# CERT TRAIN-THE-TRAINER ANNEX FOR CAMPUS CERT INSTRUCTOR GUIDE

In this module you will learn about:

- **The issues, best practices, and strategies for providing CERT training on college and university campuses.**

| | |
|---|---|
| **LEARNING OBJECTIVES/ PERFORMANCE OUTCOMES** | At the conclusion of this Train-the-Trainer Annex module, participants will be able to deliver CERT Basic Training in a college or university setting. In order to do that, they must be able to:<br>▪ Identify planning considerations for implementing and maintaining a CERT program for a campus community.<br>▪ Determine how to market a CERT program for a campus community.<br>▪ Explain how to deliver *CERT Basic Training* to a campus community. |
| **TARGET AUDIENCE** | This module is designed for new or existing CERT trainers who are interested in learning how to present the CERT Basic Training to a campus community. |
| **COURSE PREREQUISITES** | Before taking this module, participants should have completed *CERT Basic Training* and *CERT Train-the-Trainer* courses. |
| **SCOPE** | This module is intended to be conducted as an annex to the CERT Train-the-Trainer course. The topics that will be discussed in this module are:<br>▪ Module Overview<br>▪ Why is Campus CERT Needed?<br>▪ Planning Considerations for Campus CERT<br>▪ Marketing Considerations for Campus CERT<br>▪ Delivering *CERT Basic Training* on Campus<br>▪ Module Summary |
| **ESTIMATED TRAINING TIME** | 2.5 hours |

**TRAINING METHODS**

The Lead Instructor will begin by welcoming the participants to the training. All the instructors will introduce themselves. The Lead Instructor will make any necessary administrative announcements.

Next, the instructor will ask participants to introduce themselves. During this activity, each participant will introduce himself or herself, say what CERT organization he or she is with, and briefly describe any experience with emergency management and higher education.

Following introductions, the instructor will ask participants to volunteer their expectations for the training. The instructor will record the expectations on an easel pad and post them on the walls for later review. The instructor will then briefly explain the objectives of this module and provide an overview of the agenda.

He or she will then ask the participants why they think including college campuses in the CERT program is important. After hearing answers, the instructor will explain why a specialized Campus CERT program is needed. Participants will also brainstorm the unique features that make campuses especially vulnerable during times of emergency.

The instructor will then discuss the planning considerations that Campus CERT program managers need to keep in mind as they launch their CERT program at their college or university. At the end of this discussion, participants will work in small groups to develop and answer questions that a college or university administrator might have about starting a Campus CERT program at their school.

Next, the instructor will discuss how to market a Campus CERT program, including both the training and the resource of the CERT itself. Participants will then work in groups to practice “selling” the program to administrators, local emergency management personnel, faculty, campus staff, and students.

The instructor will then discuss how to actually deliver *CERT Basic Training* in a campus setting. Training modifications, materials, and locations will be among the topics covered. This part of the training will close with an exercise in which participants answer questions about how to modify each of the eight *CERT Basic Training* units in order to work at their school.

Finally, the instructor will lead a discussion of the main points of the module, making sure that all learning objectives and participant expectations were met.

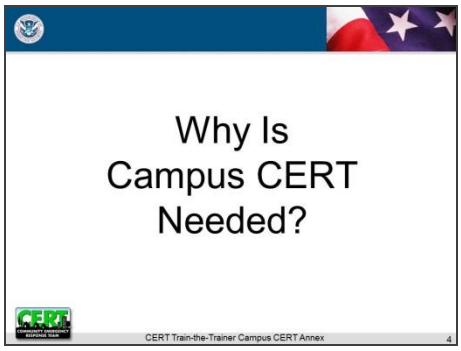
| | |
|---|---|
| | Please note that *CERT Basic Training* tests are included in this guide as a resource to future Campus CERT instructors. They can be used as pre- and post-tests for *CERT Basic Training*, and may be especially useful when this training is offered for academic credit.<br><br>Please also be advised that, as a general rule, the instructor is encouraged to add pertinent information to this guide but should never subtract material. |
| **RESOURCES REQUIRED** | ▪ *CERT Train-the-Trainer Annex for Campus CERT Instructor Guide* (for each instructor)<br>▪ *CERT Train-the-Trainer Annex for Campus CERT Participant Manual* (for all participants)<br>▪ *CERT Basic Training Instructor Guide Annex for Campus CERT* (for all participants)<br>▪ PowerPoint slides 0-52 |
| **EQUIPMENT** | The following additional equipment is required for this module:<br>▪ A computer with PowerPoint software<br>▪ A computer projector and screen<br>▪ Easel pad and easel or whiteboard<br>▪ Masking tape (for posting the participant expectations)<br>▪ Markers |
| **NOTES** | A suggested time plan for this module is as follows:<br>Welcome ..... 10 minutes<br>Module Overview ..... 5 minutes<br>Why Is Campus CERT Needed? ..... 20 minutes<br>Planning Considerations ..... 30 minutes<br>Marketing Considerations ..... 30 minutes<br>Delivering *CERT Basic Training* on Campus ..... 45 minutes<br>Summary ..... 10 minutes<br>Total Time: 2.5 hours |

[This page intentionally left blank]

# Delivering Campus CERT

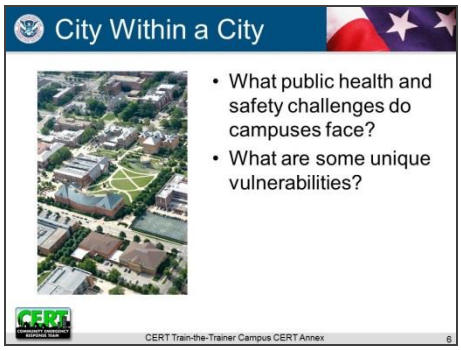
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <br>**Display Slide 0** | ***Welcome***<br>Start by welcoming participants as they enter the classroom. |
| <br>**Display Slide 1** | **Introductions and Expectations**<br>Welcome participants to the *CERT Train-the-Trainer Annex for Campus CERT*. Say that this module prepares CERT instructors to provide the *CERT Basic Training* course on a campus setting.<br>Introduce yourself and ask any other instructors to introduce themselves.<br>Ask participants to introduce themselves by stating their name, CERT program affiliation, and experience in emergency management and higher education.<br>If the module is conducted immediately following the *CERT Train-the-Trainer* course, ask participants only to state their experience in working with emergency management specifically in a higher education setting.<br>Then ask participants to discuss their expectations for the course. Write their responses on the easel pad and tape the pages to the wall for review at the end of the session. |

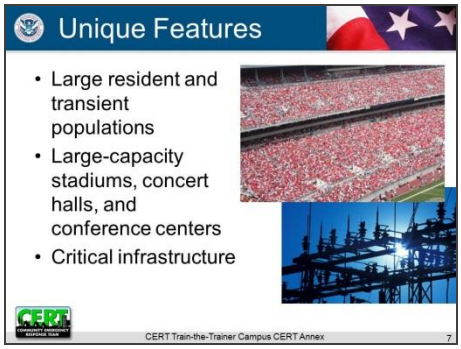
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <br>**Display Slide 2** | ## *Module Overview*<br>### Learning Objectives<br>Say that this module is an annex to the *CERT Train-the-Trainer* curriculum that will help instructors teach the *CERT Basic Training* course on college campuses.<br>At the conclusion of this module, participants will be able to deliver *CERT Basic Training* in a campus setting. As part of this goal, they will be able to:<br>• Identify planning considerations for implementing and maintaining a CERT program for a campus community.<br>• Determine how to market a CERT program for a campus community.<br>• Explain how to deliver *CERT Basic Training* to a campus community.<br>Explain that this course is not designed or intended as a "master instructor" course. It is not within the scope of this course to prepare or certify participants to teach Campus CERT or CERT instructors. The goal is to train participants to coordinate or instruct basic CERT classes in their institutions using the standard *CERT Basic Training Instructor Guide*, supplemented by the *Campus Annex.* |

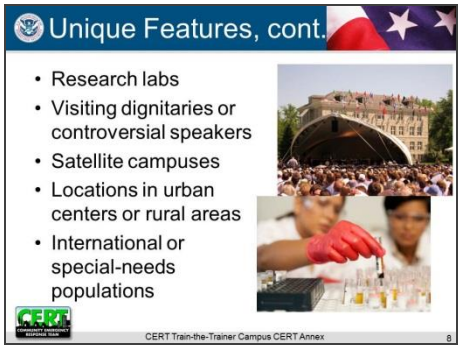
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <br>**Display Slide 3** | **Module Overview, cont.**<br>Say that the module will include the following topics:<br>• Why Is Campus CERT Needed?<br>• Planning Considerations for a Campus CERT Program<br>• Marketing a Campus CERT Program<br>• Delivering *CERT Basic Training* to a Campus Community<br><br>**Are there any questions about what this module will cover?** |
|  <br>**Display Slide 4** | ***Why Is Campus CERT Needed?***<br>In this section, you will discuss with participants why a special Campus CERT program is needed. |
| <br>Record responses on an easel pad or whiteboard. Suggested responses:<br>• Campuses are often worlds unto themselves and need to be organized for emergencies.<br>• Colleges increasingly offer | **Why would a special CERT program for college and university campuses be needed?** |

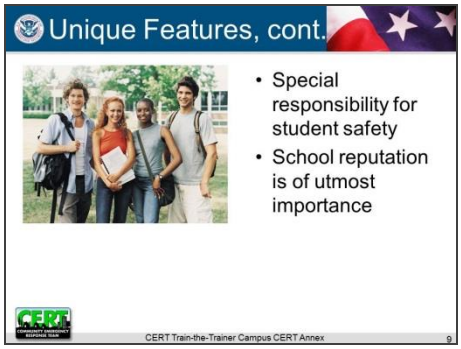
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| emergency management programs that are good tie-ins to CERT.<br>• There have been many disasters and emergency incidents at campuses in recent years.<br>• Students and faculty can protect themselves and others.<br>• Participants take skills they learn home and share their knowledge.<br>• The course teaches valuable life skills.<br>• It's the right thing to do. | |
| <br>**Display Slide 5** | **Campuses Are Not "Ivory Towers"**<br>Since FEMA launched the national CERT Program in 1994, there have been many disasters and emergencies that have affected college campuses, ranging from Hurricane Katrina to the Virginia Tech shootings. (For a more complete list of recent campus disasters and emergencies, see Appendix 1.)<br>Campuses are complex communities with unique vulnerabilities, but often do not consider emergency preparedness as part of their educational mission.<br>Colleges and universities are part of the critical infrastructure of our country. However, while many schools have taken measures to provide for site security analysis and equipment, less effort has gone into training staff and students in campus security and emergency response procedures.<br>To remedy this situation, FEMA is now working to involve campuses and young people in general in the country's overall emergency preparedness and |

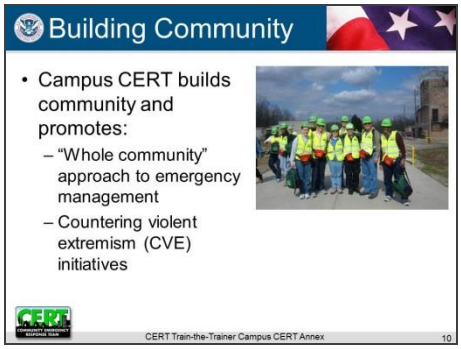
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | response plans.<br><br>Explain that Campus CERT aims to train students, faculty, and staff in emergency preparedness and response to ensure that they have the skills needed to protect themselves, and assist others, in the event of an emergency. This training will have a tremendous impact on all aspects of emergency management. Some things to consider are:<br><br>• Colleges and universities are part of this nation's critical infrastructure.<br><br>• Campus populations can overwhelm a city's capability to respond effectively with the needed first responder resources.<br><br>• School faculty and staff are not adequately qualified to respond to natural or man-made disasters.<br><br>• Students lack the proper education on how to prepare for and respond to a school emergency or disaster.<br><br>• A campus's students, faculty, and staff will carry home the disaster preparedness information that they learn in a Campus CERT program.<br><br>Remind participants that a key aspect of CERT's mission is to "do the greatest good for the greatest number of people." The many thousands of students, faculty, and staff associated with this country's colleges and universities can be a vital force in helping to achieve this mission. |

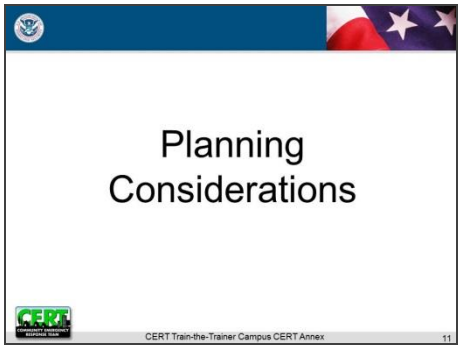
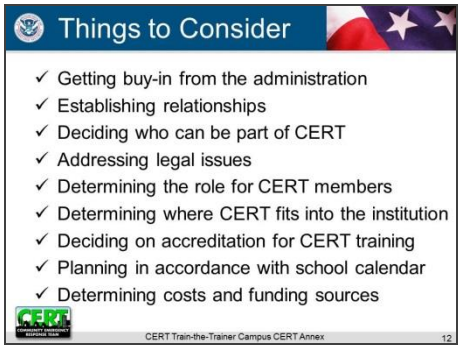
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 6** | |
| Record responses on an easel pad or whiteboard. Suggested responses:<br>• Campuses can have their own police forces, utilities, roads, housing, and even transportation systems.<br>• Tens of thousands of people can live on the campus of a large university. | **How is a college or university like a "city within a city"?** |
| Record responses on an easel pad or whiteboard. Suggested responses:<br>• Many people living in close proximity<br>• Transient populations of staff and commuter students<br>• Large public facilities<br>• Open campuses | **What public health and safety challenges do campuses face?** |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| Record responses on an easel pad or whiteboard. Suggested responses:<br>• Spread-out nature of many campuses makes them hard to secure<br>• Large, complex structures—who is in charge in case of emergency?<br>• Facilities are used both by campus and larger community<br>• College research labs | **What are some unique hazards or vulnerabilities?** |
|  <br>**Display Slide 7** | **Unique Features, Hazards, and Vulnerabilities**<br>Explain that although each campus is unique in terms of the particular hazards and vulnerabilities it faces, college and university campuses share safety and security challenges that are specific to the academic environment, despite wide variations in size, geography, student body, and purpose among institutions. The following are some typical campus hazards and vulnerabilities to consider:<br>• Large resident populations in residence halls or other housing and large transient populations of commuter students, faculty, staff, vendors, and visitors. This varies seasonally, by day of the week, or time of day, but the institution is responsible for the safety of all of them while on its property.<br>• Large-capacity sports stadiums or arenas, concert halls, conference centers, museums, or other facilities that may attract tens of thousands, to over a hundred thousand, for special events. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • Critical infrastructure facilities, such as power generation plants, water and wastewater treatment systems, IT networks, nuclear research reactors, hospitals or health clinics, electric, gas, and water lines, roads and transportation systems (e.g., subways, buses, parking lots or ramps, railroads). |
|  <br>**Display Slide 8** | **Unique Features, Hazards, and Vulnerabilities, cont.**<br>Research laboratories or facilities where sensitive, classified, or even hazardous biological or chemical agents are stored and research is conducted, may attract domestic eco-terror groups, or be vulnerable to natural or technological disasters. Campus research labs or other facilities have been frequent targets of domestic attacks over the past 30 years.<br>• Visiting dignitaries or controversial commencement speakers who may require extra security or attract protest demonstrations<br>• Satellite campuses or facilities, often far removed from the main campus in different jurisdictions with varying emergency services available<br>• Possible location in densely-populated urban areas where crime, civil disorder, or other problems may spill over, or in remote rural areas, where emergency response service and times are a problem, or in areas prone to earthquakes, tornadoes, blizzards, ice storms, flooding, hurricanes, or nuclear plant accidents<br>• Large concentration of people, which may create problems during pandemic-related quarantines<br>• Campus facilities and services, which may be called upon for mass care, sheltering, feeding, or immunization clinics during emergencies, and are included in local emergency plans |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • Populations of international or special needs faculty, staff, and students, who may have physical, linguistic, or cultural barriers that can require extra attention in times of emergency<br><br>The list above clearly shows that campuses are complex communities that deserve careful emergency response planning. |
|  <br>**Display Slide 9** | **Unique Features, Hazards, and Vulnerabilities, cont.**<br><br>A final factor to consider when thinking about emergency preparedness at colleges and universities is the special responsibility that an institution bears for keeping students safe. For traditional students who have left home to enter college full-time right after high school, the institution is paid to house, feed, and generally protect students much as their own parents would. The law recognizes this special responsibility in the concept of *in loco parentis,* "in place of the parent."<br><br>In addition, institutions of higher education are eager to protect their reputation or "brand" among students, parents, and donors. An institution comes under great scrutiny when a student is injured while on campus.<br><br>Having a CERT program on a campus helps address both these concerns by improving a school's overall emergency preparedness. |

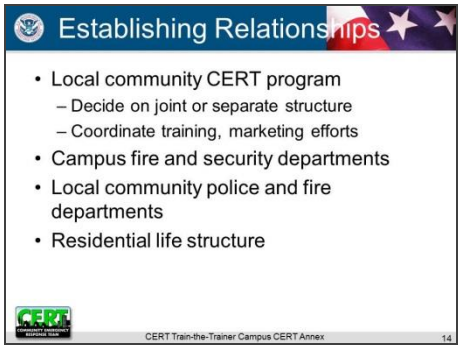
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 10** | **Building Community**<br><br>Colleges have inherent challenges in creating a close-knit community of a large, diverse, and ever-changing group of students, faculty, and staff.<br><br>Campus CERT programs allow schools to help build community by reminding participants that we have a responsibility for each other in times of emergency.<br><br>In addition, FEMA promotes a "whole community" approach to emergency management. The approach stresses increasing individual preparedness and using communities as "force-multipliers" to enhance the resiliency of our nation as a whole.<br><br>Furthermore, with an increasing number of domestic terror incidents in the U.S., countering violent extremism (CVE) has become a key homeland security focus. Campus CERT builds the type of community involvement needed to counteract radicalization and alienation by getting people to feel that they belong and contribute to society. For example, students, staff, or faculty from traditionally marginalized groups may find that participating in Campus CERT is a positive experience, and exposes them to local law enforcement in a positive way, and thus reduces their susceptibility to radicalization. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 11** | ***Planning Considerations***<br>Tell participants that you will now be discussing the planning considerations that must go into starting a Campus CERT program. |
| <br>Record responses on an easel pad or whiteboard. Suggested responses:<br>• Convincing administrators<br>• Liability<br>• Coordinating with local CERT<br>• Coordinating with local emergency personnel | **What do you think would be some of the issues you would encounter in trying to plan a Campus CERT training or program?** |
|  <br>**Display Slide 12** | **Things to Consider**<br>Tell participants that there are a number of issues that must be addressed before getting Campus CERT training off the ground. These issues—which arise from the large, complex nature of most colleges and universities—are really the biggest difference between establishing a Campus CERT program and establishing a CERT program anywhere else.<br>Anyone interested in Campus CERT should be prepared to address the following key start-up and maintenance issues: |

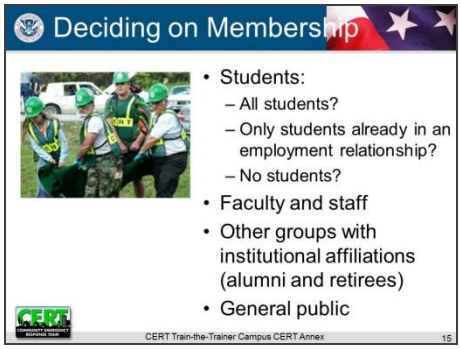
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • Getting buy-in from school administrators on starting a Campus CERT program<br>• Establishing key relationships on campus and in the larger community<br>• Deciding who can be part of the Campus CERT<br>• Addressing legal issues surrounding the program<br>• Determining the roles of Campus CERT members<br>• Determining where the Campus CERT program best fits within the institution<br>• Deciding on whether CERT training will be offered for academic credit<br>• Planning CERT training and activities in accordance with a school's academic calendar<br>• Determining program costs and finding sources of funding<br>Say that we will now look more closely at each of these issues. |
| <br>**Display Slide 13** | **Getting Buy-In**<br>Say that getting buy-in from stakeholders is key in starting a Campus CERT program.<br>Early in the process, the CERT program should be pitched to school administrators, such as the college president, provost, chancellor, or dean of student affairs, because you will need to get their approval and backing before you can get started. However, it is a good idea to first meet with the campus emergency services personnel first so that you can present a coordinated and united front when meeting with the campus administrators.<br>The pitch should begin with an explanation of the purpose of CERT, that it is nationally recognized and supported by the Federal Emergency Management |

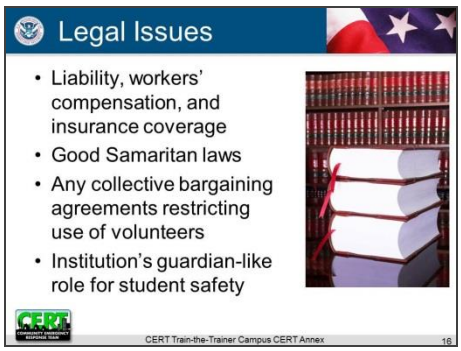
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | Agency (FEMA), and that it is in keeping with Department of Education goals for Crisis Training.<br><br>Tell participants that administrators will have many questions. These are just some of the questions and potential responses they should prepare for:<br><br>• **What is included in the Campus CERT curriculum?** The curriculum is the standard national CERT curriculum and consists of nine units; each unit has goals and learning objectives. At the end of the course, trainees participate in a disaster drill to reinforce learning. Trainees also take pre- and post-examinations to evaluate learning.<br><br>• **What is in it for the school?** A trained student body, faculty, and staff able to provide assistance in the immediate aftermath of a disaster when professional response may be delayed or limited.<br><br>• **What is in it for the CERT member?** Students, faculty, and staff learn life skills, fulfill community service requirements, give back to the community, and help make their schools safer.<br><br>• **What is the school's liability?** No matter what is done, the school is still liable. The question is: "Can the school reduce its risk and liability by having qualified student, faculty, and staff responders who are trained in First Aid and who know how to react in the face of danger or disaster, immediately available in their school?" It can also help to note that liability related to CERT training can be similar to liability related to student sports.<br><br>• **Won't CERT training expose students, faculty, and staff to additional risk during an incident?** The intent is not to expose anyone to additional risk. Rather, it is to provide the school with trained personnel who are able to render aid to survivors during an event when professional responders may be delayed. This training is about learning to |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | respond safely and responsibly, and CERT safety is a primary focus throughout the course.<br>• **How much does this training cost? The school may not have additional funds to support Campus CERT training.** Instructors are often drawn from resident faculty and local community first responders, who frequently teach CERT as part of their regular duties and thus incur no additional costs. Funds may be needed to cover the initial expense of equipment; however, if the local fire, police, or emergency management agency already conducts CERT training in the community, they may be able to provide or loan the equipment and help with training manuals. There may also be additional costs if administrators decide to offer CPR, First Aid, and automatic external defibrillator (AED) certification classes.<br>• **Who will deliver the Campus CERT training?** All lead instructors should be trained CERT instructors. Other staff should be considered to assist as subject matter experts, under the direction of the lead instructor, to ensure compliance with CERT objectives and content. These adjunct or supplementary trainers may include campus security officers; emergency management professionals; local fire, police, and emergency medical service (EMS) personnel; campus health services staff or counselors. Active members of the Campus CERT might also assist as trainers.<br>• **If the primary instructor is not a professional first responder, who else will supplement the instruction of the CERT units?** The following may be supplemental instructors in selected units: an emergency manager for Unit 1; a firefighter for Units 2 and 5; EMS for Units 3 and 4; a counselor for Unit 7; and a police officer for Unit 8.<br>• **What will trained CERT members contribute to the** |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | **school when the course is finished?** That varies from campus to campus. In addition to assisting in emergency response, campus CERTs can also help with non-emergency activities, for examples, providing security at concerts and other scheduled events, assisting with fire drills, and promoting campus safety to other students.<br>• **How long is the Campus CERT training?** The basic curriculum takes approximately 20-30 hours to cover in its current form. However, an additional 8 hours will be required if the school will offer CPR, First Aid, and AED training in conjunction with CERT. |
|  <br>**Display Slide 14** | **Establishing Relationships**<br>Explain that an important part of the planning process for starting a Campus CERT program is establishing relationships with and defining the ways in which you will work with other emergency management entities on and off-campus.<br>The single most important community connection for Campus CERT programs is with their local community CERT program, if there is one. (Please note that "local community CERTs" can include CERTs sponsored by cities, counties, tribal governments, or corporations.) There are several models for Campus CERTs to work with other local community CERT programs:<br>• **Joint local-Campus CERTs.** In this model, the Campus CERT is part of the larger local CERT. There is one central leadership team, and all trainings and activities are performed jointly. Team members could include both those affiliated in some way with the college or university and those who are not but live in the surrounding area. |

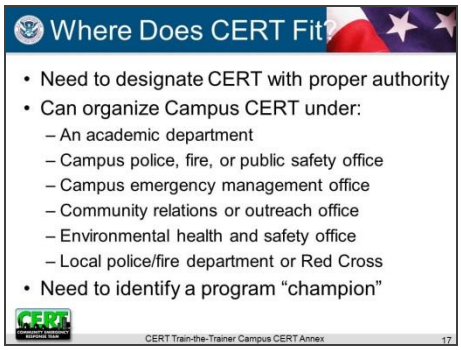
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • **Separate local and Campus CERTs**. In this model, there are two separate groups with two sets of leadership teams, but the two groups might come together for joint trainings, drills, emergency exercises, activations, or marketing or community activities. In some programs, the groups each conduct their own *Basic Training* but then come together for advanced training courses.<br><br>In addition, it will be crucial for Campus CERT programs to coordinate both with campus and off-campus fire and police forces to see how they might like to utilize CERT members in the future.<br><br>Some colleges and universities also organize CERTs through the residential hall structure, with various teams responsible for various dorms. Therefore, meeting with the dean of residential life or a similar position would be beneficial for the program.<br><br>Campus CERT may also enhance its effectiveness and overall contributions to citizen preparedness by coordinating with any of a number of programs that may be active in the community, including USA on Watch/Neighborhood Watch (www.usaonwatch.org), Medical Reserve Corps (www.medicalreservecorps.gov), Fire Corps (www.firecorps.org), and Volunteers in Police Service (www.policevolunteers.org). Some of these programs may share volunteers. For example, a Campus CERT volunteer may also participate in Neighborhood Watch or Fire Corps.<br><br>Each institution that implements Campus CERT should consider establishing and registering its own Citizen Corps Council, or at least should coordinate with any local council for that jurisdiction. A directory of existing Citizen Corps Councils for each State, and guidelines for establishing Citizen Corps Councils, are available through the FEMA Citizen Corps Web site at www.fema.gov/citizen-corps. |

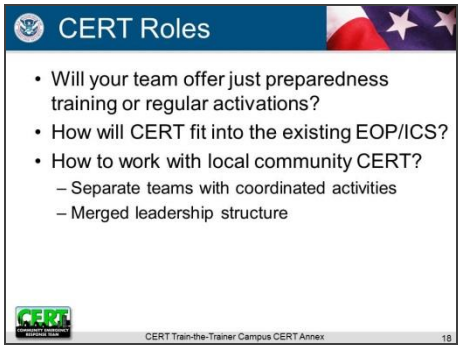
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 15** | **Deciding on Membership**<br><br>Explain that a key early decision in a Campus CERT program is who will be recruited and allowed to participate in Campus CERT—only faculty and staff, or students as well?<br><br>While some schools encourage CERT participation among the student body, others prefer to limit Campus CERT participation to full-time faculty and staff rather than allow students to volunteer due to legal, contractual, or liability issues. Sometimes those students already under certain contractual arrangements, such as Resident Assistants (RAs), public safety auxiliaries, Reserved Officer Training Corps (ROTC), nursing students, etc. are the only ones allowed to participate.<br><br>Tell participants that another factor that influences the decision on whether or not to permit students as CERT members is the practical issue of regular student turnover and the fact that at many schools, most students are not present on campus during summers, winter and spring breaks, or even for significant amounts of time at night or over weekends. In such cases, schools may opt to allow students to receive CERT training as an academic class that they take for credit. Students then take the skills and knowledge with them as they move on after graduation even if they do not participate on an active CERT on campus.<br><br>Say that once those key membership decisions are hammered out with the school's administration, possible candidates for Campus CERT recruitment include:<br><br>• Residence hall managers or advisors<br>• ROTC students<br>• Medical, nursing, or veterinary students |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br><br>**Display Slide 16** | • Police or fire academy cadets<br>• Fraternity and sorority members or other student clubs chartered by the institution with community service requirements<br>• Alumni or retiree groups<br>• Faculty and administrative support staff<br>• Facilities management staff<br>• Managers and staff of large campus venues such as stadiums, conference centers, hospitals, etc.<br>• Public safety, security, and parking enforcement student auxiliaries<br><br>**Legal Issues**<br><br>Explain that one of the first issues to be raised about any CERT program is usually that of liability. For both campus and government employees, issues of personal or professional liability have usually already been addressed by existing policies or laws. However, the answers to liability questions vary by institution for students who serve as Campus CERT members and who are not directly employed by the university in some fashion. Some schools' liability policies will cover these students while they serve as CERT members, while others will not.<br><br>In these cases, questions may be raised as to the authority and scope of power of the individual. This would include an individual's capacity to force evacuations, to render first aid that may be out of the normal range of care, and other acts or omissions that may bring a negative focus on the jurisdiction through civil litigation. Other questions include:<br><br>• Will your State's Good Samaritan Law cover Campus CERT?<br>• Is CERT covered by your State's emergency |

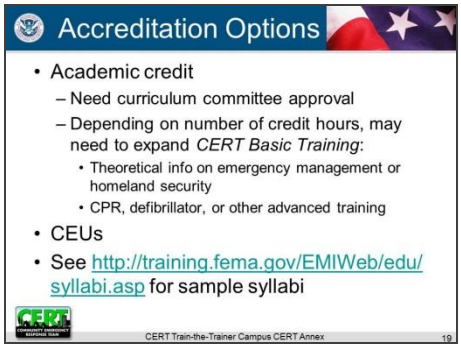
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | management law regarding liability, immunity, and workers' compensation?<br>• Under whose authority will Campus CERT operate, and will their coverage or governmental immunity extend to Campus CERT?<br>• Are there limitations on immunity and liability coverage if Campus CERT is deployed off-campus to assist the community or other areas as part of a mutual aid effort in large events?<br>• Are there any statutes, administrative rules, collective bargaining agreements, or attorney general's opinions affecting or restricting the use of volunteers—especially if faculty or staff respond in a Campus CERT role while on the job?<br>• If students are allowed to join Campus CERT and respond, would they all be covered for liability, or only those with some pre-existing employment relationship (such as RAs, part-time labor, etc.)?<br>• Can you and should you do background checks or run criminal histories on Campus CERT candidates, and possibly disqualify some of them? If so, what are the criteria for disqualification, by what agency or under what legal authority will the background checks be conducted, will candidates be required to sign waivers for background checks, and how will costs be covered if there is a charge?<br>• Are there Americans with Disability Act issues for people with disabilities participating in Campus CERT training or activities?<br>• What health and medical insurance coverage do Campus CERT members have or need?<br>• What are restrictions or policies for replacing or reimbursing for personal equipment lost or destroyed in Campus CERT operations? |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | In many States, a "Good Samaritan" law provides some liability immunity for those attempting to do good for others. However, this immunity is not "bullet-proof" in most areas, and may actually afford little if any protection to Campus CERT members in some States. Ideally, Campus CERT members who are not employees but are under the jurisdiction of the university or municipality during emergency response could be covered under governmental immunity.<br><br>Many State emergency management laws also provide for immunity or liability coverage for volunteers and disaster relief workers who respond under certain circumstances, such as when the governor declares a state of emergency or disaster. The particular laws and provisions vary by each State, so these must be researched.<br><br>A particular concern for Campus CERT programs beyond the legal ramifications of liability issues is the effect of any student safety issue on the institution's reputation. Colleges and universities are understandably eager to protect their students and their perceived ability to care for them, and may be extremely cautious about any endeavor that could impact student safety.<br><br>Emphasize that, for these reasons, it is highly recommended that participants seek help from their campus legal counsel or risk management office to research these considerations before starting CERT training.<br><br>The information provided by legal counsel will also help instructors teach the section on program liability issues during the Campus *CERT Basic Training*, as most CERT lead trainers are not experts in this complex and sensitive area. However, for preliminary research, two good sources of information on volunteer liability and immunity are:<br><br>• *CERT Liability Guide* (www.fema.gov/cert) |

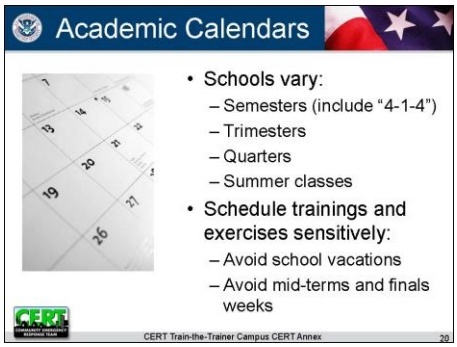
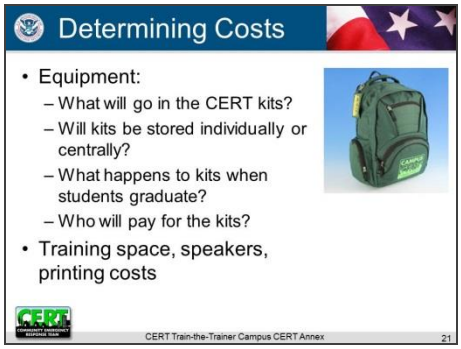
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • *State Liability Laws for Charitable Organizations and Volunteers* – 4th edition (http://www.nonprofitrisk.org/library/state-liability.shtml) |
|  <br>**Display Slide 17** | **Where Does CERT Fit?**<br>Tell participants that another key decision in setting up a Campus CERT program is determining where its authority will be housed within the campus administrative structure:<br>• Which campus unit or department will administer or supervise Campus CERT: police or public safety, fire, emergency management, student life, occupational health and safety, or risk management?<br>• How will Campus CERT be organized—by building, zone, campus-wide, or as part of a joint campus-municipal team?<br>• How will Campus CERT be integrated with the emergency plans, operations, Incident Command System (ICS), and Emergency Operations Center (EOC) for the college or university, and for any local government jurisdictions?<br>Emphasize that, as part of the process of finding a "home" for the Campus CERT program, it is important to also identify a "champion." Champions are the "up-front" people who are able to answer questions, deal with problems, and present a face for the media. Possible Campus CERT champions can include a football or basketball coach in a winning year, a popular dean or provost, members of the institution's board of regents or supervisors, etc.<br>While it is important to identify such individuals early in the program for continuity and development, it must be understood that champions, like the |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | leadership of a community itself, are only one part of the team. Eventually, other members must be brought on board who are more qualified to deal with the "nuts and bolts" of program development, recruitment, participation, and retention. |
|  <br>**Display Slide 18** | **CERT Roles**<br>Say that, during the planning phase of your Campus CERT program, you will have to decide whether your CERT will just offer preparedness training or whether it will become an active emergency response team.<br>If the latter, Campus CERT leadership will have to integrate itself with the overall emergency management system and ICS if the CERT is to be effective. The key to success is developing a presence within the local system, which may be that of the local government or the college or university itself.<br>Campus CERT leaders must reach out to the various emergency services agencies in their jurisdiction, meet with them, train with them, and develop open channels for communication. This includes any other local CERTs that exist outside the campus community. This will take time, effort, and some creativity to accomplish, but is necessary if Campus CERT is to become a useful, participating partner.<br>Once the Campus CERT has become a known entity, consideration must be given to the integration of the team into the ICS structure. Once family, home, and neighborhood have been taken care of, the further use, deployment, or mobilization of Campus CERTs will depend on their organizational parameters, the extent of their training, and their value to the Incident Commander.<br>The sponsoring campus organization will normally specify the uses of the team. Then it becomes the |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | Incident Commander's responsibility to use team members, as needed, in the most efficient manner. All Incident Commanders have a well-documented and proven organizational chart they can use to manage the incident for which they are responsible.<br><br>Emphasize to participants that all CERTs are used in a variety of ways and are typically organized under the Operations Section of the local ICS. Campus CERTs could also be used in a variety of ways or areas, depending on the complexity and magnitude of the incident, and the directions of the Incident Commander or Unified Incident Command. The following examples detail the potential use of Campus CERT under the Incident Commander or Operations Section Chief. (The same type of organization would apply if Campus CERT was assigned to the Logistics Section as the Incident Commander directs.)<br><br>• Depending on the incident, the Incident Commander could use the Campus CERT as a crew for traffic control, crowd management, citizen assistance, or any of the other uses the sponsoring campus organization has trained and equipped them for.<br><br>• Given a multi-car accident with many injuries, a Campus CERT could assist at the outer perimeter, while professional responders provide rescue and intensive care and assistance within the inner perimeter.<br><br>• Campus CERT personnel may be used to assist with major sporting or campus events that need the assistance of many persons to go smoothly. One example of the use of Campus CERT as a group would include crowd management and traffic direction around a stadium.<br><br>In the event of a major situation on campus, such as devastation from a tornado or hurricane that can last |

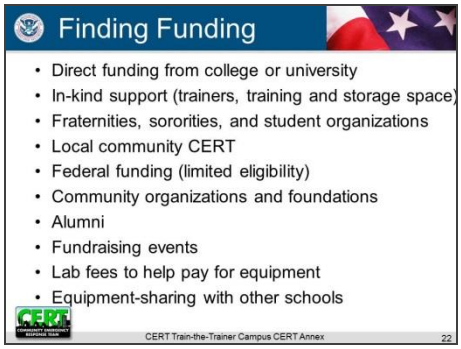
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br><br>**Display Slide 19** | for days, the Incident Commander may choose to use the Campus CERT in a branch configuration, in which the CERT is just one of several emergency assistance resources available, in conjunction with other campus, local, and regional emergency responders.<br><br>**Accreditation Options**<br><br>Say that during the planning phase, accreditation options will also need to be considered. Many schools wish to expand the Campus CERT curriculum for regular academic credits or continuing education credits (CEUs) that count towards professional training or adult education programs. Offering academic credit for training provides one more way to institutionalize Campus CERT programs and an added incentive for students to take the course.<br><br>To offer CERT for credit, you will have to go through your institution's curriculum approval process. Have patience—these approval processes can sometimes take a year or more! To achieve the required number of contact hours for a regular three-credit course, the core CERT curriculum of about 20 hours may need to be expanded with Cardio-Pulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED) certification, an introduction to homeland security, National Incident Management System (NIMS), emergency management, or other relevant theoretical instruction to satisfy the educational standards required by the institution's academic governance or curriculum committee.<br><br>If expanding the CERT core curriculum is not possible, it may be preferable to accredit the course for only 1 or 2 credit hours instead. |

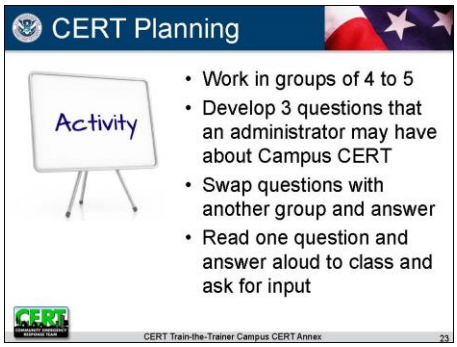
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | Find out the rules, and start your approval process as soon as possible if you wish to take this route for your Campus CERT offerings.<br><br>Note that offering academic credit is a good option even for schools that don't allow students to participate in an active Campus CERT:<br><br>• Students can be required to buy their own manuals and backpack kits as required course materials, similar to lab fees.<br><br>• Even though these students will not be serving in a Campus CERT right away, they take the skills and knowledge learned in those classes with them upon graduation and may join a local CERT later in life.<br><br>• These students increase national preparedness by bringing the information from CERT training to their families, neighbors, coworkers, and communities as they move on to graduate school, begin careers, or move back home.<br><br>Programs may also want to consider a dual approach by offering CERT as an academic class for credit, and simultaneously forming a Campus CERT program for preparedness and response to enhance a culture of preparedness and institutional resilience.<br><br>The FEMA Emergency Management Institute Higher Education Program Web site (http://training.fema.gov/EMIWeb/edu/syllabi.asp) provides links to sample syllabi or lesson plans from various institutions that faculty may adapt and use for teaching CERT as a course for credit at their school. |

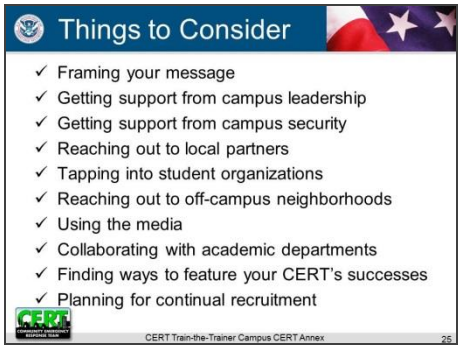
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 20** | **Academic Calendars**<br>Tell participants that a related concern is to make sure that CERT program offerings are tied to the institution's academic calendar.<br>Most schools work on a schedule of fall and spring semesters (with some also doing the variation of a 1-month January term in between the two 4-month semesters), but others do 3 trimesters or 4 quarters per academic year and also offer summer classes.<br>Therefore, CERT program coordinators will have to ensure that they program any CERT training in accordance with the school's schedule and avoid school vacations, mid-terms, and final testing periods.<br>Note that the academic calendar also lends itself to spreading out Campus CERT training over a semester or term, or as an evening adult educational program. |
|  <br>**Display Slide 21** | **Determining Costs**<br>Emphasize that it is important to identify and calculate the major costs of starting a Campus CERT program before speaking with administrators. Costs include equipment, printing, and other logistical expenses.<br>Campus CERT backpacks or kits and equipment can be the largest expense associated with the program and require a number of up-front decisions:<br>• Depending upon the resources, policies, and philosophy of the particular college or university, administrators may choose to purchase Campus CERT kits and equipment for their teams, or provide basic items such as safety helmet and vest and ask volunteers to assemble their own kits or purchase them from an approved vendor.<br>• What will be included in the Campus CERT |

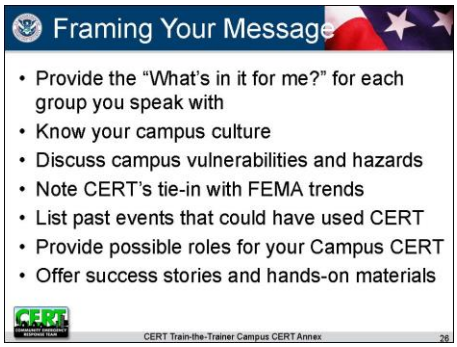
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | backpack kit: Work gloves? Flashlight? 4-in-1 tool? First aid kit? Helmet? School logo on helmets or vests? Cost can vary widely depending on what you buy. See the *CERT Basic Training* course Instructor Guide, p. 67 – 69 for a complete list of recommended CERT kit items.<br>• What personal items, if any, will be authorized?<br>If the school buys the kits:<br>• Are you required to buy American-made goods? (This can be much more expensive.)<br>• What is the policy for reimbursement or replacement of equipment?<br>• Where and how will equipment be issued or stored—given to each individual, or locked up in a storage room to be issued at time of deployment by public safety or team leaders? Stored in cargo containers outside buildings for easier access in case buildings become unsafe to enter?<br>• What about backpacks issued to those who quit or graduate—do we require those to be turned in? How do we get them back, or replace the kits, if not returned voluntarily?<br>If the school buys the kits, it may wish to store them until they are needed, in order to preserve their inventory as team members quit their active participation in Campus CERT or leave the school. This also depends on how Campus CERT is organized or deployed. Options include:<br>• Issue a kit to each member to keep in their residence or office.<br>• Store the kits in a secure location in particular buildings where Campus CERT members can access them, or from which they can be distributed by the campus public safety agency in either emergency or non-emergency activations. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | Because emergency situations can be chaotic and equipment-intensive, it is the norm, rather than the exception, that consumable equipment will be used in volume, and other equipment may be damaged or lost. If the school buys the kits, options for replacing equipment include:<br>• Replacement from available stock or equipment stores at local emergency service units<br>• A special request to the campus administration or municipality<br>• Voluntary donations from the community, a corporate sponsor, or foundation<br>Explain that however the equipment is replaced or reimbursement is made, it would be a morale-builder for Campus CERT volunteers to feel assured that they will not have to pay for replacement items from their own pockets. If this issue is not addressed early on, CERT members may feel anxious about costs and feel less inclined to volunteer.<br>In addition to equipment, other costs associated with CERT may include printing Campus CERT manuals, burning CDs, hiring contractual instructors to conduct Campus CERT training, and program administration expenses. Some of these costs may be relatively modest and easily absorbed from normal operating funds as an investment by the institution. Time spent by full-time public safety officers or other staff involved with Campus CERT training or program administration may qualify as a matching investment or a “soft match” to satisfy the cost-share requirements of various Federal or State grants to help with personnel expenses. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 22** | **Finding Funding**<br>Tell participants that each institution must pursue creative, legal, and ethical means to secure additional funding for costs related to Campus CERT. Options may include:<br>• Seeking local, State, or Federal grant funding from existing homeland security grants<br>• Seeking contributions from corporate sponsors, alumni associations, foundations, major donors, or non-profit organizations<br>• Fundraising activities at popular campus events<br>Campus CERT program managers can also look for savings:<br>• Getting "free" trainers from campus staff, campus faculty, or local public safety employees<br>• Obtaining discounts on printing manuals, possibly through the campus print shop or existing contracts with external vendors.<br>• Having members buy their own backpack kits or including only equipment that is truly required in the kits.<br>• Joining with schools in the same system or geographic area to go in together to buy and then share training equipment to reduce costs to each institution (e.g., BullEx fire extinguisher training system, a portable collapsed structure or rescue training unit, moulage kit, first-aid dummies)<br>Look for external funding by getting help from the grants department in finding Federal or State grants, foundation grants, or wealthy alumni to help fund the program. Campus CERT is not hugely expensive, and there is lots of potential return on the relatively modest investment. |

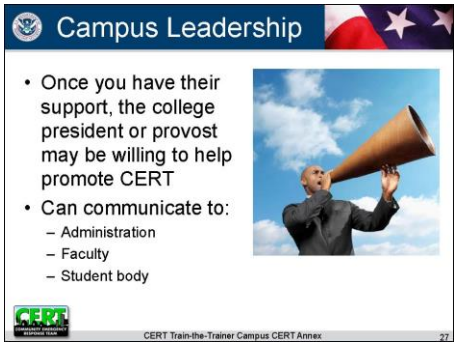
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 23** | **CERT Planning Activity**<br>Tell participants that they will now do an activity in which they will practice speaking with administrators about starting a Campus CERT program:<br>• Break the class up into groups of about 4 or 5.<br>• Ask each group to develop 3 questions that they would have about Campus CERT if they were an administrator deciding about allowing the start-up of a CERT program at their school.<br>• Each group should then swap its questions with another group and answer them in a role-playing format, allowing different individuals to play the administrator for each question.<br>• Once the role-playing is completed, ask each group to read its most difficult question aloud to the class and ask for additional input.<br>• Allow about 10-15 minutes for this activity. |
| | **What other questions do you have about planning a Campus CERT program?** |

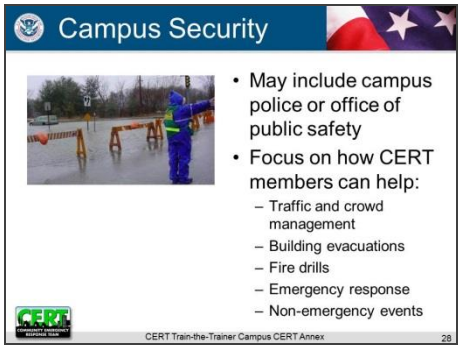
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <br>**Display Slide 24** | ***Marketing Considerations***<br>Tell participants you will now discuss the marketing considerations for a Campus CERT program. |
| Record responses on an easel pad or whiteboard. Suggested responses:<br>• Have a presence at student events<br>• Work with the media<br>• Reach out to local partners in the community | **Once you do the planning work to get a Campus CERT program started, what marketing activities do you need to do to obtain volunteers, find meaningful work for teams, and sustain the program over the long-term?** |
|  <br>**Display Slide 25** | **Things to Consider**<br>Tell participants marketing is key not only to starting but to sustaining a Campus CERT program. This is true of any CERT program, but even more crucial in a campus setting, in which constant turnover of the student body and faculty is a reality of campus life.<br>There are many aspects to consider when marketing a Campus CERT program:<br>• Framing and targeting the message depending on the group you are addressing<br>• Getting communications support from campus leadership<br>• Getting support from campus security and emergency management |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • Reaching out to local partners<br>• Tapping into student events and organizations<br>• Reaching out to off-campus neighborhoods<br>• Using the media effectively<br>• Collaborating with academic departments whose subject areas tie to CERT<br>• Finding ways to feature your CERT's successes<br>• Planning for continual recruitment<br>Say that we will now look more closely at each of these issues. |
|  <br>**Display Slide 26** | **Framing Your Message**<br>Explain that when marketing a CERT program, it is crucial to know the audience and identify the "What's in it for me" for each group you speak with. For example:<br>• Administrators will be looking for information on program costs and risks and benefits to the institution as a whole.<br>• Students will be looking for information on how the program could help them in their studies and in their personal lives.<br>Part of framing the CERT message effectively is knowing the culture of the campus. With its educational mission, an academic culture is different from a municipal government or corporate culture.<br>Many universities and colleges are highly "risk-averse," and are usually very reluctant to take any chance of opening themselves up to liability, litigation, or even poor publicity.<br>Brand and image are huge factors for maintaining and attracting students, alumni donations, etc. Thus, |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | in attempting to implement Campus CERT, you need to take that into account and do your homework about how the program will enhance the college's image and preparedness, and perhaps reduce or avoid liability.<br><br>Explain that there may also be unique nuances at private for-profit schools, at private non-profit or parochial schools, or at vocational or technical schools.<br><br>• Some schools may be owned or run by a religious order of nuns or other faith groups (e.g. synod), and you have to make sure you don't violate or insult any theological doctrines or faith traditions in forming and using a Campus CERT.<br><br>• In contrast, some schools, or the surrounding community where the school is located, have a history or reputation of being politically liberal, wary of law enforcement or emergency services, and especially wary of the Federal government efforts regarding homeland security.<br><br>• There may be differences between small community colleges and major State universities, but also differences between states, such as Texas, where they have a single, state university system with many campus sites but a single board of regents or trustees, and Michigan, where they have separate, independent State universities, each with their own boards of regents or trustees.<br><br>These differences affect the political or administrative environment, and thus executive—and possibly financial—support for the CERT program.<br><br>Say that, in addition to knowing the campus culture, you must also know the specific campus vulnerabilities and hazards.<br><br>• Information about specific campus hazards should be available through the campus public safety or |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | emergency management agency, and should be treated as sensitive.<br>• This factual information may be used to provide realistic portrayals of actual campus hazards, and thus mitigate complacency about emergency preparedness.<br>If you can't access this information or if it does not exist, research hazards and do risk, threat, and vulnerability assessments (or use results from existing assessments) to identify past disasters or critical incidents at the institution or local area.<br>Campus-focused threat and vulnerability assessment tools, along with a site survey instrument are available online from the International Association of Campus Law Enforcement Administrators (IACLEA) at http://www.iaclea.org/visitors/wmdcpt/cprc/aboutcprc.cfm. A generic Risk Assessment Matrix (RAM) developed by Michigan State University (MSU) through the DHS-funded Critical Incident Protocol Community Facilitation Program for both public and private sector organizations is available online at http://www.cip.msu.edu/.<br>Recall that earlier in this lesson, we discussed how CERT ties into FEMA trends such as "whole community" emergency response and countering violent extremism initiatives. This can be valuable information to share with administrators, emergency management faculty, and local emergency response leaders. |
| <br>Record responses on an easel pad or whiteboard. Suggested responses:<br>• Flood preparation or clean-up<br>• Traffic assistance at campus | **What are some past events when CERT members could have been helpful on your campus?** |

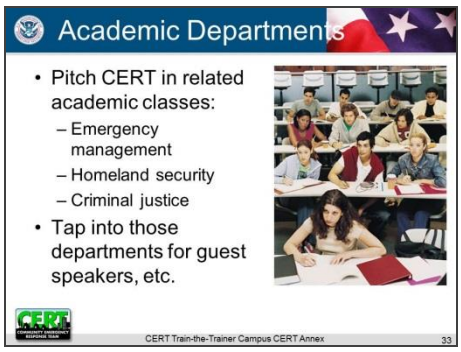
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| concerts, sporting events, other large events<br>• Campus-wide fire or emergency drills<br>• Campus service projects | |
| | Note that keeping track of specific ways in which CERTs could have been useful to the school are excellent selling points when discussing the program with campus administrators or security forces.<br><br>If participants are not sure about how to use Campus CERT members, there are good resources on the national CERT Web site, such as the CERT in Action feature at http://www.fema.gov/community-emergency-response-teams-cert-action. Other local media features on CERT programs can be found through basic online searches. |
|  <br>**Display Slide 27** | **Support from Campus Leadership**<br><br>Support from the top is essential, and must be communicated to everyone in the administration, faculty, and student body.<br><br>The school leadership has access to campus-wide methods of communication that will be very useful to a Campus CERT. These include school Web sites, student listservs, newsletters, newspapers, alumni magazines, social media networks, and memoranda to faculty and staff.<br><br>The Campus CERT program may find substantial support and partnership with the college or university's public affairs, community relations, or outreach offices in these activities. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 28** | **Campus Security**<br>As noted earlier, campus security personnel are a key Campus CERT program partner and will be interested in what skills or training the CERT will have and how the CERT can be of use to them. Marketing to them should focus on examples of roles, functions, events, incidents, or situations for which schools might consider deploying Campus CERT:<br>• Traffic and crowd management at scheduled large events (e.g., home football games or other sports events, commencement, conferences, concerts).<br>• Building or campus evacuations during drills and actual emergencies, including accounting for evacuees.<br>• Emergency response—assisting campus or local public safety in response to major incidents such as natural disasters, severe weather, fires, technological accidents or power disruptions, major crimes (e.g., perimeter control around the crime scene), searches for missing persons, providing rehab for firefighters, helping with mass shelter or vaccination ops, serving as runners or switchboard operators at EOCs, etc.<br>• Pre-planned or non-emergency events—assisting with organizing, planning, or logistics for drills and exercises, public safety conferences, and public relations activities.<br>Typical questions from campus or local emergency personnel include:<br>• How do we get the CERT members when we need them?<br>• How long can they work?<br>• What roles and needs will they fulfill, and what responsibilities will they have? |

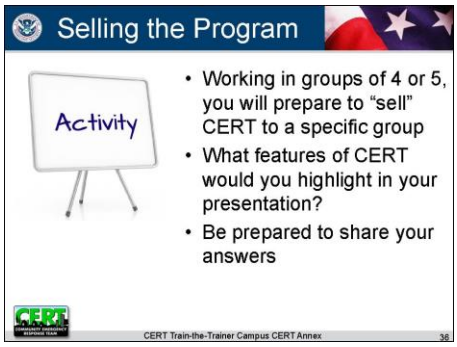
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • How do we communicate with them?<br>• Who is supervising them?<br>Remind participants that possible answers to these questions will have been developed earlier as part of the Planning Considerations. |
| <br>**Display Slide 29** | **Local Partners**<br>Emphasize to participants that broader community outreach is vital for the success and sustainability of Campus CERT. Outreach can lead to increased funding, recruitment, training, or activation opportunities for a Campus CERT.<br>While the nature or composition of each community will vary, key community elements to consider for outreach and partnerships might include:<br>• Local community CERT program<br>• Local police, fire, and emergency services<br>• Local chambers of commerce<br>• Civic or service clubs and fraternal organizations (e.g., Kiwanis, Lions, Rotary Clubs, American Legion or VFW Posts)<br>• Local media, such as TV, radio, and newspapers<br>• Churches or faith-based organizations<br>• American Red Cross chapters, Salvation Army, other non-governmental organizations, and Volunteer Organizations Active in Disasters (VOADs)<br>• Senior citizens groups or organizations<br>• Hospitals and healthcare facilities or organizations<br>• Labor organizations and trade associations<br>• Community foundations or associations |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • Other local public boards, councils, or commissions<br>• Land grant college extension service offices or organizations<br>• Other university-related community outreach programs<br><br>Many of these groups, such as Kiwanis or Rotary Clubs, are often eager for guest speakers and can provide valuable contacts, even though they are not on-campus organizations. Presentations to these groups by key Campus CERT representatives, attendance or participation in their meetings or programs, joint efforts in community service or public relations activities, and a wide variety of other collaborative activities cannot help but enhance the visibility and viability of Campus CERT.<br><br>For example, the community police chief might also be a Rotary Club member and once he or she learns about CERT, might be more likely to use the CERT during an emergency.<br><br>Sustainability after all is not just financial, it is in having the CERT resource actually get known and used in the community and garnering essential community support, resources, and cooperation.<br><br>Keep in mind as well that if there is a local community CERT program in addition to the Campus CERT, marketing activities to the above groups should be coordinated so that the CERT programs appear in the community as partners rather than as competitors. |

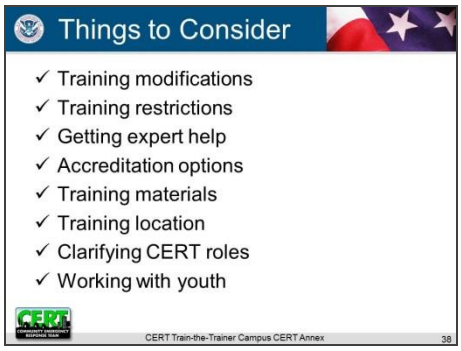
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <br>**Display Slide 30** | **Student Organizations**<br>Say that the Office of Student Life can allow a Campus CERT program to tap into existing networks of campus organizations and events.<br>It is especially crucial for Campus CERT programs that will utilize students as members to be visible at the events that form the life of the campus community.<br>Although it is easy to identify CERTs by their uniforms and emergency backpacks during a team activation, visibility on campus in general means, for example, participation in events such as freshman orientations, briefings at departmental meetings, and information booths at campus concerts and other events.<br>By the same token, Campus CERTs should instruct students and other members that they should not wear their uniforms when they are not representing their team in an official capacity. |
| <br>**Display Slide 31** | **Neighborhoods**<br>Depending on the geographic location of a campus, a Campus CERT program might be the only CERT program for dozens or even hundreds of miles, or it might be one of many in an urban area.<br>In either situation, it is important to reach out to the off-campus neighborhoods surrounding a campus to market CERT training and services. In a rural area, you might be trying to recruit additional members from the surrounding community, while in an urban one, you might be jointly publicizing the program with another CERT program.<br>Remember to target the local off-campus neighborhood associations or homeowners' associations in your efforts. |

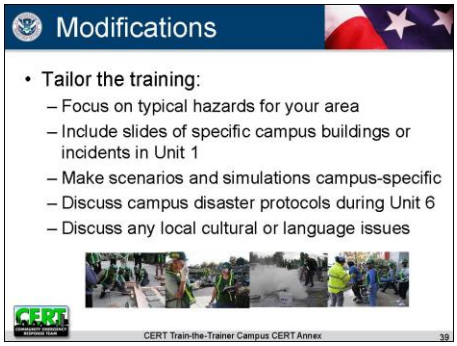
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | Be sure to coordinate with any local CERT program when reaching out to neighborhoods served by the local program. |
| <br>**Display Slide 32** | **Media**<br>College campuses offer a plethora of ways to communicate about a CERT program.<br>These include campus TV and radio stations, newspapers, and journals, any public broadcasting housed on campus, campus Web sites, and campus social media sites on Facebook or Twitter.<br>You can also establish your own specific team Facebook or Twitter page and ask for a link to the campus Web site as well.<br>Be sure to also have a display board ready for campus poster exhibits and traditional printed flyers and handouts. |
|  <br>**Display Slide 33** | **Academic Departments**<br>If your Campus CERT will include students, be sure to ask the faculty in relevant academic departments if they would allow you to pitch the program directly to students during classes. Disciplines with a natural tie-in to CERT include emergency management, homeland security, criminal justice, and medicine and health services.<br>The relationships you build may also allow you to tap into those faculty—several of whom may be national experts in their fields—for CERT trainers or guest speakers. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <br>**Display Slide 34** | **Highlighting Success**<br>Say that, as part of the efforts to maintain a visible presence for CERT on campus, participants will need to remember to look for opportunities to feature the CERT's successes.<br>Campus media, community media, and the national CERT newsletter and CERT in Action features are always looking for new material. Providing them with information and photos of a Campus CERT activity makes the odds of getting coverage good. The publicity will in turn aid efforts at recruitment and funding for the program. |
| <br>**Display Slide 35** | **Continual Recruitment**<br>Point out that college campuses are dynamic, ever-changing communities, with built-in continual turnover of the student body and frequent staff and faculty changes.<br>This feature makes ongoing marketing and continual recruitment even more important for Campus CERT programs than for regular CERT programs, particularly if students are permitted as part of CERT.<br>An active program is often the best recruiting tool that you can have. It is important to actually use or deploy Campus CERT volunteers in emergency drills or exercises, emergency response, and other, non-emergency activities. Otherwise, their skills and interest will fade away.<br>Remember that these campus-based CERT activities also help keep CERT highly visible and can create more interest in joining CERT.<br>It is also essential to involve Campus CERT members in a regular schedule of continuing education. This type of participation will lead to building trust and respect, and is important to the |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | integration of Campus CERT during a potential emergency response.<br><br>Active participation helps keep people interested in the program. This is important because:<br><br>• Volunteers are, in all respects, becoming rarer because of almost incessant demands for their time and services. Activities that do not make use of volunteers on a regular basis will soon find they are without help, as those that have the time to volunteer wish to be involved.<br><br>• The more active a group becomes, the better the cohesion and group morale.<br><br>• This is directly proportional to the importance of the task they are carrying out, and Campus CERTs can benefit from this type of validation.<br><br>Note that other CERT programs around the country have developed recruitment videos and other materials that might be useful to you as you continually recruit new members.<br><br>**Selling the Program Activity**<br><br>Tell participants that they will now have a chance to practice their CERT marketing skills in an activity in which they will frame their CERT "sales" message depending on the group they are speaking to.<br><br>• Working in the same groups as in the earlier exercise, assign each group one of the following marketing situations:<br><br>o **Scenario 1:** You are meeting with the school chancellor to update her about the establishment of the CERT she approved earlier this year and request her help with getting a link on the school Web site to your CERT program. |
|  <br>**Display Slide 36** | |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | ○ **Scenario 2:** You have arranged with a faculty member to speak about CERT to a group of undergraduate students currently taking Emergency Management 101.<br>○ **Scenario 3:** You are speaking with the chief of Campus Security to look for activation opportunities for your CERT members.<br>○ **Scenario 4:** You are meeting with the head of the Local Kiwanis Club. You hope to be able to speak to the entire group about the program and to coordinate a joint CERT-Kiwanis service project.<br>○ **Scenario 5:** You are meeting with the Office of Student Life to see if you can set up a table at various student events, including freshman orientation and an upcoming campus rock concert.<br>○ **Scenario 6:** You would like to have your CERT's activities featured in the campus-wide newspaper, so you are meeting with the student editor-in-chief.<br>○ **Scenario 7:** You would like to have your CERT's activities featured in the local community (off-campus) newspaper, so you are meeting with a reporter.<br>• Depending on the size of your class, you may not need all the scenarios listed above. Choose the ones you feel are most relevant in this case.<br>• Give participants about 5 minutes to discuss what elements of the CERT program they would highlight.<br>• Then spend 15 minutes asking each group to share its work with the rest of the class, noting the subtle ways that the marketing message changes depending on audience. |

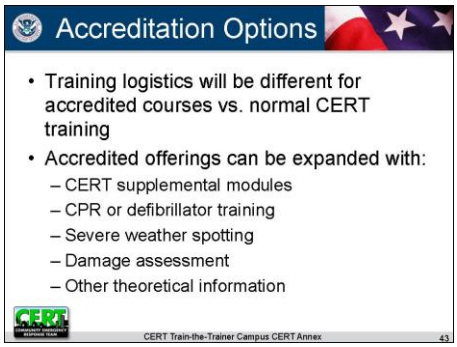
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | **What are some other questions you have about how to market Campus CERT training?** |
| <br>**Display Slide 37** | ***Delivering CERT Basic Training on Campus***<br>Tell participants that you will now discuss how to modify normal *CERT Basic Training* for a Campus CERT program. |
|  <br>**Display Slide 38** | **Things to Consider**<br>A Campus *CERT Basic Training* will use the same curriculum and materials as a regular CERT training. However, there are several additions and modifications that might be needed due to the unique conditions present at the campus training site.<br>Things to consider include:<br>• Modifications to the training that will allow you to tailor the training to your campus<br>• Any restrictions that the campus places on such CERT training activities as fire suppression and cribbing<br>• Getting expert trainers to supplement your knowledge<br>• Deciding on the course format and corresponding accreditation options<br>• Obtaining all needed training materials and supplies |

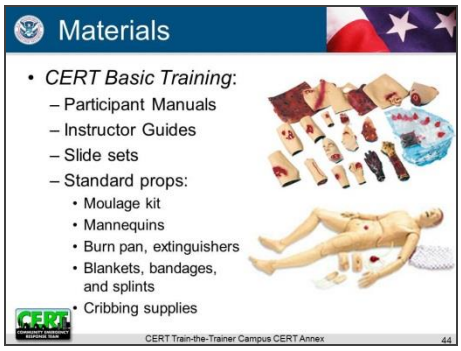
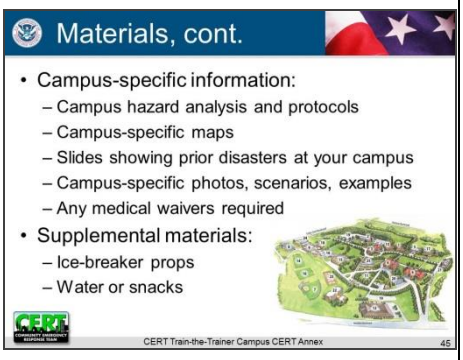
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | • Obtaining an adequate training location<br>• Clarifying CERT roles and protocols as they will work on your campus<br>• Planning on ways to make the training fun for youth and faculty |
| Listen to ideas, then show the next slide. | **What do you think are some ways you could tailor the *CERT Basic Training* for your campus?** |
|  <br>**Display Slide 39** | **Training Modifications**<br>First emphasize to the group that a separate Campus CERT annex to the *CERT Basic Training* course Instructor Guide includes a unit-by-unit breakdown of modifications to the delivery that will help make the training more applicable to a higher education setting.<br>In summary, there are several ways to tailor the *CERT Basic Training* to make it relevant for your campus:<br>• Focus on hazards that actually threaten the area, whether it is earthquakes, floods, hurricanes, tornadoes, or other.<br>• Include slides with pictures of specific buildings, locations, or incidents for presenting Unit 1.<br>• Use instructors from the various skill areas (e.g., fire, first aid, hazmat) from campus public safety, or from local agencies that serve the campus.<br>• Tailor the disaster simulation scenarios to reflect the locations, circumstances, or issues that might actually be encountered on campus. For example, for the unit on light search and rescue/cribbing, the scenario might be set up in the library to simulate large bookshelves falling over on top of |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | someone in an earthquake or severe storm. Or, the disaster medical ops simulation might be set up in the gym, football stadium, conference/banquet hall, cafeteria, etc. to simulate some sort of mass casualty scene where triage and first aid need to occur.<br>• The content for Unit 6 on CERT Organization needs to be supplemented with specific guidance and information for that particular institution. This might be a good place to hand out and explain SOPs, protocols, etc. created during the planning phase of the program.<br>• Because colleges and universities are unique and diverse communities with students and faculty from many countries, religions and cultures, and many with disabilities, those issues should be touched on in the training content (e.g., be very sensitive about touching women during triage or first aid if they are Muslim, know where to find interpreters for the families of faculty or students who may not speak English, special issues for evacuating people with disabilities). This may involve having someone from Student Life as a guest speaker, or developing a resource list or protocol for these issues. |
| <br>**Display Slide 40** | **Modifications, cont.**<br>• Have faculty or staff from the institution itself teach certain elements, such as a risk manager or attorney talking about liability in Unit 1, having a psychologist, psychiatrist, or counselor from the school talk about disaster psychology in Unit 7, etc.<br>• Field trips or tours might be arranged to visit the campus/local 9-1-1 dispatch center, police or fire department, hospital or clinic trauma center or ER, scenes of past disasters or special hazards, the |

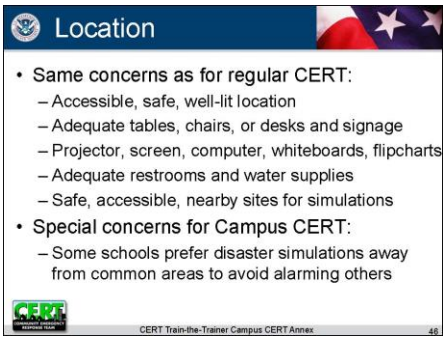
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | campus or local EOC, etc. so that these places, agencies, and operations are more tangible and familiar to trainees. |
| <br>**Display Slide 41** | **Training Restrictions**<br>Explain to participants that they will need to check and see if the college has rules that would restrict some of the CERT training exercises on campus.<br>• Fire suppression exercise: Objections or restrictions may involve environmental concerns over smoke, open flames, possible fuel spillage, or discharging chemical extinguishers. If the exercise is a problem, you can arrange to go off-campus (some fire departments have facilities where you can do the fire exercise) or provide alternative fire training using fire extinguisher simulators.<br>• Gas valve shut-off exercise: In some jurisdictions, the utility companies (or possibly local public safety policies) prohibit, or strongly recommend against, having anyone shut off electric or gas utilities under any circumstances except their own trained employees. Some schools may adopt a restrictive policy for safety and liability reasons as a result, or because they may have unique utility shut-off systems that need different expertise and tools than those for small business and individual residences that are typically addressed in CERT training.<br>• Search-and-rescue disaster simulation sites: Because of concerns for staff and student safety, you should have a qualified person, perhaps a local firefighter, determine if the site is safe. For example, some sites may have harmful insects, venomous snakes, old boards with protruding nails or sharp scrap metal |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | pieces, etc. It is also important to consider weather and temperature conditions if the simulation will be conducted outdoors.<br>• Location of simulations: Some schools want to avoid alarming the campus community unnecessarily and ask that any disaster simulations take place away from easily seen common areas, since passersby may not understand it is only a simulation. |
| <br>**Display Slide 42** | **Get Expert Help**<br>As noted above, you will want to draw upon the expert help available to you on campus and in the community at large when setting up your *CERT Basic Training* classes.<br>• Consult with the fire department to make sure that the fire suppression exercise is performed safely and that all cribbing, search-and-rescue, and disaster simulation structures are safe enough for training participants.<br>• Try to get trainers and guest speakers for several of the basic training units from campus faculty and campus and community emergency response staff.<br>• Ensure that guest instructors satisfy the training objectives of their assigned units, and don't include too much technical jargon or information not relevant to the basic level intended for CERT training. |

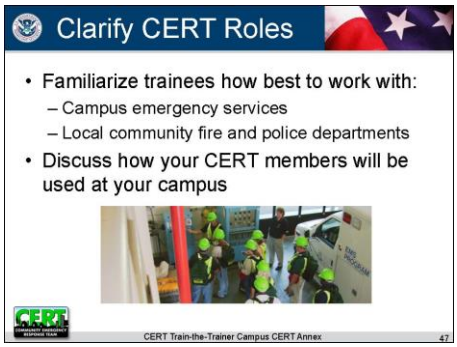
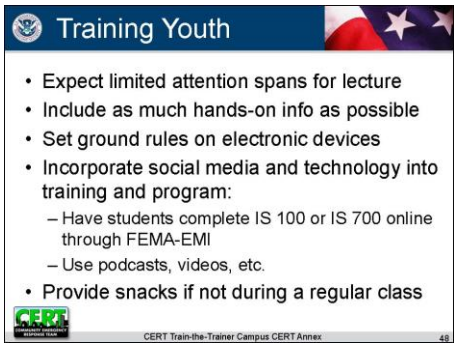
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 43** | **Accreditation Options**<br>Remind participants that the earlier part of this module on planning considerations included offering Campus *CERT Basic Training* for academic credit or not.<br>If academic credit is requested and the school's curriculum committee approved it, note that the training logistics will then be different than they are for a regular *CERT Basic Training* class.<br>The class will likely be extended with additional content, for example:<br>• CERT supplemental modules<br>• CPR and defibrillator training<br>• Severe weather-spotting training<br>• Additional damage assessment training<br>• Other theoretical and conceptual information on emergency management and homeland security<br>In addition, delivery will extend over an academic term. |
| **PM, p. A-7 and p.A-13** | Show participants the pre- and post-training tests included on p. A-7 and p. A-13 of the Appendix in this Instructor Guide and on p. A-7 and p. A-13 of the Participant Manual Appendix. These tests can be used for Campus *CERT Basic Training* and might be especially useful in situations where CERT is being offered for academic credit. |

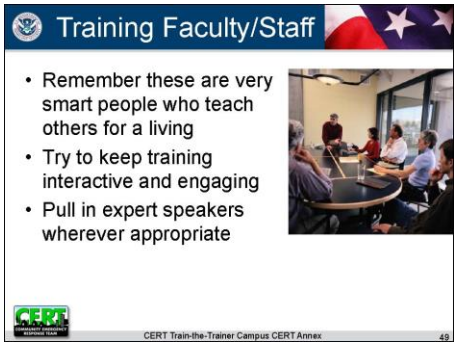
| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 44** | **Materials**<br>Remind participants that the curriculum and materials used for Campus *CERT Basic Training* are the same used for regular *CERT Basic Training*.<br>Trainers will therefore need Participant Manuals, Instructor Guides, slide sets, and all the standard props needed for regular *CERT Basic Training.*<br>• Some venues have a mobile collapsed structure unit with cribbing supplies hauled by trailer that can easily be set up for the simulations.<br>• Another good prop is an actual gas valve to demonstrate proper shut-off techniques, or a chart or handout that illustrates that process.<br>• Unusual props, such as mannequins and moulage kits, may be available to borrow from the local Red Cross, fire department, or other schools from within your university or community college system. |
| <br>Listen to ideas, then show the next slide. | **What other materials do you think might be useful for a Campus *CERT Basic Training*?** |
|  <br>**Display Slide 45** | **Materials, cont.**<br>In addition to the standard *CERT Basic Training* materials, it would also be useful to have a number of campus-specific materials and supplemental materials:<br>• Check with the campus public safety, police, or emergency management office before conducting CERT training to see if they can review the results of any recent or fairly up-to-date hazard analysis or threat, risk, and vulnerability analysis for the |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | institution. This should not be problematic if the instructor works for one of those units, but the administration may be reluctant to share that with some other faculty or staff member. The idea is not to copy and hand out the results or provide detailed data to trainees, but to help focus and guide the instruction of several units, including the specific hazards for that school (Disaster Preparedness Unit), and perhaps others (e.g., Fire Safety, Light Search and Rescue).<br>• You should also provide copies of a campus map, which can be used not only to refer to locations with specific hazards or vulnerabilities, but can be used for reference in terms of Campus CERT organization (e.g., they may organize or be deployed by zone or by building), and for evacuation, assembly, or staging areas.<br>• As noted earlier, it would also be helpful to augment the standard CERT PowerPoint slides with slides that show pictures of specific incidents, buildings, or locations from the campus or local area that would be recognizable to the trainees and make the training more relevant and tangible.<br>• Some institutions may prefer to have a waiver or "hold harmless" form developed so trainees can sign off because of the potential for injury or illness during the training or other CERT activities.<br>• You may have small props or techniques beyond things called for in the *CERT Basic Training* Instructor Guide to promote teambuilding such as ice-breaker games for trainees.<br>• Trainees should be able to hydrate properly especially for the simulations and if training activities are held outside. There should be drinking fountains or bottled water available. You might also consider providing snacks. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 46** | **Location**<br><br>Explain that for a training location, a number of logistical, facility, and safety issues should be considered, just as they should be for any *CERT Basic Training* class.<br><br>Although a few of the items below may seem obvious, it is sometimes hard to secure adequate space, even after providing your needs and specs in advance. It is therefore always a good idea to check any proposed training space for the following:<br><br>• Suitable classroom space with good lighting and tables and chairs or desks for the lecture portions, sufficient floor space for hands-on practice (e.g., opening an airway, patient carries) and signage to point people to the right room<br><br>• AV equipment available (e.g., LCD projector, screen, computer, whiteboards, or flipcharts) and a place to plug in and project in the classroom<br><br>• Accessibility that meets ADA standards, and a safe, well-lighted location that trainees don't need to fear when coming to class—especially if the training is in the evening when it is dark<br><br>• Adequate restrooms close by<br><br>If the class is scheduled or arranged such that trainees will need to move from the classroom to a different spot for the hands-on practice such as using a fire extinguisher, then it should be close by so trainees don't have to walk long distances, or drive, and lose precious training time.<br><br>There are also a couple of additional issues specific to doing the disaster simulation in Unit 9 in a campus setting that need to be considered as well:<br><br>• The simulation areas should also be accessible, safe, and lend themselves to the particular skill to be simulated. Many of the exercises are set up |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | outside, and you might have trainees volunteer to play survivors for first aid or light search and rescue. As noted earlier, the instructor needs to make sure this will not take place where there are harmful insects, venomous snakes, old boards with protruding nails or sharp scrap metal pieces, etc. It's also important not to be out in the hot sun for long periods without water and shade, or in freezing cold conditions without proper clothing, or outside in general when high winds or lightning are present.<br>• The space needs to be large and diverse so that multiple scenes and simulations can take place in the same general area, with trainees easily moving from one to another.<br>• For the fire safety simulations, if a regular burn-pan with fuel oil or propane gas and extinguishers are used, it must be a safe area for fire, and not violate fire codes or environmental laws for smoke and the discharge from extinguishers. Many schools will not allow an open fire anywhere on campus, and some areas have State or local ordinances that restrict this type of activity.<br>• As noted earlier, some schools may prefer not to have trainees simulating a disaster in a common or public area where passersby may become afraid that it is a real emergency. Some schools may require you to do the simulations in out-of-the-way, remote, or quiet areas. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 47** | **Clarify CERT Roles**<br>Tell participants that as they tailor the *CERT Basic Training* for their campus, they need to be sure to communicate the decisions made during the planning phase of the program about CERT member roles and expectations.<br>Make sure that CERT trainees know their expected role during an emergency and how to appropriately work with campus emergency services and local community fire and police departments.<br>In addition, if you have determined that your CERT members will become an active team after training, prepare the trainees for the types of emergency and non-emergency activations they might be asked to participate in. |
|  <br>**Display Slide 48** | **Training Youth**<br>Say that while some Campus CERT programs will not include students among the trainees, others will. If your program will include young people, keep the following points in mind:<br>• Most students (but not all) are relatively young, and want to be engaged in hands-on or active training, with short attention spans for lecture. Leave plenty of time for the demonstrations and hands-on practice included in the *CERT Basic Training* Instructor Guide.<br>• Most students today are tethered to electronic devices and communications and will likely come into class listening to music on iPods and texting on cell phones. You will need to set ground rules so that trainees are actually able to pay attention and not distracting others. However, because many schools have reverse 9-1-1 or other alert systems that require use of cell phones, texting, or |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| | Twitter, you may not be allowed to completely restrict them from having cell phones on.<br>• Following up on that theme, students are very into technology today, including social media. There may be a way to incorporate Facebook, Twitter, texting, etc. into the Campus CERT program by using those media for activations and communications, having a Campus CERT Facebook page, and using technology in the training itself (e.g., use podcasts and web-based training such as IS 100 or IS 700 online through FEMA-EMI). You can even ask for student assistance with these tasks.<br>• Provide snacks if the training is outside of a regular classroom setting (i.e., CERT as a class for academic credit), as most students, with their active metabolisms, will appreciate the food. |
|  <br>**Display Slide 49** | **Training Faculty and Staff**<br>A Campus CERT training might be attended by faculty, staff, and others in the community in addition to students.<br>As a result, the attendees are likely to be very well educated, so you should ensure that the pacing and content of the material presented keeps pace with the audience. Be sure to build in extra time for questions and discussion, and keep the training as interactive and engaging as possible.<br>Also remember that you should not be responsible for providing all the technical content—get credible, articulate subject matter experts to help you whenever appropriate. Luckily, a campus is the perfect place to find experts in many fields relevant to CERT. |

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
| <br>**Display Slide 50**<br><br>**PM, p. 32** | **Campus CERT Training Activity**<br><br>Tell participants that they will now have a chance to discuss ways in which they would modify *CERT Basic Training* for a campus audience.<br><br>• Divide the class into 8 groups, one for each *CERT Basic Training* unit.<br><br>• Assign each group a unit.<br><br>• Ask each group to answer the questions for that unit in the "Tool Box" questionnaire on the following pages and on p. 32 of the Participant Manual. The answers can be a combination of the experiences of all the members of the group.<br><br>Give the groups about 10 minutes to answer the questions, and then expect another 15 minutes for all the groups to report their findings to the rest of the class. |

## CAMPUS CERT TOOL BOX: APPROACHES TO BASIC TRAINING

### UNIT 1: DISASTER PREPAREDNESS

1. When training your Campus CERT, what are some of the things you will consider in preparing them for a potential disaster in your venue?

_____
_____
_____
_____

2. Home preparedness is important to the Campus CERT participant, but is often unrecognized. What are some ways you as the instructor will emphasize the importance of home preparedness to the CERT participants?

_____
_____
_____
_____

3. Which of the Hazard Lesson Plans provided in the *CERT Basic Training* Instructor Guide are you most likely to utilize in your area?

_____
_____
_____
_____

4. Your local Emergency Operations Center will be a wealth of knowledge for you in your preparation to teach CERT on campus. Where is it located, and what information will you request from them?

_____
_____
_____
_____

5. There are a number of "non-disaster" roles that members of Campus CERT could be involved with on your campus. Identify those that come to mind.

_____
_____
_____
_____

6. What other issues exist on your campus in terms of disaster preparedness?

_____
_____
_____
_____

## UNIT 2: FIRE SUPPRESSION

1. What types of fire hazards exist in your campus housing, if any? Other buildings on campus?

_____
_____
_____
_____

2. What types of fire extinguishers and extinguishing systems are present on campus?

_____
_____
_____
_____

3. Of the extinguishers listed above, could an organized Campus CERT access and use these resources during an emergency event?

_____
_____
_____
_____

4. In what ways could a Campus CERT be utilized on your campus in a fire situation? Are there any legal or policy restrictions on using Campus CERT for response to small fires at your institution or in your State?

_____
_____
_____
_____

5. What type of hazardous materials or special consideration areas exist on campus?

_____
_____
_____
_____

6. How might a Campus CERT be integrated with campus public safety and area emergency responders in a hazardous materials incident, keeping in mind CERT limitations in this area?

_____
_____
_____
_____

7. What other issues exist on your campus in terms of fire safety?

_____
_____
_____
_____

**UNIT 3: DISASTER MEDICAL – PART 1**

1. What areas, events, or activities on your campus represent the greatest danger to large numbers of people? What are the largest capacities of your student housing? Classrooms? Stadiums or sports arenas? Other campus buildings?

_____
_____
_____
_____

2. How many campus public safety personnel are on duty at a time? How is additional assistance obtained? What is the likely response time of law enforcement, fire, and EMS?

_____
_____
_____
_____

3. What is the anticipated size of the Campus CERT(s) on your campus?

_____
_____
_____
_____

4. Will there be any medically trained personnel (e.g., paramedics or EMTs) on the Campus CERT?

_____
_____
_____
_____

5. How can you utilize Campus CERT members with physical limitations or disabilities in triage situations?

_____
_____
_____
_____

6. What are the primary considerations in a situation requiring triage?

_____
_____
_____
_____

7. What other issues exist on your campus in terms of medical preparedness?

_____
_____
_____
_____

**UNIT 4: DISASTER MEDICAL – PART 2**

1. What medical resources (supplies) are present on your campus? Is a Mass Casualty Incident (MCI) trailer available, or do you have a hospital, health clinic, medical or nursing school?

_____
_____
_____
_____

2. Of the resources listed above, how could an organized Campus CERT access and use these medical resources during an "emergency event"?

_____
_____
_____
_____

3. In what manner could medical or first aid supplies be stored and ready for use?

_____
_____
_____
_____

4. What steps could you take to integrate the Campus CERT with the Incident Command System and the Emergency Operations Center for Disaster Medical Operations?

_____
_____
_____
_____

5. Do the campus medical facilities have a plan in place for major disasters? Could their staff become part of the Campus CERT, or could Campus CERT provide surge capacity when needed at the campus medical facilities?

_____
_____
_____
_____

6. What types of disaster medical exercises or drills would benefit the Campus CERT in your venue?

_____
_____
_____
_____

## UNIT 5: LIGHT SEARCH AND RESCUE

1. How can you learn the policies of your jurisdiction relative to shutting off utilities?

_____
_____
_____
_____

2. Teamwork is critical to rescue operations. How will you build teamwork among your trainees?

_____
_____
_____
_____

3. Safety is a critical component of Campus CERT operations. You will be teaching CERT members to search in potentially dangerous conditions. How will you train them to recognize the dangers they may encounter?

_____
_____
_____
_____

4. How can you prepare CERT members for the trauma and suffering they will see during rescue operations?

_____
_____
_____
_____

5. One component of rescuer safety is to know your limitations. How will you convey to CERT members that an honest analysis of their capabilities is necessary?

_____
_____
_____
_____

6. In your venue, who could you call upon to ensure that any light search and rescue training activity you create was safe for participants?

_____
_____
_____
_____

7. Are there structures in your area you could use to explain the different types of collapse danger?

_____
_____
_____
_____

**UNIT 6: CERT OPERATIONS**

1. Identify potential issues or circumstances you could anticipate that would help demonstrate the need for a Campus CERT program on your campus.

_____
_____
_____
_____

2. Of the situations listed above, how could an organized Campus CERT best be utilized during an emergency event?

_____
_____
_____
_____

3. List the ways in which a Campus CERT could be organized on your campus.

_____
_____
_____
_____

4. Explain how you and your agency would address safety procedures with the Campus CERT.

_____
_____
_____
_____

5. What steps could you take to integrate the Campus CERT with the Incident Command System and the Emergency Operations Center?

_____
_____
_____
_____

**UNIT 7: DISASTER PSYCHOLOGY**

1. Are there any organizations, groups, or professionals that can be called upon in your venue, including faculty, counselors, or other clinical staff from your institution, to assist the Campus CERT with rehabilitation, psychological first aid, and emotional debriefing during an emergency event?

_____
_____
_____
_____

2. In what ways can you assist Campus CERT members in reducing stress?

_____
_____
_____
_____

3. Where and how do you access the closest Critical Incident Stress Debriefing team?

_____
_____
_____
_____

4. Are there any local resources that can provide additional training to Campus CERT members on the topics of traumatic crisis, trauma stress, and managing onscene deaths?

_____
_____
_____
_____

5. Are there victim advocate groups in the area to help with death notifications? Who are they, how would they be contacted, and by whom?

_____
_____
_____
_____

6. Identify other potential supporting or detracting issues that you can think of concerning stress management and disaster psychology.

_____
_____
_____
_____

## UNIT 8: TERRORISM

1. Has a threat, risk, and vulnerability study been conducted to assess the potential terrorist threat on campus? What is the threat (real or perceived)?

_____
_____
_____
_____

2. Looking at the goals of terrorists, how can the Campus CERT prepare to lessen the impact of potential terrorism both pre- and post-event?

_____
_____
_____
_____

3. What are some likely or potential terrorist targets on campus?

_____
_____
_____
_____

4. Are there any persons on campus who have special training, equipment, expertise, or capabilities that can be brought to bear regarding chemical, biological, radiological, nuclear, or explosive hazards?

_____
_____
_____
_____

5. At what point or under what circumstances would it be too dangerous to deploy the Campus CERT in a post-terrorist event?

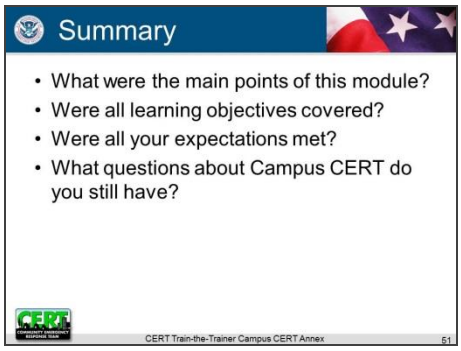
_____
_____
_____
_____

6. How can the Campus CERT form a relationship with local law enforcement, including 9-1-1 dispatch centers or local intelligence fusion centers, to facilitate the flow of information so that even the most trivial information is appropriately communicated?

_____
_____
_____
_____

7. What are some of the other issues that need to be addressed related to terrorism preparedness on your campus?

_____
_____
_____
_____

| INSTRUCTOR GUIDANCE | CONTENT |
|---|---|
|  <br>**Display Slide 51** | ***Summary***<br>Ask participants to recall the main points of this module. You discussed ways to plan, market, and deliver CERT training in a campus setting.<br>Check to make sure that all learning objectives were covered.<br>Review the list of learning objectives and participants' expectations for this *CERT Train-the-Trainer* module.<br>Read each expectation and ask: |
| | **Was this expectation met?**<br>If the expectation was not met, offer a way for the expectation to be met (another course, someone to talk to, something to read, etc.). |
| | **What questions about Campus CERT do you still have?** |
| <br>**Display Slide 52** | ***Graduation***<br>Thank participants for attending this module. Congratulate them for completing the training and wish them luck as they set up their CERT programs at their colleges or universities.<br>Pass out any graduation certificates and have participants complete any evaluation forms before dismissing the class. |

# APPENDIX: SUPPLEMENTAL DOCUMENTS

## Contents


CAMPUS EMERGENCIES AND DISASTERS A-1

CAMPUS CERT PARTICIPANT PRE-TEST A-7

CAMPUS CERT PARTICIPANT POST-TEST A-13

CAMPUS CERT PARTICIPANT PRE/POST-TEST ANSWER SHEET A-19

[This page intentionally left blank]

## NATURAL/FIRE DISASTERS

### (June 2001) University of Texas

Tropical Storm Allison caused $205 million in damage to medical facilities at University of Texas-Houston. Floods resulting from the storm forced the closure of the Texas Medical School, one of the world's largest medical centers. Stone, R. (June 28, 2001). Texas regents seek federal help for flooded institutions. *Daily Texan.*

### (September 2001) University of Maryland

A tornado created $15 million dollars in damage at the University of Maryland. Approximately 700 students were evacuated from buildings at the Courtyard, an apartment complex owned and managed by Ambling Co. The storm downed trees, causing damage to the structure of many university buildings. Flandez, R. L. (September 28, 2001). Tornado's toll at U. Maryland may exceed $15 million. *The Diamondback.*

### (October 2001) Kansas State University

A fire at the Kansas State University Dairy Barn resulted in $130,000 in damage. Area fire departments encountered difficulty accessing the barn due to narrow roads surrounding the structure. They also encountered problems with the water supply, and water tanks were brought to the site to aid firefighters. Raletz, A. (October 4, 2001). Kansas State U. dairy barn fire continues; losses estimated. *Kansas State Collegian.*

### (September 2003) Georgetown University

Hurricane Isabel forced Georgetown University to cancel classes for 2 days. The storm left thousands in the Washington, D.C. area without power, effecting street lights and traffic signs. Facility workers and campus emergency volunteers worked through the weekend to keep resources available for students. Bell, C. (September 23, 2003). D.C., Georgetown cope with Isabel's aftermath. *The Hoya.*

### (January 2005) Ball State University

An ice storm that struck East-Central Indiana left thousands without power. Nearly $300,000 was spent to clear fallen trees on the university campus following the ice storm. Smalls, Y. (January 18, 2005). Ball State U. works on storm cleanup. *Daily News.*

### (September 2005) Various Public and Private Colleges throughout Mississippi and Louisiana

Hurricane Katrina devastated educational institutions in both Mississippi and Louisiana. The storm forced colleges and universities throughout the region to close, displacing thousands of students. In Mississippi, the hurricane caused an estimated $700 million in damage. (September 23, 2005). Katrina's Toll on Mississippi Colleges Will Approach $700-Million. *The Chronicle of Higher Education.*

### (November 2005) Florida Atlantic University

Hurricane Wilma devastated Florida Atlantic University. The storm created approximately $7.5 million dollars in damage. Generators were required to provide electricity to the campus, as additional police officers ensured campus was safe for night classes and events. No major injuries were reported. Peltz, J. (November 10, 2005). FAU storm damages up to $7.5 million; other colleges take hard hits. *Knight Ridder Tribune Business news. Washington.*

### (April 2006) University of Iowa

Five tornadoes touched down in the area surrounding the University of Iowa campus. Over 100 students lost their homes, as the city and campus saw nearly $12 million in damage. In total, 212 buildings in the Iowa City area were damaged. No serious injuries were reported following the tornadoes, although several dozen patients were seen for minor injuries at area hospitals. Jordan, E. & Patch, J. (April 15, 2006). Iowa tornado damage tops $12 million. *The Des Moines Register.*

### (June 2008) University of Iowa

The University of Iowa, Iowa City, sustained more than $231 million in damages to campus structures and facilities from massive flooding along the Iowa River during the June 2008 floods that affected Iowa and other States along several river systems. Baldwin. J. (2008). Worst natural disaster in state history. *www.Iowa.com*.

### (June 2008) Kansas State University

A powerful tornado ripped through Kansas State University, causing more than $20 million in damages to university facilities, although the campus nuclear research reactor was not damaged. Moser, K. (June 12, 2008). Tornado damages buildings at Kansas State U. *Chronicle of Higher Education.*

### (November 2008) Westmont College

Wildfires destroyed 15 faculty houses, a dormitory complex, and the physics and psychology buildings of Westmont College in California. No injuries were reported, but over 300 students had to spend the night in the college gymnasium when the wildfires ignited the dorm where the students slept. Biemiller, L. (November 16, 2008). After Wildfire, Westmont College Fences Off Ruined Buildings, Assesses Damage. *The Chronicle of Higher Education.*

### (August 2011) Germanna Community College

Germanna Community College's Fredericksburg Campus sustained heavy damage to its largest classroom building during the 5.8-magnitude earthquake that struck the mid-Atlantic region on August 23. Although no one was injured, damage from the quake forced the college to suspend classes for several days and to look for alternate classroom space for the fall semester. Telvock, D. (August 26, 2011). Germanna Needs Classroom Space After Earthquake Damage. *Fredericksburg Patch.*

### (August 2011) Colleges Throughout New England and the Mid-Atlantic

Hurricane Irene left many colleges in New England and the Mid-Atlantic scrambling to make contingency plans for newly arrived students and to deal with flooding, power loss, damaged roads, and downed trees. Some schools, such as William and Mary, evacuated their students in preparation for the storm but ultimately sustained minor damage, while others, such as Southern Vermont College, had to delay the start of fall classes because of heavily flooded or damaged roads. Other colleges faced flooding, power outages, and lost telephone and internet service as a result of the storm. Eaton, C. (August 29, 2011). Flooding and Power Loss Plague Some New England Campuses in Wake of Storm. *The Chronicle of Higher Education.*

## RIOTS

### (July 2000) Pennsylvania State University

A crowd of 2,500 people started a riot on the area surrounding Penn State's campus. The crowd broke windows and threw beer bottles and plastic cups from the balconies of nearby buildings. In addition, the crowd punctured three tires on a police car. The police responded with pepper

spray and arrested 15 individuals for their participation in the riot. Bradley, F. & Cichon, F. (July 17, 2000). Police put quick end to riot rear Penn State U. *Daily Collegian.*

**(November 2000) Ohio State University**

A riot broke out at Ohio State University following a football game loss. Those involved started 129 fires and turned over at least five cars. One student was stabbed during the riot. Police made 29 arrests, suppressing the crowd with tear gas and rubber bullets. Enders, D. (November 29, 2000). Ohio State U. students riot after football loss. *Michigan Daily.*

**(April 2002) University of Maryland**

Approximately 400 individuals started a riot after the school's basketball team lost a Final Four game. Members of the crowd destroyed two police cruisers and pelted police with glass. During the riot, several phone booths and garbage cans were knocked over and street signs were pulled down. The rioters also looted several stores surrounding the campus. Police fired pepper spray to control the crowd. Keller, C. (April 1, 2002). Police fire pellets after U. Maryland fans loot store cruisers. *The Diamondback.*

**(April 2003) University of Minnesota**

After the University of Minnesota hockey team won the men's national championship, riots broke out on the school's campus. A crowd of 1,000 people started the riot. They set more than 60 fires and also threw rocks and bottles at police officers. Twelve people were arrested following the event. Daglas, C. (April 14, 2003). Minnesota riots after hockey win. *Badger Herald.*

**(May 2003) University of Massachusetts – Amherst**

After police broke up a party of 1,000 – 1,500 people, members of the crowd started a riot. Students threw glass bottles, rocks, and lawn chairs at officers, injuring 15. Several police cruisers were damaged during the incident. In addition, the crowd started fires – burning a bus stop to the ground – and turned over one car. The Amherst Fire Department made 27 ambulance and fire runs during the incident. Singer, M. (May 5, 2003). Riots at U. Massachusetts results in fires, violence. *Massachusetts Daily Collegian.*

**(October 2003) University of Massachusetts – Amherst**

A riot started on the University of Massachusetts campus after a Boston Red Sox loss. Between 150 and 200 students participated in the riot. They threw beer cans, debris, and firecrackers out of windows. One group of students set a large fire on the Northeast quad. Police responded with pepper spray, arresting 15 people involved in the riot. Lamonth, D. & Salniker, F. (October 20, 2003). 15 arrested a U. Massachusetts following Red Sox loss. *Massachusetts Daily Collegian.*

**(February 2004) Northeastern University**

Northeastern students rioted after the New England Patriots won the Super Bowl. Students lit fireworks off rooftops and overturned six cars, damaging other vehicles in the process. A hit-and-run accident that occurred during the riot resulted in one casualty and three injuries. At least three students were arrested following the riot. Vosk, S. (February 5, 2004). Students arrested after riots erupt near Northeastern U. *Northeastern News.*

**(April 2004) Iowa State University**

After city police broke up an off-campus party during the school's Veishea celebration, students began to riot. Approximately 400 students were involved in the riots, damaging lamp posts, parking meters, and storefront windows. One hundred police officers responded to the riot, later arresting 32 individuals. Bui, P.K. (April 19, 2004). "Most Violent" Iowa State U. Riot ends in 32 arrests. *Iowa State Daily.*

### (August 2004) Colorado State University

When police attempted to disperse a crowd of 1,500 people from a party near Colorado State University, it sparked a riot the following night. Approximately 600 to 800 people gathered and began throwing rocks, bottles, and Molotov cocktails. Rioters overturned several cars. Campus police responded to the riots and arrested five individuals. Wiggins, E. (August 24, 2004). U. Colorado-area ops baffled by Colorado State U. riots. *Colorado Daily.*

### (April 2005) Michigan State University

A crowd of 2,000 students rioted in downtown East Lansing after the MSU's men's basketball team lost in the Final Four. Pepper spray was used to disperse the crowd, along with 42 arrests. Damage from the riot was estimated at $8,275, and staffing for the eight police agencies involved in suppressing the crowd added up to $190,389. Hassett, K. (May 4, 2005). Pepper-spray use in East Lansing riot reviewed. *Lansing State Journal.*

### (February 2008) Evergreen State College

A police officer's car was overturned and looted by bands of rock-throwing students after a disturbance at a Dead Prez concert at Evergreen State College in Olympia, Washington. The officer was trying to arrest a student believed to have been fighting with other concertgoers. The crowd of 200 students had to be dispersed with pepper spray. KOMO Staff and News Services. (February 15, 2008). Riot at Evergreen State damages deputy's car. *www.KOMOnews.com.*

### (February 2010) University of California—Berkeley

Student protests over rising tuition rates led to rioting and clashes with police. Rioters set trash cans on fire, threw glass bottles, and shattered windows, which led to the arrest of several students. The disturbances ultimately required the intervention of seven law enforcement agencies. Anderson, E. and Panzar, J. (February 26, 2010). Rioters Clash with Police in Streets South of UC Berkeley. *The Daily Californian.*

### (March 2010) University of Maryland at College Park

Police in riot gear tried to disperse a crowd of almost 1,500 students that took down a traffic sign and rocked a bus after the Maryland men's basketball team had a surprise playoff victory over Duke. There were similar problems in 2005 when the Maryland team beat Duke in a regular season win. Over two dozen people were arrested, and some students were beaten. Mastis, L. (March 4, 2010). Chaotic Celebration in College Park After Victory Over Duke. *9 News Now at WUSA.com.*

## TERRORISM AND OTHER VIOLENT MASS ATTACKS

### (February 2000) University of Minnesota, St. Paul

The Earth Liberation Front targeted a University of Minnesota campus greenhouse. The incident caused $1,000 in damage and set research back more than 3 months. The group overturned 88 oat plants, glued locks shut, and spray painted greenhouse walls. Rust, M. & Virtucio, V.P. (February 14, 2000). Activists damage U. Minnesota St. Paul campus seed lab. *Minnesota Daily.*

### (May 21, 2001) University of Washington

The Earth Liberation Front conducted two separate attacks on this date, setting fire to a research lab at the University of Washington and to a tree nursery in Oregon. The attack at the University of Washington destroyed the Center for Urban Horticulture building. No injuries were reported. Incident Profile: Earth Liberation Front. *MIPT Terrorism Knowledge Base.* http://www.tkb.org/

**(January 26, 2002) University of Minnesota, St. Paul**

The Earth Liberation Front set fire to machinery at the Microbial and Plant Genomic Research Center at the University of Minnesota, St. Paul campus. No injuries were reported. Incident Profile: Earth Liberation Front. *MIPT Terrorism Knowledge Base.* http://www.tkb.org/

**(July 8, 2004) Brigham Young University**

The Animal Liberation Front and the Earth Liberation Front conducted an attack at Brigham Young University. The incident, which destroyed two sheds belonging to the animal science building, caused over $30,000 in damage. No injuries were reported. Incident Profile: Earth Liberation Front. *MIPT Terrorism Knowledge Base.* http://www.tkb.org/

**(April 2007) Virginia Polytechnic Institute**

Disturbed student Cho Seung-Hui killed 27 students, five faculty members, and himself in one of the deadliest and most shocking incidences of mass violence in U.S. history. Classes were cancelled for a week to allow students to grieve, and the hall where Seung-Hui conducted the bulk of the attacks was closed for the rest of the semester. Hauser, C. (April 17, 2007). Virginia Gunman Identified as a Student. *New York Times.*

**(February 2008) Louisiana Technical College**

A female student shot and killed two classmates and then herself in a classroom. Classes were cancelled in response to the incident. Supiano, B. (February 8, 2008). 3 Dead in Shooting at Louisiana Technical College in Baton Rouge. *The Chronicle of Higher Education.*

**(February 2008) Northern Illinois University**

On Valentine's Day, disturbed graduate student Steven Kazmierczak entered a lecture hall and shot 22 people, five of whom died, and then killed himself. The campus was ordered into a lockdown until the situation was brought under control. Cohen, J. (March 19, 2010). NIU probes motives, response to 2008 shooting. *Chicago Tribune.*

[This page intentionally left blank]

## CAMPUS CERT PARTICIPANT PRE-TEST

***Directions**: In order to properly evaluate the effectiveness of the Campus CERT training you are about to receive, it is important for us to measure how much you know prior to training. Please answer each question to the best of your ability and don't be alarmed if you don't know some (or any) of the correct answers. We promise you will do much better after you have had the Campus CERT training!*

***Please circle an answer to each question below.***

1. A family disaster supply kit should contain:
   a. One gallon of water per day, per person.
   b. One quart of water per day, per person.
   c. Two gallons of water per day, per person.
   d. None of the above.

2. Regarding disaster situations, which of the following is <u>not</u> true?
   a. Disasters may be manmade (e.g., bombings).
   b. Disasters may be natural (e.g., hurricanes).
   c. Most disasters cannot be foreseen.
   d. Disasters may overwhelm emergency response personnel workers' capabilities.

3. Following a disaster, which of the following activities might CERT members be involved with?
   a. Suppressing a small fire.
   b. Coordinating the response to a mass casualty incident.
   c. Locating and turning off utilities if safe to do so.
   d. All of the above.

4. A family emergency plan should include:
   a. A meeting place outside the neighborhood in case the family can't return home.
   b. Smoke alarms on every floor of the house.
   c. A plan that provides for escape from every room of the home.
   d. All of the above.

5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The <u>first</u> step in size-up is:
   a. Establish priorities.
   b. Gather facts.
   c. Assess damage.
   d. Develop an action plan.

6. Regarding fire suppression (i.e., putting out a fire) which of the following is correct?
   a. For safety, you should always have two ways to exit the fire area.
   b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
   c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
   d. None of the above are correct.

7. CERTs should only attempt to suppress fires that are smaller than the size of a:
   a. Wood shed.
   b. Couch or sofa.
   c. Waste paper can.
   d. Notebook.

8. When fire is suspected, CERT members should:
   a. Test door handles, checking for signs of heat.
   b. Have an extinguisher ready before opening a door that feels hot.
   c. Feel closed doors for heat with the back of the hand, working from the bottom up.
   d. Cover nose and mouth with a wet cloth before entering the room.

9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and _____.
   a. Concussion.
   b. Stroke.
   c. Heart attack.
   d. Shock.

10. If a survivor appears to be unconscious, the first thing a CERT member should do is:
   a. Elevate the survivor's feet above heart level.
   b. At arm's length, shake the survivor and shout, "Can you hear me?"
   c. Check for a pulse.
   d. Roll the survivor on his or her side.

11. CERT members can control most bleeding by putting direct pressure on the wound and:
   a. Elevating the wound.
   b. Covering the wound with ice.
   c. Cauterizing (burning) the wound.
   d. All of the above.

12. During triage, survivors' conditions are evaluated and the survivors are prioritized into four categories. These categories are:
   a. "Immediate," "Delayed," "Minor," and "Dead."
   b. "Critical," "Serious," "Not Viable," and "Minor."
   c. "Life-threatening," "Potentially life-threatening,'" "Non-life-threatening," and "Uninjured."
   d. "Unconscious," "Semi-conscious," "Dead," and "Conscious."

13. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
    a. 6 drops of bleach per gallon of water.
    b. 8 drops of bleach per gallon of water.
    c. 10 drops of bleach per gallon of water.
    d. 16 drops of bleach per gallon of water.

14. CERT members should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
    a. Change gloves only if they come into contact with body fluids.
    b. Sterilize gloves between survivors using 1 part bleach to 10 parts water.
    c. Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
    d. Pour hydrogen peroxide over hands after treating each patient.

15. At the medical treatment site, patients should be positioned:
    a. At least 10 feet apart.
    b. In a semi-circle.
    c. In a head-to-toe configuration.
    d. In two rows, in a head-to-head configuration.

16. Emergency treatment for a third-degree burn includes:
    a. Packing the wound in ice.
    b. Covering the wound with an antiseptic ointment.
    c. Removing adhered pieces of clothing from the wound with tweezers.
    d. Covering the wound loosely with a sterile dressing.

17. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
    a. Rescue the greatest number of people in the shortest amount of time.
    b. Rescue the most severely injured survivors first.
    c. Rescue those who are trapped deepest first.
    d. Rescue children and the elderly first.

18. “Cribbing” refers to a technique used to:
    a. Keep disaster survivors in a single location so that they can receive medical treatment.
    b. Decrease the amount of time it takes to locate trapped survivors.
    c. Stabilize a heavy object that must be raised in order to extract a trapped survivor.
    d. None of the above.

19. Regarding search and rescue, which of the following is incorrect?
    a. When damage to a building is heavy (e.g., structural instability) CERT members should secure the building perimeter and warn others to stay out.
    b. When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
    c. CERT members must never enter a building that is moderately or heavily damaged.
    d. When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.

20. In terms of search and rescue, a "void" refers to:
    a. An area where survivors may be trapped.
    b. A loss of communication with a trapped survivor.
    c. A loss of communication between rescuers.
    d. An order to stop searching because conditions have become too dangerous.

21. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
    a. The most experienced team member.
    b. The oldest team member.
    c. The person previously elected by team members.
    d. The first member to arrive at the pre-designated staging area.

22. CERT personnel should always be assigned to work in teams of at least:
    a. Two CERT members.
    b. Three CERT members.
    c. Four CERT members.
    d. Five CERT members.

23. Regarding the Incident Command System (ICS), which of the following is incorrect?
    a. The ICS is used by fire and police personnel to manage emergency operations.
    b. CERTs are not part of the ICS.
    c. CERTs take direction from police and fire personnel once they arrive on the scene.
    d. All of the above are correct.

24. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
    a. CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
    b. CISD is mandatory for all Campus CERTs involved in disaster operations.
    c. CISD discussions are confidential.
    d. During CISD participants are encouraged to share their thoughts and feelings about the disaster.

25. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
    a. Ask uninjured people to get involved in helping others.
    b. Take breaks away from the incident area.
    c. Help survivors connect with family and/or friends.
    d. Tell survivors, “You’re strong, you’ll get through this.”

26. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
    a. Generally do not panic or show emotion.
    b. May direct their anger toward rescuers.
    c. Usually take direction from rescuers willingly.
    d. Usually panic and show extreme emotion.

27. Shelter-in-place procedures include:
    a. Shutting off the ventilation system.
    b. Placing plastic sheeting around all doors and windows.
    c. Sealing all areas where air can come through (e.g., under doors).
    d. All of the above.

28. If CERT members suspect a terrorist incident, they should:
    a. Move away from the area immediately.
    b. Stay in the area and use a cell phone (if available) to notify authorities.
    c. Stay at the scene and prevent others from entering the area.
    d. All of the above.

29. CERT members can limit their exposure to the harmful effects of terrorist weapons by:
    a. Evacuating at least 500-1,000 feet away, uphill and upwind.
    b. Evacuating at least 500-1,000 feet away, downhill and downwind.
    c. Evacuating at least 1,000-1,500 feet away, uphill and upwind.
    d. Evacuating at least 1,000-1,500 feet away, downhill and downwind.

30. Basic decontamination procedures include:
    a. Leaving the contaminated area.
    b. Removing everything (e.g., clothing, jewelry).
    c. Showering with cool water.
    d. All of the above.

[This page intentionally left blank]

.

## CAMPUS CERT PARTICIPANT POST-TEST

***Directions**: In order to properly evaluate the effectiveness of the Campus CERT training you just received, it is important for us to measure how much you learned during training. Please answer each question to the best of your ability.*

***Please circle an answer to each question below.***

1. A family disaster supply kit should contain:
   a. One gallon of water per day, per person.
   b. One quart of water per day, per person.
   c. Two gallons of water per day, per person.
   d. None of the above.

2. Regarding disaster situations, which of the following is <u>not</u> true?
   a. Disasters may be manmade (e.g., bombings).
   b. Disasters may be natural (e.g., hurricanes).
   c. Disasters cannot be foreseen.
   d. Disasters may overwhelm emergency response personnel workers' capabilities.

3. Following a disaster, which of the following activities might CERT members be involved with?
   a. Suppressing a small fire.
   b. Coordinating the response to a mass casualty incident.
   c. Locating and turning off utilities if safe to do so.
   d. All of the above.

4. A family emergency plan should include:
   a. A meeting place outside the neighborhood in case the family can't return home.
   b. Smoke alarms on every floor of the house.
   c. A plan that provides for escape from every room of the home.
   d. All of the above.

5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The <u>first</u> step in size-up is:
   a. Establish priorities.
   b. Gather facts.
   c. Assess damage.
   d. Develop an action plan.

6. Regarding fire suppression (i.e., putting out a fire) which of the following is correct?
   a. For safety, you should always have two ways to exit the fire area.
   b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
   c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
   d. None of the above are correct.

7. CERTs should only attempt to suppress fires that are smaller than the size of a:
   a. Wood shed.
   b. Couch or sofa.
   c. Waste paper can.
   d. Notebook.

8. When fire is suspected, CERT members should:
   a. Test door handles, checking for signs of heat.
   b. Have an extinguisher ready before opening a door that feels hot.
   c. Feel closed doors for heat with the back of the hand, working from the bottom up.
   d. Cover nose and mouth with a wet cloth before entering the room.

9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and _____.
   a. Concussion.
   b. Stroke.
   c. Heart attack.
   d. Shock.

10. If a survivor appears to be unconscious, the first thing a CERT member should do is:
    a. Elevate the survivor's feet above heart level.
    b. At arm's length, shake the survivor and shout, "Can you hear me?"
    c. Check for a pulse.
    d. Roll the survivor on his or her side.

11. CERT members can control most bleeding by putting direct pressure on the wound and:
    a. Elevating the wound.
    b. Covering the wound with ice.
    c. Cauterizing (burning) the wound.
    d. All of the above.

12. During triage, survivors' conditions are evaluated and the survivors are prioritized into four categories. These categories are:
    a. "Immediate," "Delayed," "Minor," and "Dead."
    b. "Critical," "Serious," "Not Viable," and "Minor."
    c. "Life-threatening," "Potentially life-threatening,'" "Non-life-threatening," and "Uninjured."
    d. "Unconscious," "Semi-conscious," "Dead," and "Conscious."

13. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
    a. 6 drops of bleach per gallon of water.
    b. 8 drops of bleach per gallon of water.
    c. 10 drops of bleach per gallon of water.
    d. 16 drops of bleach per gallon of water.

14. CERT members should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
    a. Change gloves only if they come into contact with body fluids.
    b. Sterilize gloves between survivors using 1 part bleach to 10 parts water.
    c. Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
    d. Pour hydrogen peroxide over hands after treating each patient.

15. At the medical treatment site, patients should be positioned:
    a. At least 10 feet apart.
    b. In a semi-circle.
    c. In a head-to-toe configuration.
    d. In two rows, in a head-to-head configuration.

16. Emergency treatment for a third-degree burn includes:
    a. Packing the wound in ice.
    b. Covering the wound with an antiseptic ointment.
    c. Removing adhered pieces of clothing from the wound with tweezers.
    d. Covering the wound loosely with a sterile dressing.

17. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
    a. Rescue the greatest number of people in the shortest amount of time.
    b. Rescue the most severely injured survivors first.
    c. Rescue those who are trapped deepest first.
    d. Rescue children and the elderly first.

18. “Cribbing” refers to a technique used to:
    a. Keep disaster survivors in a single location so that they can receive medical treatment.
    b. Decrease the amount of time it takes to locate trapped survivors.
    c. Stabilize a heavy object that must be raised in order to extract a trapped survivor.
    d. None of the above.

19. Regarding search and rescue, which of the following is incorrect?
    a. When damage to a building is heavy (e.g., structural instability) CERT members should secure the building perimeter and warn others to stay out.
    b. When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
    c. CERT members must never enter a building that is moderately or heavily damaged.
    d. When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.

20. In terms of search and rescue, a "void" refers to:
    a. An area where survivors may be trapped.
    b. A loss of communication with a trapped survivor.
    c. A loss of communication between rescuers.
    d. An order to stop searching because conditions have become too dangerous.

21. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
    a. The most experienced team member.
    b. The oldest team member.
    c. The person previously elected by team members.
    d. The first member to arrive at the pre-designated staging area.

22. CERT personnel should always be assigned to work in teams of at least:
    a. Two CERT members.
    b. Three CERT members.
    c. Four CERT members.
    d. Five CERT members.

23. Regarding the Incident Command System (ICS), which of the following is incorrect?
    a. The ICS is used by fire and police personnel to manage emergency operations.
    b. CERTs are not part of the ICS.
    c. CERTs take direction from police and fire personnel once they arrive on the scene.
    d. All of the above are correct.

24. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
    a. CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
    b. CISD is mandatory for all Campus CERTs involved in disaster operations.
    c. CISD discussions are confidential.
    d. During CISD participants are encouraged to share their thoughts and feelings about the disaster.

25. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
    a. Ask uninjured people to get involved in helping others.
    b. Take breaks away from the incident area.
    c. Help survivors connect with family and/or friends.
    d. Tell survivors, “You’re strong, you’ll get through this.”

26. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
    a. Generally do not panic or show emotion.
    b. May direct their anger toward rescuers.
    c. Usually take direction from rescuers willingly.
    d. Usually panic and show extreme emotion.

27. Shelter-in-place procedures include:
    a. Shutting off the ventilation system.
    b. Placing plastic sheeting around all doors and windows.
    c. Sealing all areas where air can come through (e.g., under doors).
    d. All of the above.

28. If CERT members suspect a terrorist incident, they should:
    a. Move away from the area immediately.
    b. Stay in the area and use a cell phone (if available) to notify authorities.
    c. Stay at the scene and prevent others from entering the area.
    d. All of the above.

29. CERT members can limit their exposure to the harmful effects of terrorist weapons by:
    a. Evacuating at least 500-1,000 feet away, uphill and upwind.
    b. Evacuating at least 500-1,000 feet away, downhill and downwind.
    c. Evacuating at least 1,000-1,500 feet away, uphill and upwind.
    d. Evacuating at least 1,000-1,500 feet away, downhill and downwind.

30. Basic decontamination procedures include:
    a. Leaving the contaminated area.
    b. Removing everything (e.g., clothing, jewelry).
    c. Showering with cool water.
    d. All of the above.

[This page intentionally left blank]

## CAMPUS CERT PARTICIPANT PRE/POST-TEST ANSWER SHEET

***Directions**: Answers are bolded below.*

***Please circle an answer to each question below.***

1. A family disaster supply kit should contain:
   **a. One gallon of water per day, per person.**
   b. One quart of water per day, per person.
   c. Two gallons of water per day, per person.
   d. None of the above.

2. Regarding disaster situations, which of the following is <u>not</u> true?
   a. Disasters may be manmade (e.g., bombings).
   b. Disasters may be natural (e.g., hurricanes).
   **c. Most disasters cannot be foreseen.**
   d. Disasters may overwhelm emergency response personnel workers' capabilities.

3. Following a disaster, which of the following activities might CERT members be involved with?
   a. Suppressing a small fire.
   b. Coordinating the response to a mass casualty incident.
   c. Locating and turning off utilities if safe to do so.
   **d. All of the above.**

4. A family emergency plan should include:
   a. A meeting place outside the neighborhood in case the family can't return home.
   b. Smoke alarms on every floor of the house.
   c. A plan that provides for escape from every room of the home.
   **d. All of the above.**

5. CERT size-up is a continual nine-step process that enables team members to make decisions and respond appropriately. The <u>first</u> step in size-up is:
   a. Establish priorities.
   **b. Gather facts.**
   c. Assess damage.
   d. Develop an action plan.

6. Regarding fire suppression (i.e., putting out a fire) which of the following is correct?
   **a. For safety, you should always have two ways to exit the fire area.**
   b. To check for fires behind closed doors, feel the door for heat with your hand, working from the top to the bottom of the door.
   c. Extinguish fires starting at the top of the flame and work your way to the base of the fire.
   d. None of the above are correct.

7. CERTs should only attempt to suppress fires that are smaller than the size of a:
   a. Wood shed.
   b. Couch or sofa.
   **c. Waste paper can.**
   d. Notebook.

8. When fire is suspected, CERT members should:
   a. Test door handles, checking for signs of heat.
   b. Have an extinguisher ready before opening a door that feels hot.
   **c. Feel closed doors for heat with the back of the hand, working from the bottom up.**
   d. Cover nose and mouth with a wet cloth before entering the room.

9. The three life-threatening conditions that must receive top priority are obstructed airway, excessive bleeding, and _____.
   a. Concussion.
   b. Stroke.
   c. Heart attack.
   **d. Shock.**

10. If a survivor appears to be unconscious, the first thing a CERT member should do is:
    a. Elevate the survivor's feet above heart level.
    **b. At arm's length, shake the survivor and shout, "Can you hear me?"**
    c. Check for a pulse.
    d. Roll the survivor on his or her side.

11. CERT members can control most bleeding by putting direct pressure on the wound and:
    **a. Elevating the wound.**
    b. Covering the wound with ice.
    c. Cauterizing (burning) the wound.
    d. All of the above.

12. During triage, survivors' conditions are evaluated and the survivors are prioritized into four categories. These categories are:
    a. "**Immediate," "Delayed," "Minor," and "Dead."**
    b. "Critical," "Serious," "Not Viable," and "Minor."
    c. "Life-threatening," "Potentially life-threatening,'" "Non-life-threatening," and "Uninjured."
    d. "Unconscious," "Semi-conscious," "Dead," and "Conscious."

13. Water can be purified by boiling for 1 minute or by adding bleach. The bleach to water ratio is:
    a. 6 drops of bleach per gallon of water.
    **b. 8 drops of bleach per gallon of water.**
    c. 10 drops of bleach per gallon of water.
    d. 16 drops of bleach per gallon of water.

14. CERT members should wear fresh, non-latex gloves for each patient they treat. When a sufficient supply of gloves is not available, CERTs should:
    a. Change gloves only if they come into contact with body fluids.
    **b. Sterilize gloves between survivors using 1 part bleach to 10 parts water.**
    c. Wash hands with antibacterial soap for at least 15 seconds after treating each patient.
    d. Pour hydrogen peroxide over hands after treating each patient.

15. At the medical treatment site, patients should be positioned:
    a. At least 10 feet apart.
    b. In a semi-circle.
    **c. In a head-to-toe configuration.**
    d. In two rows, in a head-to-head configuration.

16. Emergency treatment for a third-degree burn includes:
    a. Packing the wound in ice.
    b. Covering the wound with an antiseptic ointment.
    c. Removing adhered pieces of clothing from the wound with tweezers.
    **d. Covering the wound loosely with a sterile dressing.**

17. The first goal of search and rescue is to maintain the safety of the rescuers. The second goal is to:
    **a. Rescue the greatest number of people in the shortest amount of time.**
    b. Rescue the most severely injured survivors first.
    c. Rescue those who are trapped deepest first.
    d. Rescue children and the elderly first.

18. “Cribbing” refers to a technique used to:
    a. Keep disaster survivors in a single location so that they can receive medical treatment.
    b. Decrease the amount of time it takes to locate trapped survivors.
    **c. Stabilize a heavy object that must be raised in order to extract a trapped survivor.**
    d. None of the above.

19. Regarding search and rescue, which of the following is incorrect?
    a. When damage to a building is heavy (e.g., structural instability) CERT members should secure the building perimeter and warn others to stay out.
    b. When damage to a building is light, the CERT mission is to locate, triage, and prioritize the removal of survivors.
    **c. CERT members must never enter a building that is moderately or heavily damaged.**
    d. When entering a building to search for survivors, CERTs should make a single, diagonal slash mark near the door. When exiting the building, CERTs should make an opposite slash mark (creating an X) to signal others that the search has been completed.

20. In terms of search and rescue, a "void" refers to:
    **a. An area where survivors may be trapped.**
    b. A loss of communication with a trapped survivor.
    c. A loss of communication between rescuers.
    d. An order to stop searching because conditions have become too dangerous.

21. In a disaster situation, the CERT leader (also known as the Incident Commander) is:
    a. The most experienced team member.
    b. The oldest team member.
    c. The person previously elected by team members.
    **d. The first member to arrive at the pre-designated staging area.**

22. CERT personnel should always be assigned to work in teams of at least:
    a. Two CERT members.
    **b. Three CERT members.**
    c. Four CERT members.
    d. Five CERT members.

23. Regarding the Incident Command System (ICS), which of the following is incorrect?
    a. The ICS is used by fire and police personnel to manage emergency operations.
    **b. CERTs are not part of the ICS.**
    c. CERTs take direction from police and fire personnel once they arrive on the scene.
    d. All of the above are correct.

24. Regarding Critical Incident Stress Debriefing (CISD), which of the following is incorrect?
    a. CISD is used to help rescuers cope with the psychological trauma they may experience following a disaster situation.
    **b. CISD is mandatory for all Campus CERTs involved in disaster operations.**
    c. CISD discussions are confidential.
    d. During CISD participants are encouraged to share their thoughts and feelings about the disaster.

25. During a disaster, rescuers and survivors may experience disaster-related stress. CERTs should not:
    a. Ask uninjured people to get involved in helping others.
    b. Take breaks away from the incident area.
    c. Help survivors connect with family and/or friends.
    **d. Tell survivors, "You're strong, you'll get through this."**

26. Research shows that survivors go through four distinct emotional phases following a disaster. During the impact phase, survivors:
    **a. Generally do not panic or show emotion.**
    b. May direct their anger toward rescuers.
    c. Usually take direction from rescuers willingly.
    d. Usually panic and show extreme emotion.

27. Shelter-in-place procedures include:
    a. Shutting off the ventilation system.
    b. Placing plastic sheeting around all doors and windows.
    c. Sealing all areas where air can come through (e.g., under doors).
    **d. All of the above.**

28. If CERT members suspect a terrorist incident, they should:
    **a. Move away from the area immediately.**
    b. Stay in the area and use a cell phone (if available) to notify authorities.
    c. Stay at the scene and prevent others from entering the area.
    d. All of the above.

29. CERT members can limit their exposure to the harmful effects of terrorist weapons by:
    a. Evacuating at least 500-1,000 feet away, uphill and upwind.
    b. Evacuating at least 500-1,000 feet away, downhill and downwind.
    **c. Evacuating at least 1,000-1,500 feet away, uphill and upwind.**
    d. Evacuating at least 1,000-1,500 feet away, downhill and downwind.

30. Basic decontamination procedures include:
    a. Leaving the contaminated area.
    b. Removing everything (e.g., clothing, jewelry).
    c. Showering with cool water.
    **d. All of the above.**

[This page intentionally left blank]