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# UNIT 6: CERT BASIC TRAINING

## UNIT 3 REVIEW

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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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## T-T-T UNIT OVERVIEW

This unit reviews the content and activities in *CERT Basic Training* Unit 3. It also looks at how Unit 3 connects to the other units in the *CERT Basic Training* course.

### UNIT 3 PURPOSE

The purpose of *CERT Basic Training* Unit 3 is:

- To teach about life-threatening conditions: airway obstructions, bleeding, shock
- To introduce the principles of triage and how to conduct triage evaluations

Some particular concerns for Unit 3 include:

- Unit 3 typically brings out in participants potential “squeamishness” or resistance to touching others.
  - Everyone who goes through the *CERT Basic Training* 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.
  - The way things are done on *MacGyver* and *House* 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.

### UNIT 3 LEARNING OBJECTIVES

Unit 3 learning objectives are:

1. To identify the “killers”
2. To apply techniques for opening airways, controlling bleeding, and treating for shock
3. To conduct triage under simulated disaster conditions

### UNIT 3 KEY TOPICS

In this unit, the instructor needs to do the following:

- Give a brief overview of the unit and the material that will be covered
- Teach how to recognize and treat the three “killers”:
  - 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.**

### TRAINING VIDEOS FOR UNIT 3

If time permits, the 23-minute video *CERT Triage: Handling Mass Casualty Situations* 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.

The video is available for download at the National CERT Web site  
<http://www.fema.gov/cert>.

### HANDS-ON ACTIVITIES IN UNIT 3

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.

Your job as instructor is to:

- Compliment and correct
- Coach participants so that the activity is performed properly

Everyone can learn from what was **not** done correctly as well as what was done correctly.

**OPENING THE AIRWAY (*BASIC TRAINING IG P. 3-19*)**

**Purpose**

To allow pairs of participants to practice using the Head-Tilt/Chin-Lift method on each other

**Latitude to Adapt**

Teach this skill in accordance with your local protocols.

**How to Do the Activity Correctly**

- 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.

**HANDS-ON ACTIVITIES IN UNIT 3 (CONTINUED)**

**CONTROLLING BLEEDING (*BASIC TRAINING IG P. 3-28*)**

**Purpose**

To allow participants to practice the techniques for controlling bleeding on each other

**Latitude to Adapt**

Conduct the activity as it is written.

**How to Do the Activity Correctly**

- 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.

### **HANDS-ON ACTIVITIES IN UNIT 3 (CONTINUED)**

#### **TREATING SHOCK (*BASIC TRAINING IG P. 3-35*)**

##### **Purpose**

To allow participants to practice the steps for treating shock on each other

##### **Latitude to Adapt**

Conduct the activity as it is written.

##### **How to Do the Activity Correctly**

- Observe each rescuer at least once.
- Reinforce that participants should use simple commands. For instance: “Raise your hand.” “Follow my finger.”
- 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.

#### **REMOVING EXAM GLOVES (*BASIC TRAINING IG P. 3-41*)**

##### **Purpose**

To allow participants to practice the proper technique for removing soiled exam gloves

##### **Latitude to Adapt**

Conduct the activity as it is written.

##### **How to Do the Activity Correctly**

- Provide exam gloves in medium and large sizes.
- Explain why non-latex gloves are used.
- Demonstrate the shaving cream activity. Be sure to relate this activity to rescuer safety.
- Participants should repeat the exercise until they are able to complete the technique quickly and comfortably, without “snapping” the gloves.

### HANDS-ON ACTIVITIES IN UNIT 3 (CONTINUED)

#### CONDUCTING TRIAGE (*BASIC TRAINING IG P. 3-51*)

##### **Purpose**

To allow participants to practice conducting triage in a high-pressure situation

##### **Latitude to Adapt**

You may want to prepare a different set of survivor status cards for each group of rescuers.

##### **How to Do the Activity Correctly**

- 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.

### TIPS FOR TEACHING UNIT 3

- Be aware of the makeup of your participants.
  - Not everyone may want to engage in the medical operations exercises.
  - Be conscious of the reaction of your audience as you teach.

### TIPS FOR TEACHING UNIT 3 (CONTINUED)

- Teach to the level of the participants. You're doing field expedient first aid, not brain surgery.
  - 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.
- 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.

### HOW UNIT 3 CONNECTS TO OTHER *CERT BASIC TRAINING* UNITS

- 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.

### T-T-T UNIT SUMMARY

This unit has provided information on *CERT Basic Training* Unit 3.