer's Checklist

Performance Measures Treat a Burn Casualty

- | | |
|--|---------------|
| 1) Eliminate the source of the burn | GO___NO-GO___ |
| 2) Uncover the burn | GO___NO-GO___ |
| 3) Apply the casualty's dry, sterile dressing to the burn. | GO___NO-GO___ |
| 4) Watch the casualty closely for life-threatening conditions, check for other injuries (if necessary), and treat for shock. | GO___NO-GO___ |
| 5) Seek medical aid. | GO___NO-GO___ |

Treat a casualty for Shock and Prevent Hypothermia

- | | |
|---|---------------|
| 1) Check the casualty for signs and symptoms of shock. | GO___NO-GO___ |
| 2) Position the casualty. | GO___NO-GO___ |
| 3) Loosen clothing at the neck, waist, or anywhere it is binding. | GO___NO-GO___ |
| 4) Prevent the casualty from getting chilled or overheated. | GO___NO-GO___ |
| 5) Calm and reassure the casualty. | GO___NO-GO___ |
| 6) Watch the casualty closely for life-threatening conditions and check for other injuries, if necessary. | GO___NO-GO___ |
| 7) Seek medical aid. | GO___NO-GO___ |

Feedback Requirements

- a. Provide feedback on the Soldier's performance of the tasks and provide information for the remaining first aid tasks.

- b. Communicate to the Soldiers if they did or did not meet the established outcomes for this lesson IAW Section 1, Instructional Guidance.