

## **COURSE REVIEW**

### **COURSE OVERVIEW**

Here are the key points of the course. If you do not remember a particular point, refer back to that specific unit.

### **DISASTER PREPAREDNESS UNIT**

- Home and workplace preparedness:
  - Assembling a disaster supply kit
  - Developing a disaster plan
  - Developing a safe room
  - Evacuation versus sheltering-in-place
- Specific preparedness measures for local high-risk hazards (including terrorism)

### **FIRE SAFETY AND UTILITY CONTROLS UNIT**

- Hazardous materials:
  - Identification
  - Defensive strategies
- Utility control:
  - Gas
  - Electric
  - Water
- Sizeup: The importance of CERT sizeup and the steps in the sizeup process
- Firefighting resources:
  - General resources available
  - Interior wet standpipes, including operation and limitations (if applicable)
  - Portable fire extinguishers, their capabilities and limitations
- Safety considerations:
  - Safety equipment must be used at all times.
  - CERT members must always use the buddy system.
  - Fire suppression group leaders should always have a backup team available.

### **DISASTER MEDICAL OPERATIONS UNITS**

- The “three killers”
- Head-Tilt/Chin-Lift method of opening an airway
- Methods for controlling bleeding:
  - Direct pressure
  - Elevation
  - Pressure points
- Treatment for shock:
  - Patient position
  - Maintenance of body temperature
  - No food or drink
- Conducting triage
- Head-to-toe assessments
- Wound care
- Special considerations when head, neck, or spinal injuries are suspected
- Treatment area considerations
- Splinting and bandaging
- Basic treatment for various injuries

## **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

## **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
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 911 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

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

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

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

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