

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.

- There are **70 items to be signed off**, 35 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, and IG stands for the Basic CERT Course Instructor Guide. This will help you correlate your Instructor Guide with what the student sees. Caution, there is material in the Instructor Guide (IG) that is not in the Participant Manual (PM).
- Each skill has an estimated time of completion based on a group of 6 students for 1 instructor, with the students paired in 2’s or 3’s, performing each activity simultaneously. Comprehension activities may be performed as a group and therefore 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 40 items to prep for). After the practical’s will be the disaster simulation = 3 hrs. **Grand total = 16 hours or two 8 hour days**.
- Use the following checklist and the Basic CERT Course Instructor Guide to prepare the supplies, scenarios, etc. needed for each activity. Some [sample scenarios are provided in the toolkit](#). The local program will determine whether to implement items marked “OPTIONAL”. #36 and #44 may require additional instruction on local triage practices. The online CERT course provides an optional triage unit which may support triage training needs not covered in the 2019 materials.
- Assign a lead instructor to act as a facilitator in the front of the classroom to direct the flow of each activity and to manage time. The Class Facilitator will use the following checklist and your created agenda to keep the class on track ([See sample agenda for practical portion of the CERT Course](#)). Some activities may be conducted as an entire class where the Class Facilitator may lead out on the activity. Other activities may be best in small groups where an instructor leads the activity in the small group. Some activities may be a combination of both approaches. It may be useful to have an additional facilitator to help manage the training materials needed per activity.
- At the start each student may need personal protection equipment and manuals. Physical copies of the Participant Manuals are used by the students to review each skill in [their checklist](#). 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. The test is satisfactorily completed through the online course.
- 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.
- **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. 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, performing each skill simultaneously while maintaining instructor oversight. With this formula your class can expand or contract depending on the number of instructors, and still maintain the same effectiveness. 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. This is also a good practice to help with time management. The Small Group Instructor will use the following checklist and your created agenda to keep on track ([See sample agenda for practical portion of the CERT Course](#)), and any other prepared materials, like scenarios, to be used in any of the activities. The Small Group Instructor will follow the Class Facilitators guidance.
2. Provide each student with their own copy of the [Participant CERT Skills Checklist](#) and class agenda. It is best if the student maintains responsibility for their own checklist. During class, instructors may be tempted to keep the checklist, but doing so will make it difficult for the student to follow along. This checklist may be turned in at the end with all the signatures to

verify course completion and should be returned to the student for their own records. This could be returned to the student as they receive their official certificate of course completion at graduation. Students that do not complete all the skills need to keep their CERT Skills Checklist with existing signatures. It is best if the student is responsible for following up with another course on another date to complete the course and receive all missing signatures on their CERT Skills Checklist. Once all signatures verify completion then a CERT Program Manager may present a certificate of course completion.

3. Provide each student with their own copy of the Basic CERT Course Participant Manual. The online course references to the electronic manual throughout the online training, 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.
4. 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. It is wise to inform students on the limitations of each PPE item provided. This may fulfill #7 in the checklist.
5. Conduct an ice breaker activity to encourage interaction among the students. This should be short and simple. This may fulfill #5 in the checklist.
6. Conduct and sign off skills from each unit in the Basic CERT Course by following your course agenda, this checklist and the [Participant CERT Skills Checklist](#). There are 70 items to be signed off (13 hrs). It's best to move sequentially starting from #5 in Unit 1. #1 is best completed at the beginning. #2 and 3 may be completed any time that makes the most sense, commonly at the end, and #4 is completed at the end.
 - Important Note (Little to no lecturing or power points, focus on hands on): Because the lecture portion was satisfied in the online environment, and because there are 70 skills that need to be checked off in 16 hours worth of time, *there is no time for lecturing*. Instructors tend to default to the traditional format of teaching and lecturing, so prepare for a learning curve. Little to no power points are used in the classroom portion. In this format the instructors' role is to point the students to their manuals as a reference for the skill, describe the skill, demonstrate the skill, and then coach the students as they perform the skill. Then once the skill is performed satisfactorily, then the instructor can in good conscience sign off that skill on [the students CERT Skills Checklist](#).
 - 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 on the [Participant CERT Skills Checklist](#).
- 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. See #2 in the following checklist and the [Participant CERT Skills Checklist](#).
- 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. See #3 in the following checklist and the [Participant CERT Skills Checklist](#).
- Conduct the mock disaster (3 hrs). See below for disaster simulation suggested layout. Work in extra time as needed for setting up the simulation.
 - The Final Exam 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 that their time was wasted, and may not meet the purpose.

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

Instructor Guidance - CERT Skills Checklist (According to August 2019 Edition)

The online portion certificate should be received before the student engages in hands on skills. The 2 marked "All" (#2 & #3) 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	Time Estimate
1	1 st thing	Online Course Completion Certificate Received	1 min
2	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. (IG Unit 1 pg ii,8,15,33,34, & Hazard Annexes)	10 min
3	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. (IG Unit 1 pg 8,35,37, & Unit 9 pg 16) Sample provided.	10 min
4	9 *S	Participate in the Mock Disaster Simulation (all students) (IG Unit 9 pg ii to iv,14,15,16)	3 hours
5	1 *C	Participate in an activity that emphasizes working w/ unfamiliar people/problems/tools/surroundings in a time compressed environment. (PM 1-2) (IG pg3,4)	10 min
6	1 *C	Participate in an instructor led Evacuate activity (PM pg18) (IG pg27)	10 min
7	1 *C	Describe the purpose of each article of PPE and the limitations of each. (PM pg25,30 to 37) (IG pg34, 42 to 45) Sample provided.	3 min
8	1 *C	Discuss and understand volunteer protection laws that apply to your state and community (PM pg25,26) (IG pg ii,35,36)	5 Min
9	2 *C	Complete the ICS functions activity. (PM pg6,7) (IG pg 9,10)	10 min
10	2 C	Describe how CERT trained individuals mobilize in your jurisdiction. (IG pg11, consult with local CERT Program Manager)	2 min
11	2 *C	Participate in an instructor led discussion on appropriate CERT tasks based on structure damage levels. Identify primary mission and appropriate response. (PM pg11) (IG pg15,16)	6 min
12	2 *C	Review documentation tools and describe the purpose of each tool and when each tool is used. (PM pg13,23,24) (IG pg20 to 22) Sample provided.	8 min
13	2 C	OPTIONAL: Learn about local basic crime scene protocols (2019 IG pg ii,8)	10 min
14	2 *S	OPTIONAL: 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. (2019 PM pg13,27 to 35) (2019 IG pg21,22,34 to 42) Sample provided.	20 min

15	2 C	OPTIONAL: Describe how CERT trained individuals organize in the basic Incident Command System (ICS), and the responsibilities of each function: Incident Commander/Team Leader; Logistics Section Chief; Planning Section Chief; Operations Section Chief: Fire Suppression Group Leader, Search & Rescue Group Leader (Triage Team, Transport Team), Medical Group Leader (Immediate, Delayed, Minor, Morgue) (2019 PM Unit 2 pg3 to 5) (2019 IG Unit 2 pg4 to 7, and Unit 4 pg 5)	8 min
16	2 S	OPTIONAL: Practice physically organizing a CERT team and make assignments for each role. (2019 IG Unit 2 pg4 to7, Unit 4 pg5)	15 min
17	3 S	Demonstrate how to approach a patient (PM pg2) (IG pg4,5)	5 min
18	3 S	Evaluate circulation: perform a capillary refill test and radial pulse test (PM pg5) (IG pg8,9)	3 min
19	3 S	Open an airway in a conscious patient using the Tripod Position. (PM pg6,7) (IG pg11)	1 min
20	3 S	Maintain an airway in an unconscious patient using the Recovery Position. (PM pg7) (IG pg12,13)	4 min
21	3 S	Open an airway in a patient with a suspected spinal injury using the Jaw-Thrust Maneuver. (PM pg7,8) (IG pg12)	3 min
22	3 S	Demonstrate direct pressure to control excessive bleeding. (PM pg4) (IG pg6,7,10)	5 min
23	3 *S	Demonstrate proper application of a tourniquet to control excessive bleeding. (PM pg4,5) (IG pg7,8)	8 min
24	3 S	Perform a mental status evaluation (PM pg5) (IG pg9)	3 min
25	3 C	Describe how to maintain body temperature to treat shock. (PM pg5,6) (IG pg9,10)	2 min
26	3 *S	Perform splinting: limb (upper and lower), foot, and anatomical; And discuss creative tools for splinting. (PM pg14,15) (IG pg23,24). OPTIONAL: Follow the 7 points of splinting guidelines provided in the 2011 IG Unit 4 pg 53.	20 min
27	3 *S	Apply a sling and swath for the arm. (IG pg22,23)	10 min
28	3 C	Review signs and describe how to treat heat and chemical burns. (PM pg10,11) (IG pg17,18)	4 min
29	3 *S	Demonstrate how to dress and bandage a wound, including a pressure bandage, and tying the bandage if no tape is available, manage amputations, and secure impaled objects (PM pg11,12,6) (IG pg18 to 20,10)	45 min
30	3 C	Review signs and describe how to treat cold related injuries (PM pg16,17) (IG pg25,26)	6 min
31	3 C	Review signs and describe how to treat heat related injuries (PM pg17,18) (IG pg27)	2 min
32	3 C	Discuss insects/animals that pose a threat in your locality. (IG pg 28)	1 min
33	3 C	Review signs and describe how to treat bites and stings (PM pg18) (IG pg28)	2 min
34	3 *S	Demonstrate how to administer an Epi-Pen. (PM pg18) (IG pg28)	3 min

35	3 S	OPTIONAL: Evaluate breathing using steps 4 to 7. (2011 PM pg6) (2011 IG pg16,17,18) similar steps not found in 2019 version.	2 min
36	3 *S	OPTIONAL: Perform triage on multiple simulated victims (prioritizing victim treatment) and describe the 4 categories & 6 steps. (2011 PM pg19 to 24) (2011 IG pg43,44,47 to 49,51 to 53) Sample provided.	20 min
37	3 *S	OPTIONAL: Safely remove exam gloves (2011 PM pg19) (2011 IG pg42)	5 min
38	4 C	Describe the role of CERT in a mass casualty situation. (PM pg2,3) (IG pg3,4)	2 min
39	4 C	Describe how to organize disaster medical operations and what each function does (PM pg4) (IG pg5)	5 min
40	4 S	Demonstrate how to assess for PMS (Pulse, Movement, Sensation) (PM pg8) (IG pg11)	8 min
41	4 S	Perform head to toe assessment (PM pg8,10) (IG pg10 to 13) also describe what to look for in the assessment (PM pg7,8) (IG pg9 to 11), and signs of a head/neck/spinal injury (PM pg8,9) (IG pg11,12)	20 min
42	4 *C	See a creative in-line stabilization demonstration (PM pg9) (IG pg12)	8 min
43	4 *C	Describe steps for maintaining proper hygiene and sanitation, including how to purify water. (PM pg11,12) (IG pg14,15)	8 min
44	4 *C	OPTIONAL: Describe how to set up a Disaster Medical Treatment Area (2011 Unit 4 PM pg6 to 13) (2019 Unit 4 PM pg5). If possible practice setting up a medical treatment area. (2011 Unit 4 IG pg13,15,17 to 21) (2019 Unit 4 IG pgs7,8) Sample provided.	8 min
45	5 C	Participate in the Self-Care Toolkit activity. (PM pg4 to 6) (IG pg7,8)	20 min
46	5 *C	Participate in instructor led “what would you do if...” scenarios (IG pg17). For contents covered in (PM pg8 to 12) (IG pg10 to 17). Sample provided.	8 min
47	5 *S	Perform a survivor approach and use psychological first aid to help stabilize the survivor. Instructor may provide scenarios. (PM pg10 to 12) (IG pg14 to 17). Sample provided.	10 min
48	5 *C	Learn about the local plan for dealing with the deceased. (PM pg12) (IG pg17)	5 min
49	6 *C	Select correct method and agent for extinguishing a fire & describe steps to deciding to use a fire extinguisher (PM pg7,8,10) Instructor may provide several scenarios. (IG pg8,9,12)	8 min
50	6 C	Review fire suppression safety rules (PM pg12) (IG pg15,16)	8 min
51	6 *C	Learn about safe disposal of hazardous materials in your area. (IG pg22)	2 min
52	6 *S	Operate a fire extinguisher: PASS (PM pg10,11) Demonstrate proper fire suppression procedures (PM pg13) and extinguish a fire. (IG pgs ii,iii,13,14,16,17,29 to 31)	20 min

53	7 *C	Participate in the Gathering Facts activity (PM pg5,6) (IG pg8)	10 min
54	7 *S	Draw an example of the ABCD quadrant method for communicating damage or findings. (PM pg7,8) (IG pg11)	2 min
55	7 *C	Participate in the Search and Rescue Sizeup activity (PM pg13) (IG pg19) Sample provided.	20 min
56	7 *S	Demonstrate correct application of search markings (PM pg15) (IG pg22,23)	8 min
57	7 *S	Perform a mock search. Demonstrate how to conduct a left or right wall search pattern in a room. (PM pg15,16). (IG pg24)	15 min
58	7 S	Demonstrate proper body position for lifting (PM pg19) (IG pg27)	2 min
59	7 S	Demonstrate proper lifting techniques for the One Person Arm Carry, and describe when this carry is the appropriate selection. (PM pg22,23,27) (IG pg33,38)	5 min
60	7 S	Demonstrate proper lifting techniques for the Pack-Strap Carry, and describe when this carry is the appropriate selection. (PM pg23,27) (IG pg33,34,38)	5 min
61	7 S	Demonstrate proper lifting techniques for the Two Person Carry, and describe when this carry is the appropriate selection. (PM pg23,24,27) (IG pg34,35,38)	5 min
62	7 *S	Demonstrate proper lifting techniques for the Chair Carry, and describe when this carry is the appropriate selection. (PM pg24,25,27) (IG pg35,38)	5 min
63	7 *S	Demonstrate proper lifting techniques for the Blanket Carry, and describe when this carry is the appropriate selection. (PM pg25,27) (IG pg35,36,38)	5 min
64	7 *S	Demonstrate proper techniques for Log Rolling, and describe when Log Rolling should be used. (PM pg26,27) (IG pg37,38)	7 min
65	7 *S	Demonstrate proper techniques for the Blanket Drag and drag without a blanket, and describe when this carry is the appropriate selection. (PM pg26,27) (IG pg36,37,38)	5 min
66	7 C	Describe a debris removal technique and considerations (PM pg20) (IG pg29)	1 min
67	7 *S	Demonstrate box and unbox cribbing. (PM pg20) (IG pg28)	4 min
68	7 *C	Participate in instructor led cribbing “what if” scenarios (IG pg29) Sample provided.	8 min
69	7 *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 pg20,21,22,27) (IG pg29,30,31,38,39)	30 min
70	8 *C	Participate in an instructor led “Preparing for a Terrorism Related Event” activity. (PM pg6) (IG pg7,8)	10 min