

## Annex A: United Nations Policy References

This manual was developed and delivered in accordance with the United Nations training framework, in particular:

- United Nations, Department of Peacekeeping Operations/Department of Field Support. *Policy. Operational Readiness Assurance and Performance Improvement* Ref. 2015.16
- United Nations, Department of Peacekeeping Operations/Department of Field Support. *Policy. Training for all United Nations Peacekeeping Personnel* Ref. 2010.20
- United Nations, Department of Peacekeeping Operations/Department of Field Support. *Standard Operating Procedure. Training of Trainers* Ref. 2009.24
- United Nations, Department of Peacekeeping Operations/Department of Field Support. *Guidelines. Design, Delivery and Evaluation of Training (Training Cycle)* Ref. 2014.3
- United Nations, Department of Peacekeeping Operations/Department of Policy Evaluation and Training. Integrated Training Service. Members States Support Team. *Standard Operating Procedures. Training of Trainers (DRAFT)* 2012

## Annex B: AMENDMENTS

Number	Subject	Brief Description	Date of Effect

## Annex C: Changes from TCCC to FMAC

The UN equivalent to Tactical Combat Casualty Care (TCCC) = Tactical Field Medical Aid (TFMA)

The UN equivalent to TCCC Combat Lifesaver = Field Medical Assistant (FMA)

The UN equivalent to the TCCC 9-Liner Medical Evacuation = UN Evacuation 4 Liner

The UN equivalent to TCCC DD Form 1380 = UN Casualty Card

The UN equivalent to TCCC CASEVAC (MEDEVAC & TACEVAC) = UN CASEVAC

The UN equivalent to TCCC Joint First Aid Kit (JFAK) = Buddy First Aid Kit (BFAK)

The UN equivalent to TCCC Combat Lifesaver Bag (CLS Bag) = UN Trauma Pack (UNTP)

The UN equivalent to TCCC Combat / Combatant = Peacekeeping / Peacekeeper

The UN equivalent to TCCC Combat Wound Medication Pack (CWMP) = Wound Medication Pack (WMP)

## Annex D: Toolbox for Trainers

### I. **FMAC and Train-the-Trainer Course foundation and design**

#### a. **Course Overview**

The FMAC Course is an intermediate course between Buddy First Aid and Unit Medic to provide an enhanced capability in saving life and improving outcome from non-medical personnel. As previously stated, the course is based heavily on the TCCC Combat Lifesaver Course. This Toolbox aims to provide Lead Trainers, Trainers, and Training Institutions with links to valuable resources for preparing and delivering the course. Due to the similarity between TCCC and TFMA the TCCC Deployed Medicine material and resources may be used but the differences between the two must be noted as listed at the beginning of this handbook.

#### b. **Prerequisites**

- i. **Students:** FMA Students are selected after passing the BFAC and receiving a recommendation from commanders. Students must be proficient in English.
- ii. **Trainers:** Lead Trainers will select FMAC Trainers from Training Staff within the host nation training facility and then further require them to view the TCCC Train the Trainer course online and participate in FMAC courses under a proctor, developing them to full FMAC Instructor Status. This is an internal process to the host nation Instructor Facility but may be assisted by other nation's Lead Trainers and FMAC Trainers.
- iii. **Lead Trainers:** Are selected by host nations, they then attend the UN Lead Trainers Workshop and deliver the FMAC in person under review, if successful they are then deemed Master Trainers.

#### c. **Skill Framework**

The Buddy First Aid Course is based heavily on the TCCC All Service Members Course and the Field Medical Assistant Course is based heavily on the TCCC Combat Lifesavers Course. The Skill Framework is almost identical between these courses with the exception being the BFAC and FMAC not having the TCCC approved Combat Wound Medication Pack.

Additional Information is available in the text above and in the FMAC Didactic Lessons. The links below show the corresponding TCCC ASM and CLS Course Syllabus.

##### i. **ASM Course Syllabus**

The TCCC ASM Course Syllabus is a document used by a trainer to communicate information about the course to students. It provides an overview of the course, outlines learning objectives and criteria for

successful course completion. It is meant to set expectations and clarify responsibilities in advance of the course.

<https://deployedmedicine.com/market/171/content/867>

ii. **CLS Course Syllabus**

The Tactical Combat Casualty Care for Combat Lifesaver (TCCC-CLS) course student syllabus is used to communicate information about the course. It provides an overview of the course and outlines learning objectives and criteria for successful course completion. It is meant to set expectations and clarify responsibilities in advance of the course.

<https://deployedmedicine.com/market/193/content/1191>

**d. Trainer Responsibilities**

It is the responsibility of the Host Nation Lead Trainer to ensure that the intended course is planned, staffed, and equipped prior to commencing the course. The students selected to attend the course meet the requirements described above and if possible are subjected to some form of pre-selection to ensure they are at a good BFAC standard and have the language skills prior to commencing the training.

**e. FMAC Curriculum**

The FMAC Curriculum is available to review in the Student FMAC Handbook the FMAC Didactic Lessons and the FMAC Instructor Handbook. The material from the Combat Lifesaver Course may also be reviewed, however the essential changes must be remembered that are listed at the start of this Handbook.

i. **CLS Core Modules**

<https://deployedmedicine.com/market/193/category/323>

ii. **Learning Objectives**

<https://deployedmedicine.com/market/193/content/1215>

**II. Course Management**

The Lead Trainer should engage in a co-planning process with other assistant trainers at least three weeks before the training event. To maintain the training standard established by the Joint Trauma System TCCC, and the United Nations. It is critical that every trainer review the learning objectives and course materials (to include instructional videos) and begin acquiring and organizing/ordering medical supplies and equipment. Also, each trainer must review the curriculum and rehearse the skills and assessment techniques, independently and as a team, to ensure a consistent approach to training. All Instructors must have recently reviewed and be familiar with the TCCC CLS Train the Trainer Course.

## **TCCC CLS Train the Trainer Course**

<https://deployedmedicine.com/market/226/content/1590>

## **TCCC CLS Train the Trainer Course – Course Management**

<https://books.allogy.com/web/tenant/8/books/a61bf5f5-5e68-4232-ab11-7e8bf0543ca/#idc85ec593-3a47-4625-8ee2-987987637acb>

### **a. Course Planning Aids**

- i. **Course Map** is designed to provide a visual representation of the Tactical Combat Casualty Course (TCCC-CLS) course flow. The 20 modules that make up the TCCC-CLS course are outlined in this document, including the didactic presentations, speaker notes, videos and various skill assets that go with each module. This document is structured based on Fink’s five principles of curriculum design (Fink, 2013). The goal is to develop learning experiences that are structured in such a way that they scaffold student thinking using a whole-part-whole educational strategy and progressively move them toward the desired course outcomes.

<https://deployedmedicine.com/market/193/content/1135>

- ii. **CLS Course Plan:** This teaching guide provides trainers with information to successfully manage and teach the Tactical Combat Casualty Care Combat Lifesaver (TCCC-CLS) course. The 20 modules that make up the course are outlined in this document, along with the following strategic assets: Course Management and Delivery, Feedback, Assessment, Remediation, and Debriefing Strategies. Also, the guide includes a suggested Course Map for trainers to use in their course planning.

<https://deployedmedicine.com/market/193/content/1214>

### **b. Instructional Strategies**

#### **i. Teaching guide for trainers**

TCCC CLS Train the Trainer – Instructional Strategies

<https://books.allogy.com/web/tenant/8/books/a61bf5f5-5e68-4232-ab11-7e8bf0543ca/#idc85ec593-3a47-4625-8ee2-987987637acb>

- ii. **Didactics:** The FMAC Didactic Lessons are available to download from the UN and the TCCC version from Deployed Medicine.

**TCCC CLS Didactics**

<https://deployedmedicine.com/market/193/category/300>

- iii. **Speaker Notes:** The FMAC Speaker notes are available in the FMAC Instructor Handbook and on Deployed Medicine at; TCCC CLS Speaker Notes  
<https://deployedmedicine.com/market/193/category/323>

**c. Managing skill stations**

- i. **Managing skill stations:** This is covered in the TCCC Train the Trainer Course.  
<https://books.allogy.com/web/tenant/8/books/a61bf5f5-5e68-4232-ab11-7e8bfb0543ca/#idc85ec593-3a47-4625-8ee2-987987637acb>
- ii. **Skill cards:** are available at Deployed Medicine.  
<https://deployedmedicine.com/market/193/category/290>
- iii. **Skill Instructions:** Are available at Deployed medicine.  
<https://deployedmedicine.com/market/193/category/320>
- iv. **Skill Assessment Checklist:** Are available at Deployed Medicine.  
<https://deployedmedicine.com/market/193/category/319>

**d. Managing Scenarios**

- i. How to create and manage scenarios is available at Deployed Medicine.  
<https://books.allogy.com/web/tenant/8/books/a61bf5f5-5e68-4232-ab11-7e8bfb0543ca/#id407ef722-5566-43f3-8382-219a24f6d3fe>

**e. Instructional videos**

- i. Instructional Videos are available at Deployed Medicine.  
<https://deployedmedicine.com/market/193/category/295>

**f. Training materials**

- i. **The student handbook** is the main student resource, additionally the students can provided with links to the Deployed Medicine Instructional Videos.
- ii. **Student equipment** needs to be pre-ordered via the procurement system and is based around the United Nations Trauma Pack.
- iii. **Instruction Materials** need to be arranged by the Lead Trainer according to student numbers.

**III. Assessment, debriefing and remediation strategies**

- a. **Skill Assessment Checklists:** are available at Deployed Medicine.  
<https://deployedmedicine.com/market/193/category/319>
- b. **Effective Feedback and Learner Assessment:** is available on the TCCC CLS Train the Trainer Course.

<https://books.allogy.com/web/tenant/8/books/a61bf5f5-5e68-4232-ab11-7e8bfb0543ca/#id074787cc-9e3c-4cb7-be57-cde3673de380>

- c. **Remediation techniques:** are available on the TCCC CLS Train the Trainer Course.  
<https://books.allogy.com/web/tenant/8/books/a61bf5f5-5e68-4232-ab11-7e8bfb0543ca/#id0b8a1817-45db-40b2-8d4e-8435697c8ea2>
  
- d. **Debriefing strategies:** are available on the TCCC CLS Train the Trainer Course.  
<https://books.allogy.com/web/tenant/8/books/a61bf5f5-5e68-4232-ab11-7e8bfb0543ca/#id2277da71-a5a6-4697-b87a-f4da94e06e77>
  
- e. **Final assessment**  
The final assessment is a formative assessment of a full scenario where the student demonstrates the delivery of safe and effective TFMA/TCCC.



## Annex E: ACKNOWLEDGEMENTS

*The United Nations Division of Health Management and Occupational Safety and Health (DHMOSH) would like to acknowledge the work of the UN Field Medical Care Providers Working Group with special acknowledgement to:*

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## Annex F: BIBLIOGRAPHY

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- c) United Nations (2015). *Medical Support Manual for United Nations Field Missions (3<sup>rd</sup> Edition)*. New York, United Nations
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- k) Ruyffelaere, Farria, D & Wyper, R (2012). *UN Security Officers’ Emergency Trauma Bag (ETB) First Responder Manual (Rev. 2)*. New York, United Nations (UNDSS).
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