



## MEMORANDUM

**TO: ITLS Coordinators**

**FROM: ITLS International**

**SUBJECT: Provider Course Core Curriculum Changes**

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International Trauma Life Support (ITLS) strives to continually improve the content and delivery of courses and educational materials. We are excited to inform you of new guidelines related to the ITLS core curriculum that will offer more flexibility in the delivery of ITLS Provider programs and hopefully a more engaging experience for our learners.

The changes were initiated to ensure that ITLS remains focused on the original concept that Dr. John Campbell outlined when developing Basic Trauma Life Support in 1982. This was to allow trauma providers access to an educational program that embraced excellent hands-on trauma care coupled with a good underpinning of knowledge.

You, our ITLS leaders, advised us that the ITLS course was becoming too PowerPoint dependent, which resulted in students not having a sufficient opportunity to practice in-depth patient assessment skills, which is the foundation of ITLS.

Currently, the core curriculum states that all textbook chapters and their associated lectures must be taught in an ITLS Provider program. The changes to this requirement as outlined below focus on the core principles that should ensure a high-quality trauma care program. The following core content will now be the requirement for all ITLS Provider courses:

- Scene Size-up
- Trauma Assessment and Management
- Shock Evaluation and Assessment
- Trauma Arrest
- Trauma in Pregnancy
- Pediatric Trauma
- Geriatric Trauma

While these are the required topics for all ITLS Provider courses, it does not mean that these subjects are the only subjects that should be taught. The course must continue to be a minimum of 16 hours. The local course coordinator in consultation with course medical director will have the flexibility to decide what additional subjects should be added to the course to make it a complete program. These decisions should be based on your knowledge of student population and local requirements.



ITLS recognizes that the Provider course is designed to teach trauma assessment, hands-on skills and cognitive knowledge to a wide range of students around the world with varied experience levels and scopes of practice. For this reason, ITLS has continued to adopt a flexible approach to the delivery of its courses. This allows instructors the ability to decide how to deliver the required core subjects as well as the additional subjects chosen to meet student and program needs.

The required core subjects and additional subjects can be delivered as a standard PowerPoint presentation or by case-based scenario. One example of how to deliver the material could be that core subjects are delivered as standard PowerPoint presentations, with additional subjects delivered within a hands-on or case-based scenario format (Appendix 1). For example, if you run a case-based scenario with a head injury, you can ensure that the important learning points, such as the recognition and treatment of herniation syndrome, are included in the case and feedback to the students.

The ITLS Core Curriculum Task Force, the Board of Directors and Editorial Board are continuing to evaluate the many flexible and innovative ways of delivering trauma care education that will support the ITLS Instructor and enhance the learning experience for our students. We will be providing additional guidance and tools to help support you and the delivery of an effective ITLS Provider course in the coming months.

Thank you for choosing ITLS as your preferred trauma education program.



**INTERNATIONAL TRAUMA LIFE SUPPORT**

**SAMPLE AGENDA**

**DAY ONE**

- I. **Introduction**
- II. **Lecture:** Scene Size Up & Trauma Assessment and Management **50 mins**
- III. **Demonstration:** ITLS Patient Assessment Demonstration **25 mins**
- IV. **Skills Stations:** Introduction to Patient Assessment + Break **120 mins**

Patient Assessment	Patient Assessment	Patient Assessment
A Group	B Group	C Group

- V. **Lecture:** Shock Evaluation and Assessment **40 mins**
- VI. **Lecture:** Trauma Arrest **20 mins**
- VII. **Lunch** **30 mins**
- VIII. **Skills Stations:** **135 mins**

	Thoracic Trauma Skills	Patient-Centered Spinal Motion Restriction	Trauma Airway Management
<b>45 mins</b>	A Group	B Group	C Group
<b>45 mins</b>	B Group	C Group	A Group
<i>Break</i>			
<b>45 mins</b>	C Group	A Group	B Group

- IX. **Wrap-Up & Day 2 Preview**



**INTERNATIONAL TRAUMA LIFE SUPPORT**

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**DAY TWO**

- I. **Lecture:** Trauma in Pregnancy **20 mins**
- II. **Lecture:** Pediatric Trauma **30 mins**
- III. **Lecture:** Geriatric Trauma **20 mins**
- IV. **Skill Stations: Case Based Scenarios** **180 mins**

	<b>Head Injured Patient (Helmet Removal)</b>	<b>Extremity Trauma Patient (Traction Splinting)</b>	<b>Impaired Patient (Prone)</b>
<b>30 mins</b>	A Group	B Group	C Group
<b>30 mins</b>	B Group	C Group	A Group
<b>30 mins</b>	C Group	A Group	B Group
<i>Break</i>			
	<b>Abdominal Trauma</b>	<b>Spinal Trauma</b>	<b>Burns</b>
<b>30 mins</b>	A Group	B Group	C Group
<b>30 mins</b>	B Group	C Group	A Group
<b>30 mins</b>	C Group	A Group	B Group

- V. **Lunch** **30 mins**
- VI. **Written Assessment** **60 mins**
- VII. **Practical Assessments** **180 mins**

<b>Patient Assessment</b>	<b>Patient Assessment</b>	<b>Patient Assessment</b>
A Group	B Group	C Group