UNIT 17: COURSE SUMMARY

In this unit you will:

- **Take the Post-Test**

- **Review the Course Learning Objectives**

- **Review Participant Expectations**

- **Receive a Certificate of Completion**

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LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES	At the conclusion of this unit, the participants will be able to assess: ▪ How much they learned in the *CERT Basic Train-the-Trainer* course ▪ Whether their expectations were met
SCOPE	The topics that will be covered in this unit are: ▪ Post-test ▪ Review of Course Expectations ▪ Review of Participant Expectations ▪ Graduation
ESTIMATED COMPLETION TIME	60 minutes: 15 minutes for post-test and 45 minutes for unit
TRAINING METHODS	As participants enter the classroom, the instructor distributes the post-test and asks participants to complete it. The instructor then reviews the post-test by giving the correct answers. Next the instructor reviews the course objectives. Then the instructor reviews the participants' expectations, generated in Unit 1, to see if they were met. If any expectations were not addressed in the course, the instructor tells the participant how the expectation can be met. Finally the instructor thanks the participants and presents the certificates of completion. Please be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide, but should never subtract material.

RESOURCES REQUIRED	▪ *Community Emergency Response Team Basic Train-the-Trainer* Instructor Guide (for Train-the-Trainer instructors)
	▪ *Community Emergency Response Team Basic Train-the-Trainer* Participant Manual (for all participants)
	▪ *Community Emergency Response Team Basic Training* Instructor Guide (for all participants)
	▪ PowerPoint slides 17-1 to 17-5
	▪ Copies of the post-test, one for each participant
	▪ Certificates of completion, one for each participant
EQUIPMENT	The following additional equipment is required for this unit: ▪ A computer with PowerPoint software ▪ A computer projector and screen
PREPARATION	**Post-test** Make copies of the post-test, one for each participant. The blank post-test and a separate answer key follow these notes, just prior to the lesson plan for Unit 17. **Expectations** Review the expectations list. For any of the expectations that have not been met, identify a suggestion to give to the participant. If the pages of expectations have been moved during the course, move them so that they are visible to all. **Certificates of Completion** Make a certificate of completion for each participant.

NOTES	A suggested time plan for this unit is as follows:
	Post-test .... 15 minutes
	Review of Course Objectives .... 20 minutes
	Review of Participant Expectations .... 15 minutes
	Graduation... 10 minutes
	Total Time: 60 minutes

REMARKS	It is best if all the instructors are present at the graduation.

CERT Train-the-Trainer Post-test

Name: _____

You have 10 minutes to complete this test.

1. Which of the following best describes the purpose of CERT?

    a. To provide first responder services in an emergency situation until professional services arrive
    b. To sacrifice personal safety to provide the greatest good for the greatest number
    c. To train volunteers in life-saving techniques
    d. To better enable communities to fight terrorism

2. Which of the following is *not* one of the roles of a *CERT Basic Training* instructor?

    a. Subject matter expert
    b. Friend and coach
    c. CPR trainer
    d. Evaluator

3. A CERT member's first responsibility is to prepare his or her _____.

    a. Community
    b. Household
    c. Fellow CERT members
    d. Local officials

4. Observing body language is one way to learn about your learners. About what percentage of communication is non-verbal?

    a. 10
    b. 80
    c. 35
    d. 65

5. Multimodal learning combines a variety of learning styles. Which ones are included in the *CERT Basic Training*? (Choose all that apply.)

    a. Teach it to others
    b. Hear it
    c. See it
    d. Say it
    e. Do it

6. What is one way for you to respond to adult learners' emotional needs?

    a. Make the learning active with practical hands-on exercises
    b. Provide meaningful reinforcement and feedback
    c. Build bridges between old information and new information
    d. Don't require learners to sit too long without a break

7. Repetition is a cornerstone of learning. How many times do people need to hear something before they learn it?

    a. Four
    b. One
    c. Two
    d. Three

8. How do learners often judge an instructor?

    a. By what information he or she presents
    b. By how he or she presents information
    c. By how much time he or she spends addressing the learning objectives
    d. By the number of years of experience he or she has with CERT

9. What should you do before any exercise that involves touching?

   a. Make sure that participants have signed a waiver
   b. Separate the men and the women in the class
   c. Explicitly explain what you are about to do and ask permission
   d. Review the CERT touching checklist

10. Why should you ask questions? (Choose all that apply.)

   a. To appeal to different learning styles
   b. To reinforce the material
   c. To validate the evaluation process
   d. To make the course more interesting

11. What type of question will tell you the most about what a learner has learned?

   a. An open question
   b. A closed question
   c. A recall question
   d. An apply question

12. If you ask a question and someone gives a wrong answer, what is the best way for you to respond? (Choose all that apply.)

   a. Repeat the question
   b. Direct the question to someone else
   c. Compliment and correct the response
   d. Compliment and direct the question to someone else

13. Which of the following is not a preferred way to deal with a side conversationalist in your class?

   a. Talk privately at break
   b. Ask him or her to leave the room
   c. Comment about the difficulty of others to hear or concentrate
   d. Make eye contact

14. What is the preferred way to deal with an interpersonal conflict between two learners? (Choose all that apply.)

   a. Separate them during group activities
   b. Engage them in discussion in class
   c. Address the conflict privately
   d. Move them to different parts of the room

15. What should you do if a learner starts an activity and then decides that he or she is physically unable to complete the activity?

   a. Emphasize that there are functions for every person on a CERT
   b. Tell the person to take a break and return to the class after the activity
   c. Push the person to try the activity again
   d. Kindly inform the person that he or she can't be a CERT member

16. Familiarity with the whole course enables you to:

   a. Make the connections that show CERT as a cohesive model
   b. Tell people where the answer to a question will be addressed
   c. Look more competent
   d. All of the above

17. How many instructors should conduct each *CERT Basic Training* session?

   a. One
   b. At least two
   c. At least three
   d. At least four

18. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.

   a. True
   b. False

CERT Train-the-Trainer Post-test Answer Key

1. Which of the following best describes the purpose of CERT?

   a. **To provide first responder services in an emergency situation until professional services arrive**
   b. To sacrifice personal safety to provide the greatest good for the greatest number
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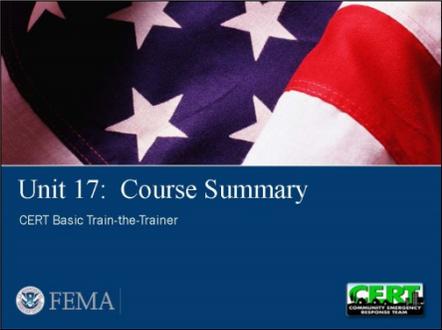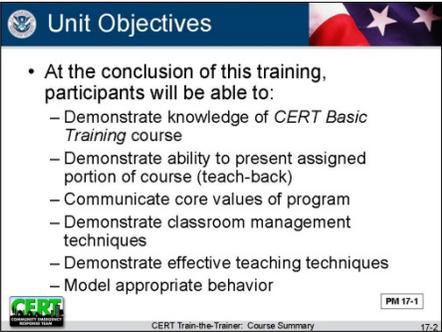   **d. By the number of years of experience he or she has with CERT**

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18. True or False: If possible, Units 3 and 4 should be conducted by licensed or certified Paramedics, Emergency Medical Technicians, or Nurses.

    a. True
    b. False

Unit 17: Course Summary

INSTRUCTOR GUIDANCE	CONTENT
 Display Slide 17-1 As an alternative, ask participants to volunteer the correct responses.	***Post-test*** Distribute a post-test to each participant and ask participants to complete it. After 15 minutes, give the correct answers to the post-test. Discuss any questions that participants might have.
 Display Slide 17-2 Refer the participants to the Participant Manual for the "sub" learning objectives.	***Review of Course Learning Objectives*** Review the learning objectives for the *CERT Basic Train-the-Trainer* course. These objectives describe what behaviors are expected from the participants by the conclusion of the *CERT Basic Train-the-Trainer* course. Remind participants that the full list of learning objectives or performance outcomes is in the Participant Manual. The slide just has the six primary learning objectives.

INSTRUCTOR GUIDANCE	CONTENT
Quickly summarize the "sub" learning objectives.	At the conclusion of this training, participants will be able to:
	1. Demonstrate knowledge of the *CERT Basic Training* course
	a. Relate the history of CERT
	b. Describe the intent and purpose of CERT
	c. Describe the emergency management system and where CERT fits
	d. Discuss the learning objectives of each unit of the *CERT Basic Training* course and how the unit meets those objectives
	e. Describe the sequence of the units and explain how one unit connects to the other units
	f. Describe how to formulate an effective Unit 9 scenario
	2. Demonstrate the ability to present an assigned portion of the course (teach-back)
	a. The teach-back must include a lecture, a demonstration, a hands-on activity, and structured feedback on the activity.
	b. The demonstration and hands-on activity must be done in a safe manner.

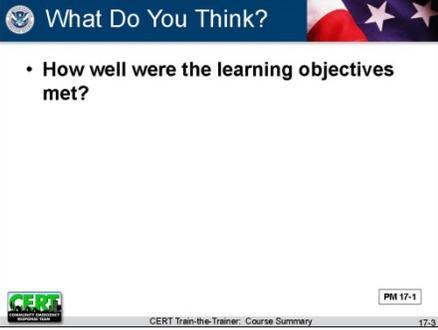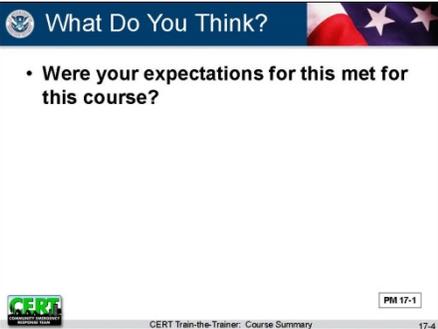| INSTRUCTOR GUIDANCE	CONTENT
	3. Communicate the core values of the program
	a. Articulate the core values.
	i. Safety, safety, safety
	ii. Teamwork: stronger together than alone
	iii. Community members helping each other in the neighborhood, workplace, school, other venues
	iv. Valuing volunteers and CERT as an asset to the community
	v. Preparedness
	vi. Importance of each individual's contribution
	vii. Practice, practice, practice
	viii. Self-sufficiency and problem-solving rather than the victim role
	ix. Leadership
	x. Ability to do the greatest good for the greatest number in the shortest amount of time
	b. Demonstrate the core values during the *CERT Basic Training* course
	4. Demonstrate classroom management techniques
	a. Manage difficult learners
	b. Adjust to the limitations of particular participants
	c. Describe the logistical issues to be considered when putting on a course, including facility management
	d. Manage classroom time to meet course requirements
	e. Use training equipment correctly
	f. Manage unforeseen classroom challenges
	g. Identify potential ethical situations
	h. Describe techniques to transition smoothly from one unit to another

INSTRUCTOR GUIDANCE	CONTENT

	5. Demonstrate effective teaching techniques
	  a. Set the learning environment
	    i. Be enthusiastic and dedicated
	    ii. Read body language
	    iii. Maintain eye contact
	    iv. Relate to the participants
	    v. Address physical and emotional comfort needs
	    vi. Use humor appropriately
	  b. Maximize knowledge retention
	    i. Address the needs of adult learners
	    ii. Involve the participants by varying the teaching methods to appeal to a variety of learning styles
	    iii. Repeat key information
	  c. Convey information
	    i. Use effective presentation skills
	    ii. Give positive, constructive feedback
	    iii. Work effectively as part of an instructional team
	  d. Assess progress
	    i. Use questions effectively
	    ii. Observe hands-on activities and provide structured feedback
	    iii. Use "what if" scenarios that enable participants to apply what they have learned
	
	6. Model appropriate behavior
	  a. State what behavior should be modeled
	    i. Safety
	    ii. Teamwork
	    iii. Positive attitude
	    iv. PPE: Gloves, goggles, masks, etc.

INSTRUCTOR GUIDANCE	CONTENT
	b. Describe the ways to model the behavior
	i. Personal actions, e.g., any time that touching is involved, explicitly explain what you are about to do
	ii. Dress
	Remind participants that this course was not going to teach them <u>what</u> is in the *CERT Basic Training* course. Rather this course was designed to teach them <u>how</u> to deliver the curriculum competently.
	Ask participants this question.
Display Slide 17-3 This will be an oral evaluation of the course.	**How well were the learning objectives met?**

INSTRUCTOR GUIDANCE	CONTENT
  Display Slide 17-4 	***Participant Expectations*** Review the list of participants' expectations for the *CERT Basic Train-the-Trainer* course. Read each expectation and ask: **Was this expectation met?** If the expectation was not met, offer a way for the expectation to be met (another course, someone to talk to, something to read).

INSTRUCTOR GUIDANCE	CONTENT
Display Slide 17-5	***Graduation*** Thank all of the participants for attending the *CERT Basic Train-the-Trainer* course. Distribute a certificate of completion to each participant and thank each personally for attending the course.