

Instructor Guidance- CERT Skills Checklist

Each instructor should be authorized by their local CERT Program Manager. The online portion completion combined with the practical portion completion satisfies full course completion. Once each item is passed off then the student may receive a certificate of course completion. Your purpose is to help each student learn, be proficient, and comfortable with each skill.

- At the start each student may need personal protection equipment and manuals, and you may need to start with an ice breaker activity to get students more comfortable interacting with each other. Please **check off each skill with your students**. Since the students' previous learning experience was online, and may have been a while ago, it may be prudent to use Unit 9 to do a quick review of the unit prior to doing the skills for that unit.
- As the instructor you should be prepared to **describe, demonstrate and then coach each skill**. It is important that each student hears, sees, and does each skill. If there is time to perform the skill more than once please encourage it.
- The recommended student to instructor ratio is **1-6 students for every one instructor**. Instructors should be assigned to a group of 1-6 students. Students should be paired up in teams of 2 or 3 and perform each skill on each other, or on you as the instructor, while you closely observe each student for correct application of each skill and coach the students accordingly.
- There are **72 items to be signed off**, 33 are observable skills, and the rest are discussion or comprehension activities (marked below in unit box "S" for skill, and "C" for comprehension activity).
- **Certain skills or discussions require preparation and tools** (marked by a * in the unit box). Use your Basic CERT Instructor Guide to help you prepare for each skill. Each skill has a reference page number; PM stands for the students Participant Manual. This will help you correlate your Instructor Guide with what the student sees.
- Each skill has an estimated time of completion based on a group of 6 students for 1 instructor. Comprehension activities may be performed as a group and therefore may have shorter time estimates, but be **sure each student participates and understands**. More time is worked in for skills since it includes describing, demonstrating, and then having enough time for each student to do each skill. Estimated time for practical portion = 13 hours (which includes 10 min breaks each hour and 2 min prep time between 38 items to prep for). After the practical's will be the disaster simulation = 3 hrs. **Grand total = 16 hours or two 8 hour days**.
- Important Note: **Students should not exceed their limitations!** If they cannot physically perform the skill then they should at least be able to explain how the skill is to be performed so that they may be able to coach another person to perform the skill in a time of need. You as the instructor can then sign off that skill.

Suggested Layout for Practical Portion Agenda

1. Provide each student with their own copy of the Basic CERT Course Participant Manual. The online course references to the electronic manual throughout the course, however the student may not have received a physical copy until now. The physical copy can act as a reference throughout the practical's and also from then on throughout the individuals' life.
2. Introduce them to their Personal Protection Equipment (PPE) if you are providing it. Direct community members to bring their own PPE if your program is not providing it.
3. Conduct an ice breaker activity to encourage interaction among the students.
4. Assign students into groups with an instructor. It is best to keep the instructor to student ratio to no more than 6 students per every one instructor, and the students paired in groups of 2 or 3. This way students can be adequately observed and coached to ensure the skill the student performed was done correctly, and then the instructor can with good conscience sign off the skill that student performed.
5. Conduct and sign off skills from each unit in the Basic CERT Course. There are 72 items to be signed off. (13 hrs)

- This may require a brief review of each skill. The instructor should be prepared to describe the skill, demonstrate the skill, and then have the individual do the skill with instructor coaching. This is in line with CERT Train-The-Trainer guidelines.
 - Each skill will need to be signed off by an instructor. See [Participant CERT Skills Checklist](#).
6. Discuss any specific local hazards and official plans for CERT use in your area, including your local CERT policies and protocols. Referencing to the local Emergency Operation Plan and showing how CERT fits in the plan may be beneficial.
 7. Discuss details on any opportunities for individuals to get further involved in the CERT Program or other programs, if applicable. Also include any additional training opportunities for CERT members, ie. any FEMA CERT add-on modules, hazard specific training, Red Cross, or other local, state, or federal provided courses.
 8. Conducting the mock disaster (3 hrs). See below for the disaster simulation suggested layout.
 - The test is satisfactorily completed through the online course; the review is completed with the practical's.
 - Once the individual has passed off each skill, then they should participate in a mock disaster as planned and advertised by the local registered CERT Program. This may happen at the end of the second day.

Suggested layout for Disaster Simulation (3 hrs)

Set up the disaster simulation in advance so the students can quickly move from the practical's to the simulation. The idea is to run the students through the simulation 2 times (have the students switch roles on the second time), followed by a debriefing/hotwash to talk about what they learned. This will work for the station model or the full simulation model. Make sure the simulation is constructed to **allow the student to successfully apply all the skills they learned**. Disaster simulations that are built to overwhelm the students often leave the students feeling unintelligent and their time was wasted.

- 45 min simulation
- 15 min reset
- 45 min simulation
- 15 min cleanup
- 1 hour debrief/hotwash and other business

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The online portion certificate should be received before the student engages in hands on skills. The 2 marked "All" are typically done at the end but may be done any time. The Disaster Simulation should be done after students have passed off all items.		
Unit	Skill	Estimated Time
1 st thing	Online Course Completion Certificate Received	1 min
All *C	Learn from the Instructor or Program Manager any specific local hazards and official plans for CERT use in your area, including your local CERT policies and protocols. If available reference to the local Emergency Operation Plan and learn how CERT fits in the plan.	10 min
All *C	Learn from the Instructor or Program Manager details on any opportunities for you to get further involved in the CERT Program or other programs, if applicable. Also learn of any additional training opportunities, ie. any FEMA CERT add-on modules, hazard specific training, Red Cross, or other local, state, or federal provided courses.	10 min
9 *S	Participate in the Mock Disaster Simulation (all students)	3 hours
1 *C	Describe the purpose of each article of Personal Protective Equipment. (PM 1-35)	3 min
1 C	Discuss disaster supplies to be considered in the home, workplace, or go bag. (PM 1-22 to 1-27)	10 min
1 *C	Discuss and understand volunteer protection laws that apply to your state and community (PM 1-36 to 1-37)	5 Min
2 *C	Select correct method and agent for extinguishing a fire & describe steps to deciding to use a fire extinguisher (PM 2-23 and 2-18) Instructor may provide several scenarios.	5 min
2 C	List other creative fire suppression tools when a fire extinguisher is not available. (PM 2-17)	1 min
2 C	List the 9 steps for scene sizeup (PM 2-12)	2 min
2 C	Describe fire suppression safety rules (PM 2-27 to 2-28)	5 min
2 *S	Operate a fire extinguisher: PASS (PM 2-25) Demonstrate proper fire suppression procedures (PM 2-29) and extinguish a fire.	20 min
3 S	Demonstrate how to approach a victim (PM 3-4, 3-5)	8 min
3 S	Open an airway (PM 3-8) and evaluate breathing (PM 3-15)	5 min
3 S	Demonstrate direct pressure, elevate, and pressure points to control excessive bleeding. (PM 3-8 to 3-11)	5 min
3 *S	Demonstrate a pressure bandage to control bleeding, and tying the bandage if no tape is available. (PM 3-9 to 3-10)	15 min
3 *S	Demonstrate proper application of a tourniquet to control excessive bleeding. (PM 3-12 to 3-13)	8 min
3 S	Evaluate circulation: perform a blanch test and radial pulse test (PM 3-15).	5 min
3 S	Perform a mental status evaluation (PM 3-16).	5 min

3 *S	Perform treatment for shock and describe signs and procedures (PM 3-16 to 3-18)	8 min
3 *S	Perform triage on multiple simulated victims (prioritizing victim treatment) and describe the 4 categories & 6 steps. (PM 3-19 to 3-24)	20 min
3 *S	Safely remove exam gloves (PM 3-20)	5 min
4 *C	Describe steps for maintaining proper hygiene and sanitation, including how to purify water. (PM 4-2 to 4-3)	5 min
4 C	Describe how to organize disaster medical operations and what each function does (PM 4-4 to 4-5)	5 min
4 *C	Describe how to set up a Disaster Medical Treatment Area (PM 4-6 to 4-14). If possible practice setting up a medical treatment area.	8 min
4 S	Perform head to toe assessment (PM 4-14 to 4-19) also describe what to look for in the assessment (PM 4-16), and signs of a head/neck/spinal injury (PM 4-18)	20 min
4 S	Demonstrate how to assess for PMS (Pulse, Movement, Sensation) (PM 4-17)	8 min
4 *C	See a demonstration of creative in-line stabilization (PM 4-19) (IG 4-31)	8 min
4 *S	Perform splinting: limb (upper and lower), foot, and anatomical; And demonstrate knowledge of creative tools for splinting. (PM 4-27 to 4-35)	40 min
4 *S	Apply a triangle bandage as a sling for the arm.	10 min
4 C	Review signs and describe how to treat burns (PM 4-20 to 4-25). General burns, chemical burns, and inhalation burns.	6 min
4 *S	Demonstrate and describe wound care procedures including: the correct procedure for cleaning wounds, how to dress and bandage a wound and tying the bandage if no tape is available, manage amputations, and secure impaled objects (PM 4-25 to 4-27)	40 min
4 C	Describe how to treat nasal injuries and methods for controlling nasal bleeding (PM 4-35 to 4-36)	2 min
4 S	Review signs and describe how to treat cold related injuries (PM 4-36 to 4-38) and preform placing a victim in the recovery position.	6 min
4 C	Review signs and describe how to treat heat related injuries (PM 4-39 to 4-40)	2 min
4 C	Review signs and describe how to treat bites and stings (PM 4-41)	2 min
4 *C	Describe how to provide assistance to a victim who needs help retrieving his/her medications. Describe how to administer an Epi-Pen. (PM 4-41)	3 min
5 *C	Participate in the Gathering Facts activity (PM 5-9) (IG 5-17 to 5-19)	10 min
5 *C	Describe structure damage types and appropriate response for each type. (PM 5-11 to 5-14)	3 min
5 C	Describe types of resources needed for light search and rescue operations. (PM 5-16 to 5-17)	1 min
5 *C	Participate in the Search and Rescue Sizeup Activity (PM 5-21) (IG 5-35 to 5-37)	20 min

5 *S	Demonstrate correct application of search markings (PM 5-24)	8 min
5 C	Describe techniques for searching, (interior includes: voids, right/left, bottom up, triangulation; exterior includes: grid, line, quadrant/zone, and spiral (PM 5-22 to 5-28).	2 min
5 *S	Perform a mock search. Demonstrate how to conduct a left or right wall search pattern in a room. (PM 5-22 to 5-28).	15 min
5 C	Describe victim extrication considerations (PM 5-35)	2 min
5 S	Demonstrate proper body position for lifting (PM 5-28)	2 min
5 S	Demonstrate proper lifting techniques for the One Person Arm Carry, and describe when this carry is the appropriate selection. (PM 5-35 to 5-43)	5 min
5 S	Demonstrate proper lifting techniques for the Pack-Strap Carry, and describe when this carry is the appropriate selection. (PM 5-35 to 5-43)	5 min
5 S	Demonstrate proper lifting techniques for the Two Person Carry, and describe when this carry is the appropriate selection. (PM 5-35 to 5-43)	5 min
5 *S	Demonstrate proper lifting techniques for the Chair Carry, and describe when this carry is the appropriate selection. (PM 5-35 to 5-43)	5 min
5 *S	Demonstrate proper lifting techniques for the Blanket Carry, and describe when this carry is the appropriate selection. (PM 5-35 to 5-43)	5 min
5 *S	Demonstrate proper techniques for Log Rolling, and describe when Log Rolling should be used. (PM 5-35 to 5-43)	7 min
5 *S	Demonstrate proper techniques for the Blanket Drag and drag without a blanket, and describe when this carry is the appropriate selection. (PM 5-35 to 5-43)	5 min
5 C	Describe a debris removal technique and considerations (PM 5-31)	1 min
5 *S	Perform each position for Leveraging and Cribbing Operations (Medical, Crib, Lever, Leader), and demonstrate knowledge of team organization for leveraging/cribbing operation and describe each position role and responsibility (PM 5-30 to 5-35)	30 min
6 C	Describe how CERT trained individuals organize in the basic Incident Command System (ICS), and the responsibilities of each function: <ul style="list-style-type: none"> • Incident Commander/Team Leader; • Logistics Section Chief; • Planning Section Chief; • Operations Section Chief: <ul style="list-style-type: none"> ○ Fire Suppression Group Leader, ○ Search & Rescue Group Leader: <ul style="list-style-type: none"> ▪ Triage Team ▪ Transport Team, ○ Medical Group Leader: <ul style="list-style-type: none"> ▪ Immediate, Delayed, Minor, Morgue. (PM 6-4 to 6-9)	8 min
6 C	Describe how CERT trained individuals mobilize. (PM 6-11)	2 min

6 *C	Participate in an instructor led discussion on appropriate CERT tasks based on structure damage levels. (PM 6-12 to 6-13) (IG 6-26) Identify primary mission and appropriate response.	6 min
6 *S	Draw an example of the ABCD quadrant method for communicating damage or findings. (PM 5-12)	2 min
6 *C	Review possible documentation tools and describe the purpose of each tool and when each tool is used. (PM 6-16 to 6-17)	8 min
6 *S	Practice filling out CERT forms in an instructor led table top exercise. Instructors may consider making a list of situation information and the student determines which form the info goes on and why, and where the form will go/documentation flow. (PM 6-18 to 6-28)	20 min
6 *C	Complete the ICS functions activity. (PM 6-29 to 6-31) (IG 6-45)	10 min
6 *C	Complete the tabletop exercise (PM 6-32) to practice prioritizing your response through command decision making. (IG 6-48 to 6-49)	45 min
6 S	Practice physically organizing a CERT team and make assignments for each role.	15 min
7 C	Describe psychological and physiological symptoms of stress. (PM 7-3)	2 min
7 C	Review ways to reduce stress in yourself and team members (PM 7-4 to 7-5)	3 min
7 *S	Perform a victim approach and use psychological first aid to help stabilize the victim (PM 7-9 to 7-11)	10 min
7 *C	Learn how to connect yourself and victims to a Critical Incident Stress Debriefing and other professional services. These sources may differ by jurisdiction.	2 min
8 C	Review shelter-in-place procedures (PM 8-12 to 8-13)	2 min
8 C	Review basic decontamination procedures. (PM 8-15 to 8-16)	4 min
8 *C	Participate in an instructor led activity to show knowledge of the appropriate actions for CERT to take in a terrorist incident. (PM 8-18) (IG 8-32 to 8-34)	25 min