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## UNIT 9: COURSE REVIEW, FINAL EXAM, AND DISASTER SIMULATION

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This unit includes:

- **A Review of Key Points from the Course**
- **A Final Exam**
- **A Final Exercise**

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## COMMUNITY EMERGENCY RESPONSE TEAM

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<b>OBJECTIVES</b>	At the conclusion of this unit, the participants should be able to apply the skills and knowledge learned in Units 1 through 8 to a simulated disaster situation.
<b>SCOPE</b>	<p>The topics of this unit will include:</p> <ul style="list-style-type: none"><li>▪ Introduction and Unit Overview</li><li>▪ Course Review</li><li>▪ Final Exam</li><li>▪ Disaster Simulation</li><li>▪ Exercise Critique and Summary</li></ul>
<b>ESTIMATED COMPLETION TIME</b>	2 hours 30 minutes
<b>TRAINING METHODS</b>	<p>The lead instructor will begin this unit by welcoming the participants to Unit 9: Course Review, Final Exam, and Disaster Simulation, and will introduce the instructors for the unit. The instructor will then explain that this unit is the culmination of all that the participants have learned and practiced over the last eight units. The instructor will briefly review how the unit will proceed.</p> <p>The instructor will provide a brief review of the key concepts that were covered in earlier sessions and answer questions as necessary.</p> <p>After answering all questions, the instructor will administer and collect the final exam.</p> <p>The instructor will then explain how the disaster simulation will be run and point out that the intent of the simulation is to give the participants a practical perspective on overall team operations while further improving their skills. The instructor will emphasize CERT team strategies and will set the stage for conducting the exercise in either a light damage or moderate damage scenario.</p> <p>Throughout the simulation, the instructors at each station should stress that the participants must treat the exercise as if it were real and train as if lives were depending on it. The instructors will reinforce that mistakes made during training are lessons learned — lessons that may someday save lives and prevent injuries.</p>

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<b>TRAINING METHODS (CONTINUED)</b>	<p>The instructors should, therefore, encourage leadership, decisive actions, and assertive behavior during the exercise to maximize the learning experience.</p> <p>At the end of the simulation, the instructor will lead an interactive discussion about the lessons learned and the difficulties encountered during the exercise.</p>
<b>RESOURCES REQUIRED</b>	<ul style="list-style-type: none"><li>▪ <i>Community Emergency Response Team Instructor Guide</i></li><li>▪ <i>Community Emergency Response Team Participant Manual</i></li><li>▪ Certificate of Completion (to be developed locally)</li></ul>
<b>OTHER RESOURCES</b>	<p>“Victims” will be needed for the triage and treatment simulation and for the victim extrication simulation. Live “victims” are recommended for the triage and treatment simulation.</p>
<b>EQUIPMENT</b>	<p>In addition to the equipment listed at the front of this Instructor Guide, you will need the following equipment for this unit:</p> <ul style="list-style-type: none"><li>▪ A computer with PowerPoint software</li><li>▪ Computer projector and screen</li><li>▪ Safety equipment</li><li>▪ Pieces of wood, furniture, or other items to simulate debris</li><li>▪ Two or more poles</li><li>▪ Moulage (used to simulate injuries)</li><li>▪ Other equipment items, which may be available from earlier units that may add to the realism of the simulation</li></ul>
<b>GENERAL PREPARATION</b>	<p>If you believe a PowerPoint presentation will be helpful to the participants, you may pull slides from the presentations that accompany the previous units.</p> <p>The final exam is included in the Participant Manual. Within this unit is a copy of the exam with the correct responses.</p> <p>You will need to make a copy of your agency’s CERT Certificate of Completion for each participant who will complete the training.</p>

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#### PREPARATION FOR THE DISASTER SIMULATION

This exercise will allow the participants to use the skills and knowledge that they have learned throughout their CERT training. A great deal of preparation is required before beginning this exercise.

1. Develop a disaster scenario.

Before the session begins, develop a scenario based on a potential disaster in your community. A sample disaster scenario is included on pages 9-6 and 9-7 so that you can see the type of exercise that will be required. Note: Participant Manual includes a copy of the map for the sample disaster scenario on PM 9-19.

2. Identify four areas — three indoors and one outdoors (weather permitting) — to serve as exercise stations.

- At Station 1, the participants will receive the disaster simulation scenario. Based on that scenario, the participants will:
  - Determine the extent of damage
  - Establish team priorities
  - Determine the resources needed
  - Identify potential hazards

The participants will also select a CERT leader who will establish a CERT organization based on resources available and established priorities. Note: To help ensure that as many participants as possible have the opportunity to serve as team leader during the exercise, each group will select a different CERT leader at Station 1, Station 3 (triage and treatment), and Station 4 (victim extrication).

- At Station 2, the participants will be required to:
  - Evaluate a fire situation
  - Select the proper extinguisher
  - Extinguish a fire

NOTE: Each participant will extinguish the fire.

- At Station 3, the participants will be required to conduct triage and treat victims with the medical supplies available.
- At Station 4, the participants will perform leveraging and cribbing to extricate victims who are trapped by debris.

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#### PREPARATION FOR THE DISASTER SIMULATION (CONTINUED)

3. Select four assistant instructors to help with the disaster simulation.

The instructors will serve at the following stations:

- Two assistants at Station 2 to conduct the fire suppression exercise
- One assistant at Station 3 to monitor victim triage and treatment
- One assistant at Station 4 to monitor victim extrication

4. Set up the four exercise stations.

The instructors at each station will oversee the station setup, monitor safety during the exercise, provide feedback to the participants, and oversee station teardown.

Setup for each station is as follows:

- Station 1: Station 1 should include one table with chairs. Place one copy of the disaster scenario on the table at each chair.
- Station 2: Set up Station 2 in the same manner as for the fire suppression exercise in Unit 2. Provide multiple types and sizes of extinguishers so that participants must select the proper type of extinguisher for the fire.
- Station 3: Before the session begins, identify several types of injuries that would be common as a result of the disaster described in the simulation. The instructors at Station 3 will apply moulage to the “victims” to simulate injuries that would be common for the disaster scenario. They should then place the “victims” in sitting or lying positions around the station. It may be desirable to *not* have all “victims” in clear view or easy reach of the participants.
- Station 4: Use pieces of wood, furniture, or other items (to simulate debris) to “trap” the victims. Provide additional materials that can be used in a leverage and cribbing operation as well as blankets and other items that could be used if necessary to lift or otherwise move the victim from his or her place of entrapment.

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**NOTES**

A suggested time plan for this unit is as follows:

Introduction and Overview..... 5 minutes

Course Review..... 15 minutes

Final Exam ..... 15 minutes

Disaster Simulation ..... 90 minutes

Exercise Critique and Summary ..... 25 minutes

Total Time: 2 hours 30 minutes

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#### SAMPLE DISASTER SCENARIO

Apple Valley is a rural community with a population of 13,000. Located in Apple County, the town is located between Dawson and Sparkville.

South Lawn Retirement Home is a privately owned geriatric facility, located at the end of 7<sup>th</sup> Street (see the map on the next page). Although a new access road is under construction, 7<sup>th</sup> Street is currently the only access route to South Lawn. Because South Lawn is located across the main line of the Southeast Railroad from the remainder of Apple Valley and could be isolated in the event of a major incident, the South Lawn administrator jumped at the opportunity to organize a CERT. CERT training ended just 2 weeks ago.

You are an employee at the retirement home and a member of the CERT.

It has been a hot, muggy June day — the kind of day that usually spawns thunderstorms. Early in the day, the National Weather Service issued a severe thunderstorm watch for the afternoon and early evening hours. As the afternoon continued, the temperature rose into the high 80s. Building storms were very visible to the southwest.

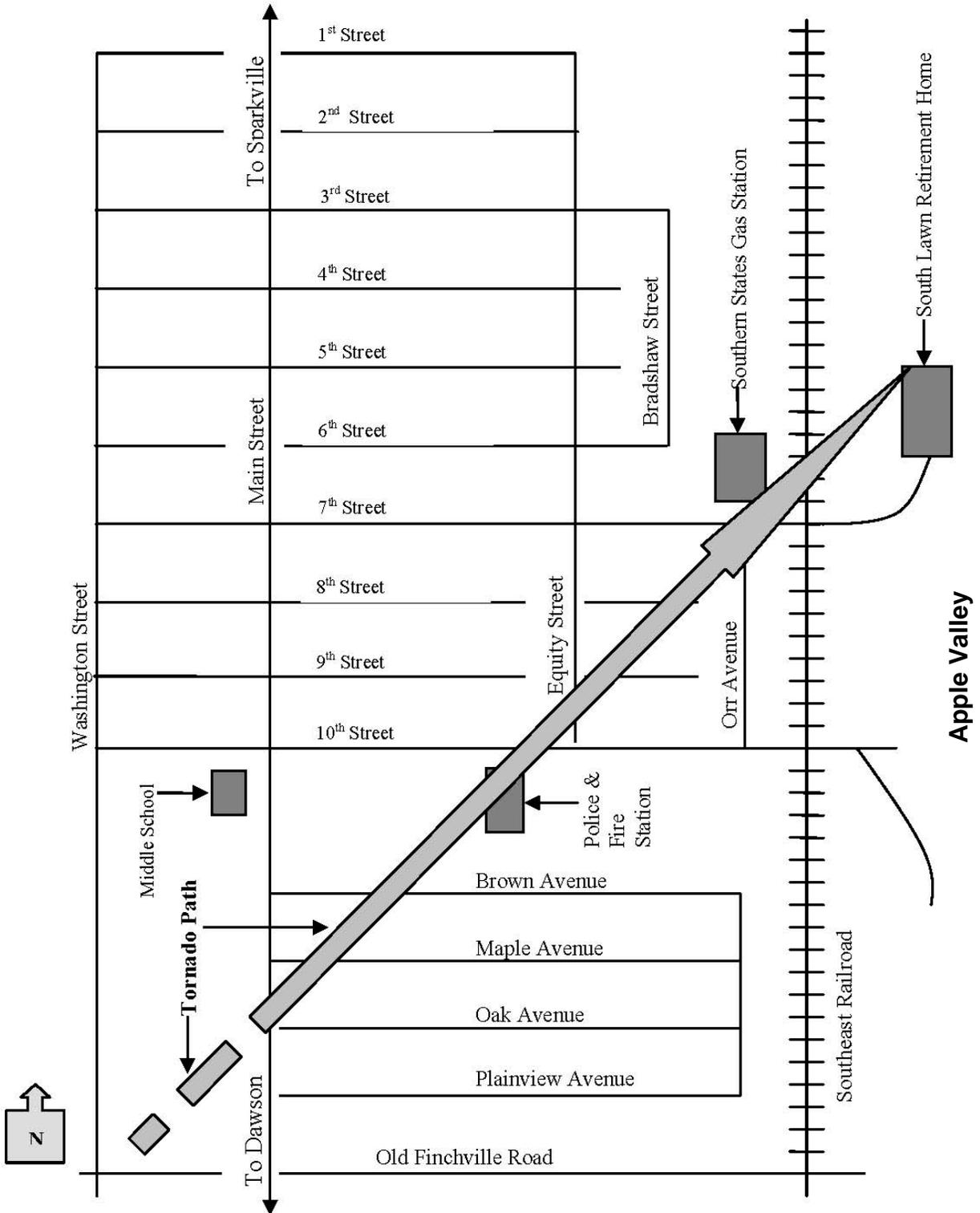
While on your dinner break, you turned on the Weather Channel™ to check the latest forecast. It didn't surprise you to see that the National Weather Service had upgraded the watch to a warning for your county. After finishing your dinner, you went back to work on the second floor of the nursing home. As you work, you hear thunder off in the distance.

A while later, you hear the outdoor warning siren begin to sound. Although you immediately begin following the home's established procedures for a tornado warning, there is just no time. Before you can get even the first patient wheeled toward the hallway, you hear glass breaking at the other end of the hallway. The tornado (which would later be determined to be an F-3) struck the northwest corner of the building, tearing away the roof, throwing glass everywhere, and causing a partial collapse at that corner.

As the tornado passes, you realize that you and the residents assigned to you are safe. But you can tell from a quick look down the hall and the screams coming from that area that there have been injuries. Although the situation is confused, you also think you can smell smoke.

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# Unit 9: Course Review, Final Exam, and Disaster Simulation

INSTRUCTOR GUIDANCE	CONTENT
<p>Spend 2-3 minutes reviewing the key points from each unit.</p>	<p><b><i>Introduction and Overview</i></b></p> <p>Welcome the participants to Unit 9 of the <i>CERT Basic Training</i> course. Introduce the instructors for this session.</p> <p>Begin by telling the participants that this unit is the culmination of all that they have learned throughout the course. Tell them that, after a brief review of the key points of the course, they will take a final exam. They will then use their skills and knowledge of CERT organization and operations in a simulated disaster exercise.</p> <p>Make any administrative announcements that may be required at this time (e.g., make-up classes).</p> <p><b><i>Course Review</i></b></p> <p>Cover the following points from the <b>disaster preparedness unit</b>:</p> <ul style="list-style-type: none"> <li>▪ <u>Home and workplace preparedness</u>:             <ul style="list-style-type: none"> <li>• Assembling a disaster supply kit</li> <li>• Developing a disaster plan</li> <li>• Developing a safe room</li> <li>• Evacuation versus sheltering-in-place</li> </ul> </li> <li>▪ <u>Specific preparedness measures for local high-risk hazards</u> (including terrorism)</li> </ul>

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INSTRUCTOR GUIDANCE	CONTENT
	<p>Cover the following points from the <b>fire safety and utility controls unit</b>:</p> <ul style="list-style-type: none"><li>▪ <u>Hazardous materials</u>:<ul style="list-style-type: none"><li>• Identification</li><li>• Defensive strategies</li></ul></li><li>▪ <u>Utility control</u>:<ul style="list-style-type: none"><li>• Gas</li><li>• Electric</li><li>• Water</li></ul></li><li>▪ <u>Sizeup</u>: Stress the importance of CERT sizeup and the steps in the sizeup process.</li><li>▪ <u>Firefighting resources</u>:<ul style="list-style-type: none"><li>• General resources available</li><li>• Interior wet standpipes, including operation and limitations (if applicable)</li><li>• Portable fire extinguishers, their capabilities and limitations</li></ul></li><li>▪ <u>Safety considerations</u>:<ul style="list-style-type: none"><li>• Safety equipment must be used at all times.</li><li>• CERT members must always use the buddy system.</li><li>• Fire suppression group leaders should always have a backup team available.</li></ul></li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
	<p>Cover the following points for <b>disaster medical operations (two units)</b>:</p> <ul style="list-style-type: none"><li>▪ The "three <u>killers</u>"</li><li>▪ <u>Head-Tilt/Chin-Lift method of opening an airway</u></li><li>▪ <u>Methods for controlling bleeding</u>:<ul style="list-style-type: none"><li>• Direct pressure</li><li>• Elevation</li><li>• Pressure points</li></ul></li><li>▪ <u>Treatment for shock</u>:<ul style="list-style-type: none"><li>• Patient position</li><li>• Maintenance of body temperature</li><li>• No food or drink</li></ul></li><li>▪ <u>Conducting triage</u></li><li>▪ <u>Head-to-toe assessments</u></li><li>▪ <u>Wound care</u></li><li>▪ <u>Special considerations when head, neck, or spinal injuries are suspected</u></li><li>▪ <u>Treatment area considerations</u></li><li>▪ <u>Splinting and bandaging</u></li><li>▪ <u>Basic treatment for various injuries</u></li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
	<p>Cover the following points for <b>light search and rescue</b>:</p> <ul style="list-style-type: none"><li>▪ <u>Search and rescue are really two functions.</u></li><li>▪ <u>Goals of search and rescue:</u><ul style="list-style-type: none"><li>• Rescuing the greatest number of people in the shortest amount of time</li><li>• Rescuing the lightly trapped victims first</li></ul></li><li>▪ <u>Sizeup:</u><ul style="list-style-type: none"><li>• Construction types</li><li>• Related hazards</li></ul></li><li>▪ <u>Structural damage:</u><ul style="list-style-type: none"><li>• Light damage</li><li>• Moderate damage</li><li>• Heavy damage</li></ul></li><li>▪ <u>Search techniques:</u><ul style="list-style-type: none"><li>• Be systematic and thorough</li><li>• Mark areas searched</li><li>• Document search results</li></ul></li><li>▪ <u>Rescue techniques:</u><ul style="list-style-type: none"><li>• Victim carries</li><li>• Leverage and cribbing</li><li>• Lifts and drags</li></ul></li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
	<p>Cover the following points for <b>CERT organization</b>:</p> <ul style="list-style-type: none"><li>▪ <u>Organizational structure</u>:<ul style="list-style-type: none"><li>• Well-defined management structure</li><li>• Effective communications among agency personnel</li><li>• Accountability</li></ul></li><li>▪ <u>Command objectives</u>:<ul style="list-style-type: none"><li>• Identify the scope of the incident through damage assessment</li><li>• Determine an overall strategy and logistical requirements</li><li>• Deploy resources efficiently but safely</li></ul></li></ul> <p>Cover the following points for <b>disaster psychology</b>:</p> <ul style="list-style-type: none"><li>▪ In the aftermath of disasters, survivors and disaster workers can experience <u>psychological and physiological symptoms of stress</u>.</li><li>▪ The <u>steps</u> CERT leaders should take to <u>reduce stress</u> on team members</li><li>▪ The steps CERT members can take to reduce their own stress levels</li><li>▪ <u>Strategies for helping survivors</u> work through their trauma</li></ul> <p>Cover the following points for <b>terrorism</b>:</p> <ul style="list-style-type: none"><li>▪ <u>CBRNE indicators</u></li><li>▪ <u>CERT protocols</u> for terrorist incidents</li><li>▪ <u>Protective actions</u> following a terrorist incident</li></ul>

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INSTRUCTOR GUIDANCE	CONTENT
<p>The instructor's copy of the final exam is on the following pages of the Instructor Guide. The response in bold is the correct response.</p>	<p><b>Final Exam</b></p> <p>Tell participants that they will now take the final exam for <i>CERT Basic Training</i>.</p> <p>The final exam is on pp. 9-5 through 9-17 in the Participant Manual.</p>

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***CERT Basic Training Final Exam***

**Unit 1: Disaster Preparedness**

1. When a disaster occurs, a CERT member's first responsibility is to:
  - A. Join the CERT in disaster response efforts
  - B. Help professional responders
  - C. Ensure personal and family safety**
  - D. Do the greatest good for the greatest number of people
  
2. CERT members volunteer to fill non-disaster roles. An example of a non-disaster function of CERTs is:
  - A. Staffing parades, health fairs, and other special events**
  - B. Monitoring the news for potential disaster threats
  - C. Petitioning local officials for more local emergency response funding
  - D. Distributing political pamphlets and other materials
  
3. There are three types of disasters. They are natural, manmade, and \_\_\_\_\_.
  - A. Mechanical
  - B. Biological
  - C. Chemical
  - D. Technological**
  
4. Which of the following is **NOT** a hazard associated with home fixtures?
  - A. Gas line ruptures
  - B. Hazardous material spill**
  - C. Injury or electric shock
  - D. Fire from faulty wiring
  
5. One of the steps in preparing for a disaster is to develop a disaster supply kit. Where should you keep separate disaster supply kits?
  - A. Home and work
  - B. Every room in the house
  - C. Vehicle
  - D. Home, work, and vehicle**

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#### Unit 2: Fire Safety and Utility Controls

While searching a lightly damaged structure following a destructive storm, you and fellow CERT members locate a fire.

1. As you conduct your fire sizeup, which of the following is the least important question to consider:
  - A. Can my buddy and I fight the fire safely?
  - B. Do my buddy and I have the right equipment?
  - C. How many people are in the building?**
  - D. Can my buddy and I escape?

From your sizeup, you determine that the fire can be put out with a portable fire extinguisher. You and your buddy quickly retrieve a portable fire extinguisher, which you have determined is the right type of extinguisher to fight this fire.

2. What should you do before approaching the fire?
  - A. Test the extinguisher after pulling the pin**
  - B. Wait for the fire department to arrive
  - C. Tell your buddy to wait at the door for you
  - D. Make sure the house's water supply is shut off

Following the correct CERT procedure (P.A.S.S.), you discharge the extinguisher.

3. What should you do if the fire continues to burn 5 seconds after you start to extinguish it?
  - A. Check the label on the extinguisher
  - B. Look for creative resources to fight the fire
  - C. Leave immediately**
  - D. Back out and signal for your buddy to attempt to suppress the fire
4. The fire has spread to other areas by the time the fire department arrives. What's your next course of action?
  - A. Attempt to suppress the fire again with a new extinguisher
  - B. Communicate what you know to one of the firefighters**
  - C. Overhaul the fire
  - D. Send in a backup team to fight the fire

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5. If the chief officer asks you and your fellow CERT members to remain outside at a safe distance, how should you respond?
- A. Continue to conduct a sizeup from a safe distance outside of the building**
  - B. Leave the premises
  - C. Enter the house after the firefighters
  - D. Call in more CERT members for backup

While the fire department manages to suppress most of the fire inside the building, a small fire has started to spread through the yard. You notice a nearby shed is posted with an NFPA 704 Diamond featuring the numbers 1, 1, and 2.

6. What should you do?
- A. Suppress and overhaul the fire because the numbers in the Diamond are small and indicate that little risk is present
  - B. Leave the area and communicate the information to one of the professional firefighters on the scene if they are accessible**
  - C. Suppress and overhaul the fire only if the number in the blue quadrant is less than 2
  - D. Make sure you are using the correct type of fire extinguisher

### Unit 3: Disaster Medical Operations — Part 1

In the aftermath of a magnitude 7.7 earthquake, you have ensured your safety and your family's safety and you grab your CERT kit and PPE. As you are making your way to your CERT's established meeting point, you come across a woman lying by the side of the road. You call out your name and affiliation and ask, "Are you okay?" There is no response.

1. Based on what you know thus far, how should you proceed?
- A. Assume the woman is dead and continue to the CERT meeting point
  - B. Call 9-1-1 on your cell phone immediately
  - C. Assess for airway, bleeding, and signs of shock**
  - D. Make a note of the woman's location and go for help

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You move closer to the victim. Once again, you ask, “Can you hear me? Are you okay?” As you approach, you hear a very faint “help me,” and now that you are closer, you notice that the victim is bleeding heavily from a laceration on her thigh. You immediately attempt to call 9-1-1 on your cell phone but the system is down.

2. You know this woman is seriously injured. How would you help her?
  - A. Assess for the “three killers” systematically, starting with the airway
  - B. Focus immediately on the most critical threat, the heavy bleeding**
  - C. Get blankets from your supply kit because this woman is clearly in shock
  - D. Keep the woman company until more help arrives
  
3. You notice that the blood is spurting from the laceration on the victim’s inner thigh. What type of bleeding is this?
  - A. Arterial**
  - B. Venous
  - C. Capillary
  - D. Mortal
  
4. What will you do to stop the bleeding?
  - A. Apply a tourniquet
  - B. Wrap the wound with the first piece of cloth you can find
  - C. Elevate the victim’s heart above the wound by having the woman sit up
  - D. Using the sterile dressings in your supply kit, apply pressure directly to the wound**

After a few moments, the bleeding slows considerably. You ask the woman, “Are you okay? Squeeze my hand if you can hear me.” She is only able to groan unintelligibly in response. You notice that her fingers are cold — despite soaring temperatures — when she tries to squeeze your hand.

5. The signs and symptoms that you witness tell you that this woman is suffering from what?
  - A. Low blood sugar
  - B. Shock due to inadequate blood flow**
  - C. Malnourishment
  - D. Shock due to the extreme stress of the situation

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6. How would you treat the woman based on your findings?
- A. **Wrap her in something warm**
  - B. Tell her to go to sleep
  - C. Ask her to hold the dressing in place while you search for help
  - D. Give her food and water
7. If asked to triage the woman, how would you tag her?
- A. **With a tag signifying "Immediate"**
  - B. With a tag signifying "Delayed"
  - C. With a tag signifying "Minor"
  - D. With a tag signifying "Dead"

#### Unit 4: Disaster Medical Operations — Part 2

A Category 4 hurricane has just struck your town. You are assigned by your Incident Commander/Team Leader to help conduct triage operations in an area of the neighborhood that has sustained damage. Arriving at the treatment area, you notice sections marked "I," "D," and "M" where victims are already being placed for treatment.

1. What do the section markers indicate?
- A. Dead, dying, and healthy
  - B. Minor, immediate, and dead
  - C. Stop, yield, and go
  - D. **Immediate, delayed, and minor**

You are directed to help with the "Immediate" victims. A fellow team member asks you to get some clean water to wash soiled gloves. You know the supply team is on its way, but could be several hours away. Grabbing a bucket, you run to a nearby stream for water.

2. What should you do to sterilize the water for medical use?
- A. Nothing because you pulled the water from a clear stream
  - B. **Mix in 8 drops of non-perfumed chlorine bleach per gallon of water and wait for 30 minutes**
  - C. Take the bucket and find a place to boil the water, since you assume that one of the buildings must have a functional kitchen
  - D. Mix in 8 tablespoons of non-perfumed chlorine bleach and wait for 30 seconds

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Once you arrive back at the “Immediate” treatment area with the water, the team leader explains that a victim has died. The team leader puts you in charge of establishing the morgue.

3. How and where will you set up the morgue?
- A. Near the immediate treatment area
  - B. Near the delayed treatment area
  - C. Away from all three treatment areas**
  - D. Near the triage area

A few hours later, you return to the “Immediate” area and ask your Incident Commander/Team Leader for a new assignment. She quickly explains that the area is overflowing with victims and asks you to help perform rapid head-to-toe assessments. While performing your first assessment on a young adult male, you notice swelling and deformity in the victim’s upper left arm. After you have finished your head-to-toe assessment, you try to feel for signs of a fracture, but the victim cries out in pain before you get too far.

4. Though it is impossible to be sure out in the field, you should assume that:
- A. The victim’s arm is broken**
  - B. The victim is bleeding internally
  - C. The victim will die unless you find a medical professional
  - D. The victim has a very badly bruised arm
5. You know that you need to splint the injury to prevent further damage. How would you proceed with the splint?
- A. Attempt to realign the fracture, splint, and then assess PMS
  - B. Assess PMS and then splint the injury as it lies
  - C. Attempt to realign the fracture, and splint
  - D. Splint the injury as it lies, assessing PMS before and after the splint**

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Just as you are finishing up the splint on your young adult male victim, a woman runs into the “Immediate” treatment area holding a little boy and frantically calling out, “Someone please help my son, he’s turning blue! I don’t think he can breathe!” You turn and run to help the woman. You ask her to put her son down so you can help.

6. What is the first thing that you should do?
- A. Conduct a head-to-toe assessment
  - B. Have another volunteer lead the mother away
  - C. Assess for airway, bleeding, and signs of shock**
  - D. Perform CPR

While listening for lung sounds, you notice that the boy is wheezing and his lips are blue. You cannot find anything obvious obstructing his airway. As you glance down quickly at the rest of the boy’s body, you notice an angry red welt on his inner arm.

7. You have reason to suspect that this boy is suffering from:
- A. Anaphylaxis**
  - B. An unknown blood-borne disease
  - C. Hypertension
  - D. Hypothermia

### Unit 5: Light Search and Rescue Operations

After a tornado ravages a nearby community, you and your fellow CERT members volunteer to help with the search and rescue operations. You arrive on the scene to discover collapsed houses, cars swept up into trees, and various debris strewn everywhere.

1. As you begin the CERT sizeup process, what is the first thing you should do?
- A. Gather facts**
  - B. Assess and communicate damage
  - C. Establish priorities
  - D. Consider probabilities

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You and three other CERT members begin searching the local library, a large brick building where many people in the community were instructed to take cover before the storm. A sizeup of the building reveals superficial damage, including broken windows and cracked plaster.

2. How would you classify the damage to the building?

- A. Heavy damage
- B. Moderate damage
- C. Light damage**
- D. Slight damage

As you continue your search of the library, you make a single slash next to the doorway of the first room you enter.

3. What information do you write in what will become the left quadrant of this search marking?

- A. Information about hazards and collapses
- B. The number of victims in the room
- C. Your agency or group ID**
- D. The room number

While stopping frequently to listen, you hear a faint cry for help from the corner of the room. You walk over to find a young boy who has glass shards in his leg and is unable to walk.

4. Keeping in mind that you are searching the room with only two other CERT members, which of the following is not a recommended way of moving the boy?

- A. Blanket carry**
- B. Pack-strap carry
- C. Chair carry
- D. One-person arm carry

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Upon completing your search and rescue in the library, you enter a house where the second floor has collapsed, creating a lean-to void.

5. How should you proceed?

- A. Leave the premises immediately and mark the structure as unsound**
- B. Quickly search the ground floor
- C. Use an axe or similar tool to knock down the floor and clear the void
- D. Call for backup

### Unit 6: CERT Organization

Following an earthquake, you and your fellow CERT members mobilize and meet at a disaster scene, where fire and law enforcement officials have already arrived. Before taking action, you work with the professional responders to get organized.

1. What is the name of the system used by emergency response agencies to manage emergency responses?

- A. Incident Command System (ICS)**
- B. Strategic Planning Unit (SPU)
- C. Search and Rescue System (SRS)
- D. Rescue Command System (RCS)

2. In the CERT command structure, how is the CERT leader established?

- A. By being the first person to arrive on the scene**
- B. By seniority
- C. By department
- D. By the local police chief

You are the CERT Incident Commander/Team Leader and therefore responsible for directing team activities. You establish a Command Post for your CERT.

3. What should you do if you have to leave the Command Post for whatever reason?

- A. Ask a law enforcement official to take over while you're gone
- B. Designate CERT Incident Commander/Team Leader status to someone else in the Command Post**
- C. Leave without delegating any of your CERT Incident Commander/Team Leader responsibilities
- D. You may never leave the Command Post under any circumstances

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4. CERT members should always be assigned to teams of at least how many people?
- A. Six
  - B. Three**
  - C. Two
  - D. Four
5. A woman comes up to a disaster scene that you have determined is unsafe to enter. What should you do?
- A. Warn her that the situation is unsafe**
  - B. Threaten to call the police if she attempts to enter
  - C. Physically restrain her from entering
  - D. Nothing; you should let her be
6. To whom should you give documentation?
- A. The first professional responders on the scene**
  - B. Your local CERT leader
  - C. Keep it for your own records
  - D. The National CERT Program Office
7. Which of the following forms contains essential information for tracking the overall situation?
- A. Victim Treatment Area Record
  - B. Incident/Assignment Tracking Log**
  - C. Message form
  - D. Equipment Resources form

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#### Unit 7: Disaster Psychology

You and your fellow CERT members arrive at a neighboring community following a devastating tornado. Survivors have been sifting through debris and have found six bodies. They tell you about what it was like to find the bodies. One of your fellow CERT members starts feeling nauseated. He is obviously overwhelmed.

1. Which of the following is not an example of a physiological symptom of trauma?
  - A. Hyperactivity
  - B. Denial**
  - C. Headaches
  - D. Loss of appetite

Some of the survivors you rescue exhibit signs of trauma, and you've warned your team ahead of time that they should expect some of the psychological effects will be directed toward them. In order to help your team better understand what the survivors are going through, you've also explained the four phases of a crisis following a disaster.

2. During which phase do survivors attempt to assess the damage and locate other survivors?
  - A. Impact phase
  - B. Inventory phase**
  - C. Recovery phase
  - D. Rescue phase

The goal of onscene psychological intervention by CERT members is to stabilize the incident scene by stabilizing individuals. You come across a man who is in shock and bleeding from his chest.

3. What should you do first?
  - A. Listen empathetically
  - B. Attempt to locate the man's family or friends to provide natural support
  - C. Say, "You'll get through this"
  - D. Address the man's medical needs**

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In order to help your team cope with the trauma experienced during the search and rescue, you invite a mental health professional trained in critical incident stress management to conduct a voluntary critical incident stress debriefing 2 days later.

4. What is the first step of the critical incident stress debriefing?
  - A. Review of symptoms
  - B. Review of the factual material
  - C. Sharing of initial thoughts and feelings
  - D. Description of the process, including assurance of confidentiality**
  
5. Which of the following is not a step that your team's members should take in the future to personally reduce stress?
  - A. Eat a balanced diet
  - B. Get enough sleep
  - C. Take antidepressants**
  - D. Connect with others

### Unit 8: Terrorism and CERT

You are having a business lunch downtown when you hear a loud explosion. You follow others outside to find what caused the noise. In the distance you can see heavy smoke rising from the electrical plant, the very same electrical plant used to power your town and several major cities in the area and that you saw on the news last night cited as a potential target for a recently uncovered terrorist plot. All around you, people are speculating that the plot was successful.

1. What should you do?
  - A. Gather your CERT equipment and report for duty
  - B. Locate your family and evacuate to safety
  - C. Call the Federal Government to alert it about a terrorist attack
  - D. Initially monitor the situation from a safe place**

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You remember from the news report that the potential plot was uncovered when an electrical plant security guard noticed the same black van parked outside for over a week. Worried that someone was watching the building, he alerted local authorities.

2. Which of the eight signs of a terrorist attack did the security guard notice?

- A. **Surveillance**
- B. Tests of security
- C. Acquiring supplies
- D. Dry runs

A friend runs over to you, a little frantic, and asks why you are not headed to the disaster site to help. After all, he says, you are a trained CERT member.

3. How do you respond to your friend?

- A. "Yes. You're right. I'm heading in that direction now."
- B. "I am a CERT member, but I have to wait for an official to declare a disaster before I can activate."
- C. "I'm not part of the Terrorist Response Team."
- D. **"You're right. I am a CERT member, but CERT members must not respond to a potential terrorist incident."**

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INSTRUCTOR GUIDANCE	CONTENT
<p><b>PM p. 9-18</b></p>	<p><b><i>Disaster Simulation</i></b></p> <p>Conduct the simulated disaster exercise. Participants will find instructions for the simulation in the Participant Manual.</p> <ol style="list-style-type: none"><li>1. Assign the participants to four groups.</li><li>2. Explain that the simulation will provide each group with the opportunity to apply many of the skills that they learned during the earlier sessions.</li><li>3. Elaborate by telling the participants that the disaster simulation will be conducted at four stations.</li><li>4. At Station 1, each group will receive the disaster simulation. Based on that scenario, the participants will:<ul style="list-style-type: none"><li>• Determine the extent of damage</li><li>• Establish team priorities</li><li>• Determine the resources needed</li><li>• Identify potential hazards</li></ul>Explain that, while at Station 1, the participants will select a CERT Incident Commander/Team Leader who will establish a CERT organization based on resources available and established priorities. Note that the map for the sample disaster scenario is on PM p. 9-19.</li><li>5. At Station 2, the participants will be required to:<ul style="list-style-type: none"><li>• Evaluate a fire situation</li><li>• Select the proper extinguisher for the situation</li><li>• Extinguish the fire</li></ul>Tell the participants that <u>each</u> of them will be required to extinguish the fire.</li></ol>

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INSTRUCTOR GUIDANCE	CONTENT
	<ol style="list-style-type: none"><li>6. At Station 3, the participants will be required to conduct triage and treat victims with the medical supplies available.</li><li>7. At Station 4, the participants will perform leveraging and cribbing to extricate victims who are trapped by debris.</li><li>8. Explain that the participants will have approximately 15 minutes at each station. After 10 minutes, the instructors will provide feedback.</li><li>9. Point out that at the end of the exercise, all of the groups will meet for feedback and a question-and-answer session.</li></ol> <p>Ask the participants to assemble in their four teams.</p> <p>Give each team a number and explain that each team will begin the rotation at the station that has the same number as the team.</p> <p>Instruct all of the teams to select a different person to act as leader at Station 3 and Station 4.</p> <p>Ask if there are any questions before the teams proceed to their initial stations.</p>

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INSTRUCTOR GUIDANCE	CONTENT
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INSTRUCTOR GUIDANCE	CONTENT
<p>If you have any refresher or supplemental training scheduled for CERT members, provide the details.</p>	<p><b><i>Exercise Critique and Summary</i></b></p> <p>At the end of the exercise, conduct an interactive discussion on the points learned and the difficulties encountered during the exercise.</p> <p>Provide the participants with feedback on their performance, including:</p> <ul style="list-style-type: none"><li>▪ Overall operations</li><li>▪ Communications</li><li>▪ Safety</li><li>▪ Teamwork</li></ul> <p>Answer any comments or questions about the exercise.</p> <p>Stress the importance of continuing education and training to maintain and improve the participants' skills and knowledge. Suggest that the participants attend:</p> <ul style="list-style-type: none"><li>▪ Periodic refresher training that is offered locally</li><li>▪ Standard and advanced first aid courses that are offered through organizations such as the American Red Cross</li><li>▪ Cardiopulmonary resuscitation classes that are offered through the American Red Cross or the American Heart Association</li></ul> <p>Thank all of the participants for attending the CERT training.</p> <p><b><i>Graduation</i></b></p> <p>Distribute a certificate of completion to each participant and thank each personally for attending the course.</p>

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