
UNIT 6: CERT BASIC TRAINING

UNIT 3 REVIEW

In this unit you will review the following information about *CERT Basic Training* Unit 3:

- **Unit Purpose**
- **Unit Objectives**
- **Key Points to Be Made in the Unit**
- **Training Videos Relevant to the Unit**
- **The Hands-on Activities in the Unit and How to Conduct Them Correctly**
- **How This Unit Connects to the Other Units**

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COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES	At the conclusion of this unit, the participants will be able to demonstrate knowledge of the <i>CERT Basic Training</i> course Unit 3.
SCOPE	<p>The topics that will be discussed in this unit are:</p> <ul style="list-style-type: none">▪ <i>T-T-T</i> Unit Overview▪ Unit 3 Purpose▪ Unit 3 Learning Objectives▪ Unit 3 Key Topics▪ Training Videos in Unit 3▪ Hands-On Activities in Unit 3▪ Tips for Teaching Unit 3▪ How Unit 3 Connects to Other <i>Basic Training</i> Units▪ <i>T-T-T</i> Unit Summary
ESTIMATED COMPLETION TIME	45 minutes
TRAINING METHODS	<p>The instructor begins by asking what the purpose and learning objectives of the <i>Basic Training</i> unit are. The instructor then asks participants to identify how the objectives are met in the unit.</p> <p>Next the instructor reviews the key topics of the <i>Basic Training</i> unit and indicates what training videos are recommended for the unit.</p> <p>The focus of this <i>T-T-T</i> unit is on the hands-on activities: their purpose, what latitude instructors have in conducting them, and the correct way to conduct them.</p> <p>Finally the instructor reviews how the <i>Basic Training</i> unit is connected to the other units in the <i>CERT Basic Training</i> course.</p> <p>Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never subtract material.</p>

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RESOURCES
REQUIRED

- *Community Emergency Response Team Train-the-Trainer Instructor Guide* (for Train-the-Trainer instructors)
- *Community Emergency Response Team Train-the-Trainer Participant Manual* (for all participants)
- *Community Emergency Response Team Basic Training Instructor Guide* (for all participants)
- PowerPoint slides 6-1 to 6-15

EQUIPMENT

The following additional equipment is required for this unit:

- A computer with PowerPoint software
- A computer projector and screen

PREPARATION

None required.

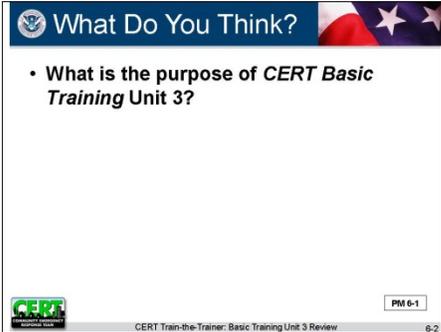
NOTES

A suggested time plan for this unit is as follows:

<i>T-T-T</i> Unit Overview	1 mi
Unit 3 Purpose.....	1 mi
Unit 3 Learning Objectives	5 min
Unit 3 Key Topics	2 min
Training Videos in Unit 3	1 mi
Hands-On Activities in Unit 3.....	22 min
Tips for Teaching Unit 3	10 min
How Unit 3 Connects to Other <i>Basic Training</i> Units	2 min
<i>T-T-T</i> Unit Summary.....	1 mi
Total Time: 45 minutes	

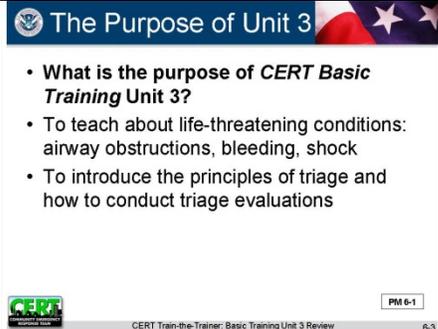
Unit 6: CERT Basic Training

Unit 3 Review

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 6-1</p>	<p><i>T-T-T Unit Overview</i></p> <p>Explain that this unit reviews the content and activities in <i>CERT Basic Training</i> Unit 3. It also looks at how Unit 3 connects to the other units in the <i>CERT Basic Training</i> course.</p>
<p>Encourage participants to use the <i>CERT Basic Training</i> Instructor Guide to find the answers to the questions.</p>  <p>Display Slide 6-2</p> <p>Conduct a class discussion based on this question.</p>	<p><i>Unit 3 Purpose</i></p> <p>What is the purpose of <i>CERT Basic Training</i> Unit 3?</p>

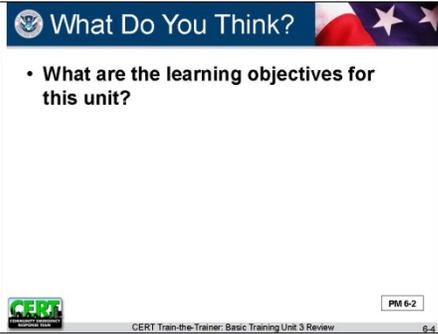
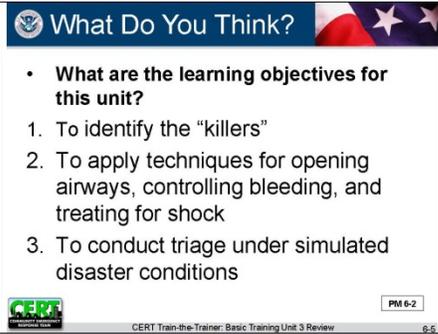
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 6-3</p>	<p>Summarize the discussion by reviewing the slide.</p> <p>The purpose of <i>CERT Basic Training</i> Unit 3 is:</p> <ul style="list-style-type: none">▪ To teach about life-threatening conditions: airway obstructions, bleeding, shock▪ To introduce the principles of triage and how to conduct triage evaluations <p>Discuss some particular concerns for Unit 3:</p> <ul style="list-style-type: none">▪ Unit 3 typically brings out in participants potential “squeamishness” or resistance to touching others.<ul style="list-style-type: none">• Everyone who goes through the <i>CERT Basic Training</i> course has a role and/or place.• For those trainees who don’t want to touch others in class, consider what role they can perform as a CERT volunteer and part of the team.• Think about suggesting the management track or other ways that trainees can be incorporated.▪ A primary obstacle to good training on Unit 3 is that people have been watching TV for years.<ul style="list-style-type: none">• The way things are done on <i>MacGyver</i> and <i>House</i> are not the real world as it relates to killers, controlling bleeding, etc.• For that reason, this unit can be difficult to teach. The instructor has to debunk the TV myths and preconceived notions that participants may have.

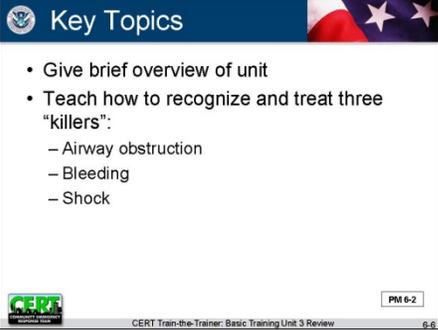
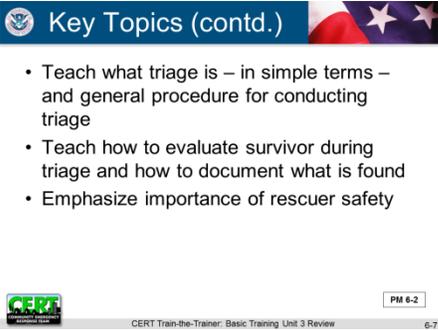
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UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

INSTRUCTOR GUIDANCE	CONTENT
 <p>Display Slide 6-4</p> <p>Conduct a class discussion based on this question.</p>  <p>Display Slide 6-5</p>	<p>Unit 3 Learning Objectives</p> <p>What are the learning objectives for this unit?</p> <p>Summarize the discussion by reviewing the slide.</p> <p>Give the learning objectives for this unit:</p> <ol style="list-style-type: none">1. To identify the “killers”2. To apply techniques for opening airways, controlling bleeding, and treating for shock3. To conduct triage under simulated disaster conditions

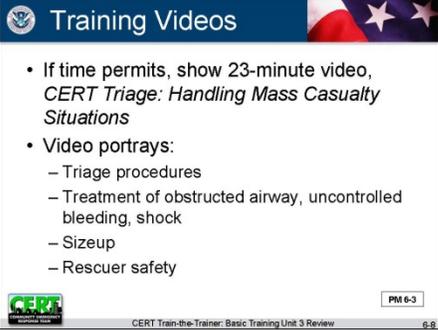
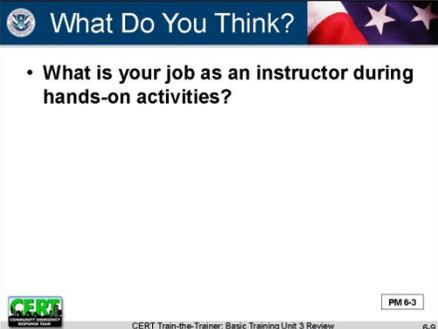
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UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 457 678 787"><ul style="list-style-type: none">• Give brief overview of unit• Teach how to recognize and treat three “killers”:<ul style="list-style-type: none">– Airway obstruction– Bleeding– Shock<p data-bbox="240 804 492 840">Display Slide 6-6</p><p data-bbox="240 869 678 1199"><ul style="list-style-type: none">• Teach what triage is – in simple terms – and general procedure for conducting triage• Teach how to evaluate survivor during triage and how to document what is found• Emphasize importance of rescuer safety<p data-bbox="240 1215 492 1251">Display Slide 6-7</p></p></p>	<p data-bbox="706 384 1019 420"><i>Unit 3 Key Topics</i></p> <p data-bbox="706 457 1466 527">Explain that, in this unit, the instructor needs to do the following:</p> <ul data-bbox="706 548 1502 1228" style="list-style-type: none">▪ Give a brief overview of the unit and the material that will be covered.▪ Teach how to recognize and treat the three “killers”:<ul style="list-style-type: none">• Airway obstruction• Bleeding• Shock▪ Teach what triage is – in simple terms – and the general procedure for conducting triage.▪ Teach how to evaluate a survivor during triage and how to document what is found.▪ Emphasize throughout the session the importance of rescuer safety (e.g., using safety equipment, working with a buddy, and doing a thorough sizeup). CERT members cannot help anyone if they become victims.

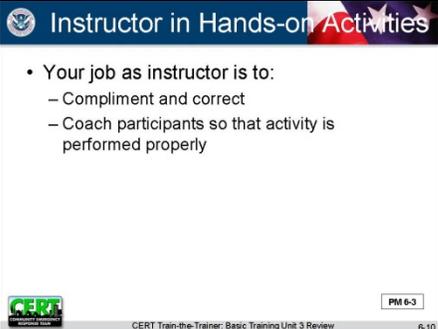
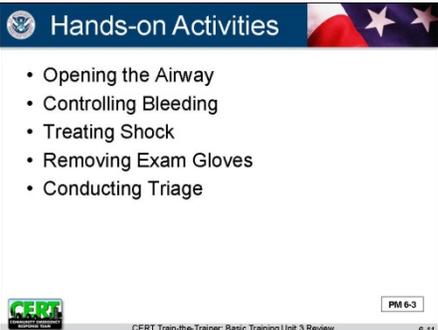
COMMUNITY EMERGENCY RESPONSE TEAM TRAIN-THE-TRAINER COURSE

UNIT 6: CERT BASIC TRAINING UNIT 3 REVIEW

INSTRUCTOR GUIDANCE	CONTENT
 <p>Training Videos</p> <ul style="list-style-type: none">• If time permits, show 23-minute video, <i>CERT Triage: Handling Mass Casualty Situations</i>• Video portrays:<ul style="list-style-type: none">– Triage procedures– Treatment of obstructed airway, uncontrolled bleeding, shock– Sizeup– Rescuer safety <p>Display Slide 6-8</p>	<h3><i>Training Videos for Unit 3</i></h3> <p>If time permits, the 23-minute video <i>CERT Triage: Handling Mass Casualty Situations</i> is recommended for this unit. The video portrays triage procedures and treatment of an obstructed airway, uncontrolled bleeding, and shock, as well as sizeup and rescuer safety.</p> <p>The video is available for download at the National CERT Web site: www.fema.gov/cert/.</p>
 <p>What Do You Think?</p> <ul style="list-style-type: none">• What is your job as an instructor during hands-on activities? <p>Display Slide 6-9</p> <p>Conduct a class discussion based on this question.</p>	<h3><i>Hands-on Activities in Unit 3</i></h3> <p>Although not everyone may want to engage in the medical operations exercises, everyone should observe the exercises. Instructors should encourage everyone to try something. Pushing participants' comfort level in class allows mistakes to occur in the classroom and minimizes the mistakes that may occur on the scene.</p> <p>What is your job as an instructor during hands-on activities?</p>

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INSTRUCTOR GUIDANCE	CONTENT
 <p>Instructor in Hands-on Activities</p> <ul style="list-style-type: none">Your job as instructor is to:<ul style="list-style-type: none">Compliment and correctCoach participants so that activity is performed properly <p>Display Slide 6-10</p>  <p>Hands-on Activities</p> <ul style="list-style-type: none">Opening the AirwayControlling BleedingTreating ShockRemoving Exam GlovesConducting Triage <p>Display Slide 6-11</p> <p>Refer participants to the <i>Basic Training</i> Instructor Guide p. 3-19 so that they can follow the content.</p>	<p>Summarize the discussion by reviewing the slide.</p> <p>Your job as instructor is to:</p> <ul style="list-style-type: none">Compliment and correctCoach participants so that the activity is performed properly <p>Everyone can learn from what was not done correctly as well as what was done correctly.</p> <p>Opening the Airway (<i>Basic Training</i> IG p. 3-19)</p> <p><u>Purpose</u></p> <p>To allow pairs of participants to practice using the Head-Tilt/Chin-Lift method on each other</p> <p><u>Latitude to Adapt</u></p> <p>Teach this skill in accordance with your local protocols.</p> <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">It is important to have other instructors who can help observe.Make sure that all instructors agree on the proper procedure.Be sure to debrief. After all of the participants have had the opportunity to be the rescuer, discuss any problems or incorrect techniques that were observed. Explain how to avoid these problems in the future.

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INSTRUCTOR GUIDANCE	CONTENT
	<p>Controlling Bleeding (<i>Basic Training IG p. 3-28</i>)</p> <p><u>Purpose</u></p> <p>To allow participants to practice the techniques for controlling bleeding on each other</p> <p><u>Latitude to Adapt</u></p> <p>Conduct the activity as it is written.</p> <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ Allow each rescuer at least one observed attempt to use each technique.▪ Demonstrate the pressure point activity.▪ Be sure to coach participants on how to find your pulse and how to apply light pressure to the hollow beneath the arm (brachial pressure point) to stop the pulse and thus control bleeding.▪ Be sure to debrief. After all of the participants have had the opportunity to be the rescuer, discuss any problems or incorrect techniques that were observed. Explain how to avoid these problems in the future. <p>Treating Shock (<i>Basic Training IG p. 3-35</i>)</p> <p><u>Purpose</u></p> <p>To allow participants to practice the steps for treating shock on each other</p> <p><u>Latitude to Adapt</u></p> <p>Conduct the activity as it is written.</p>

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INSTRUCTOR GUIDANCE	CONTENT
	<p data-bbox="704 380 1154 415"><u>How to Do the Activity Correctly</u></p> <ul data-bbox="704 432 1503 751" style="list-style-type: none"><li data-bbox="704 432 1263 468">▪ Observe each rescuer at least once.<li data-bbox="704 485 1503 594">▪ Reinforce that participants should use simple commands. For instance: “Raise your hand.” “Follow my finger.”<li data-bbox="704 611 1503 751">▪ Be sure to debrief. After all of the participants have had the opportunity to be the rescuer, discuss any problems or incorrect techniques that were observed. Explain how to avoid these problems in the future. <p data-bbox="704 842 1471 877">Removing Exam Gloves (<i>Basic Training IG p. 3-41</i>)</p> <p data-bbox="704 894 824 930"><u>Purpose</u></p> <p data-bbox="704 947 1503 1014">To allow participants to practice the proper technique for removing soiled exam gloves</p> <p data-bbox="704 1104 946 1140"><u>Latitude to Adapt</u></p> <p data-bbox="704 1157 1195 1192">Conduct the activity as it is written.</p> <p data-bbox="704 1272 1154 1308"><u>How to Do the Activity Correctly</u></p> <ul data-bbox="704 1325 1503 1623" style="list-style-type: none"><li data-bbox="704 1325 1438 1360">▪ Provide exam gloves in medium and large sizes.<li data-bbox="704 1377 1304 1413">▪ Explain why non-latex gloves are used.<li data-bbox="704 1430 1471 1497">▪ Demonstrate the shaving cream activity. Be sure to relate this activity to rescuer safety.<li data-bbox="704 1514 1503 1623">▪ Participants should repeat the exercise until they are able to complete the technique quickly and comfortably, without “snapping” the gloves.

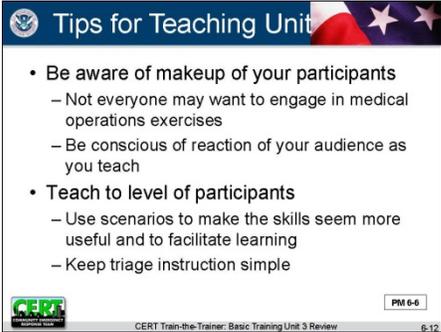
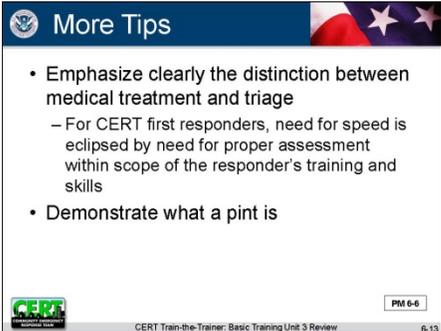
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INSTRUCTOR GUIDANCE	CONTENT
	<p>Conducting Triage (<i>Basic Training</i> IG p. 3-51)</p> <p><u>Purpose</u></p> <p>To allow participants to practice conducting triage in a high-pressure situation</p> <p><u>Latitude to Adapt</u></p> <p>You may want to prepare a different set of survivor status cards for each group of rescuers.</p> <p><u>How to Do the Activity Correctly</u></p> <ul style="list-style-type: none">▪ Prepare survivor status cards before the session. See instructions in the Preparation section at the front of the unit.▪ Be sure to make the distinction between triage categories and what technique is used to mark survivors during triage. Marking techniques (e.g., use of tags, use of tape) is a local jurisdiction decision.▪ This exercise is fairly complex and needs to move quickly. Do a dry run of the exercise with the other instructors to make sure you are comfortable with how it goes.▪ The exercise requires a good bit of space. Don't assume that you will have the ideal setup. Try to get access to the training room the day before the session.▪ This exercise is very important. Triage is a difficult skill to learn without a lot of practice.▪ Debriefing at the end of the unit is very important.

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INSTRUCTOR GUIDANCE	CONTENT
<div data-bbox="237 432 678 764"><p>Tips for Teaching Unit 3</p><ul style="list-style-type: none">• Be aware of makeup of your participants<ul style="list-style-type: none">– Not everyone may want to engage in medical operations exercises– Be conscious of reaction of your audience as you teach• Teach to level of participants<ul style="list-style-type: none">– Use scenarios to make the skills seem more useful and to facilitate learning– Keep triage instruction simple<p><small>CERT Train-the-Trainer: Basic Training Unit 3 Review 6-12</small></p></div> <p data-bbox="237 779 509 814">Display Slide 6-12</p> <div data-bbox="237 989 678 1320"><p>More Tips</p><ul style="list-style-type: none">• Emphasize clearly the distinction between medical treatment and triage<ul style="list-style-type: none">– For CERT first responders, need for speed is eclipsed by need for proper assessment within scope of the responder's training and skills• Demonstrate what a pint is<p><small>CERT Train-the-Trainer: Basic Training Unit 3 Review 6-13</small></p></div> <p data-bbox="237 1335 509 1371">Display Slide 6-13</p>	<p data-bbox="706 384 1133 420"><i>Tips for Teaching Unit 3</i></p> <ul style="list-style-type: none">▪ Be aware of the makeup of your participants.<ul style="list-style-type: none">• Not everyone may want to engage in the medical operations exercises.• Be conscious of the reaction of your audience as you teach.▪ Teach to the level of the participants. You're doing field expedient first aid, not brain surgery.<ul style="list-style-type: none">• Use scenarios to make the skills seem more useful and to facilitate learning. To make the scenarios most meaningful, use scenarios that are real and relate to the region.• Keep triage instruction simple.▪ Emphasize clearly the distinction between medical treatment and triage. Professionals will tell you that they expect to triage their patients in about 45 seconds. For CERT first responders, the need for speed is eclipsed by the need for proper assessment within the scope of the responder's training and skills. During the triage process, CERT first responders may treat for an obstructed airway, profuse bleeding, and shock.▪ Demonstrate what a pint is. Get a pint of some liquid. Spill some or all of it to give participants a perspective of how much volume is in one-fifth of the human body's blood capacity.

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INSTRUCTOR GUIDANCE	CONTENT
<p data-bbox="240 384 678 426"></p> <ul data-bbox="264 443 651 615" style="list-style-type: none">• You may need to explain Good Samaritan law in more detail• Key to liability issue:<ul data-bbox="289 520 651 562" style="list-style-type: none">– Make sure that participants stay within scope of the training/skills provided• Model correct step-by-step procedures and safety equipment <p data-bbox="240 674 678 716"> PM 6-6 <small data-bbox="370 699 573 716">CERT Train-the-Trainer: Basic Training Unit 3 Review</small> 6-14</p> <p data-bbox="240 730 508 762">Display Slide 6-14</p> <p data-bbox="240 800 313 873"></p> <p data-bbox="240 888 565 919">Conduct brief discussion.</p>	<ul data-bbox="706 384 1511 667" style="list-style-type: none">▪ You may need to explain the Good Samaritan law in more detail.▪ The key to the liability issue is to make sure that participants stay within the scope of the training/skills provided.▪ Model the correct step-by-step procedures and safety equipment. <p data-bbox="706 800 1133 831">Do you have any other tips?</p>
<p data-bbox="240 955 678 997"></p> <ul data-bbox="264 1014 651 1213" style="list-style-type: none">• Another application of sizeup principle from Unit 2• Prepares participants for disaster medical operations covered in Unit 4• Participants are learning and practicing increasingly complex teamwork as they progress through previous unit, this unit, and next unit <p data-bbox="240 1251 678 1293"> PM 6-7 <small data-bbox="370 1276 573 1293">CERT Train-the-Trainer: Basic Training Unit 3 Review</small> 6-15</p> <p data-bbox="240 1308 508 1339">Display Slide 6-15</p>	<p data-bbox="706 955 1458 1039"><i>How Unit 3 Connects to Other CERT Basic Training Units</i></p> <ul data-bbox="706 1056 1487 1413" style="list-style-type: none">▪ Unit 3 training on identifying and treating the “three killers” and performing medical triage is another application of the sizeup principle from Unit 2.▪ The material in Unit 3 also prepares the participants for the disaster medical operations to be covered in Unit 4.▪ Participants are learning and practicing increasingly complex teamwork as they progress through the previous unit, this unit, and the next unit.

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INSTRUCTOR GUIDANCE	CONTENT
	<p><i>T-T-T Unit Summary</i></p> <p>This unit has provided information on <i>CERT Basic Training</i> Unit 3.</p> <p>Do you have any questions about anything covered in this unit?</p> <p>Transition</p> <p>The next unit will review Unit 4 of the <i>CERT Basic Training</i> course.</p>