



Bulletin

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Call for Articles for the First Special Focus Issue of 2017:

**"Making Practical
Applications out of
Emergency Manage-
ment Research"**

**Deadline extended to
Feb. 20, 2017
[Details on Page 12](#)**

**Call for Speakers for
the 2017 IAEM Annual
Conference is open
until Feb. 17, 2017,
5:00 p.m. EST
[Details on Page 9](#)**

IAEM in Action

IAEM Held its First Think Tank of 2017 on "FirstNet: What You Need to Know"



The IAEM Think Tank on "FirstNet: What You Need to Know" was held Jan. 31 at IAEM Headquarters. Present left to right were: Kyle S. Richardson, senior public safety liaison, FirstNet; Kenzie Capece, senior outreach advisor, FirstNet; Chelsea Firth, IAEM; Rich Serino, Think Tank moderator; and Joe Sastre, EM director, Groton, Connecticut. FirstNet will provide a single interoperable platform for emergency and daily public safety communications. This broadband network will fulfill a fundamental need of the public safety community as well as the last remaining recommendation of the 9/11 Commission. If you missed the Think Tank, the recording is now available [online](#).

IAEM-USA Represented at the National Homeland Security Consortium's January Meeting



From left to right are Leslee Stein-Spencer, Chicago Fire; Beth Armstrong, MAM, CAE, IAEM CEO; and Eddie Hicks, director, Morgan County (Alabama) Emergency Management Agency, at the Jan. 10 meeting of the National Homeland Security Consortium (NHSC) in Scottsdale, Arizona. The NHSC is a forum of key national organizations that promotes national policies, strategies, practices and guidelines to preserve the public health, safety and security of the United States.

[more photos on page 2](#)

IAEM in Action

IAEM-USA Gears Up for 2017 Government Affairs Activities



IAEM Director of Government Affairs Thad Huguley (right) met Jan. 9, 2017, with Superintendent Tony Russell (center) and his senior staff at FEMA's Emergency Management Institute, Emmitsburg, Maryland, to discuss EMI's curriculum for local emergency management personnel.



From left: Robie Robinson, CEM, IAEM-USA past president; Lanita Lloyd, CEM, IAEM-USA president; Thad Huguley, IAEM-USA government affairs director; and Doug Bryson, CEM, IAEM-USA Government Affairs Committee chair, met Dec. 8, 2016, in Atlanta to discuss action plans for 2017.



Planning Is Underway for the 2017 IAEM-USA Officers Election



Beth Armstrong, MAM, CAE, IAEM CEO, met with John Walsh, chair, IAEM-USA Nominations & Credentials Committee, on Feb. 2 at IAEM Headquarters, to discuss scheduling and procedures for the IAEM-USA 2017 officers' election. This year, IAEM-USA members will be voting for next year's IAEM-USA Second Vice President and Treasurer.

From the IAEM-USA President

IAEM-USA Government Affairs: Your Efforts Are Key to our Success

By Lanita Lloyd, MS, CEM, IAEM-USA President

During 2017, we all must vigilantly monitor the issues of importance to the emergency management community. Regardless of your political leanings, there is no denying that 2017 is going to be a year of extraordinary change and uncertainty in Washington, D.C. Now that the 115th Congress is well on its way to getting organized, and President Trump has been inaugurated and is running the federal government, we must aggressively advocate for our policy objectives.

New IAEM Director of Government Affairs

In addition to the change in administration of our government, changes are taking place with IAEM-USA. It is important that you know who is leading our efforts. Thad Huguley has taken over as IAEM's director of government affairs, replacing Martha Braddock who retired on Oct. 31, 2016. Thad has 25 years of experience working in Washington, 15 of those years on Capitol Hill and 10 as a lobbyist. He is a proven operative who knows how Washington works, but he is new to the emergency management community, so please help him get up to speed on the policy issues you care about.

Leadership of Government Affairs Committee

The IAEM-USA Board is striving to build a strong team to promote and support our issues this year. Members should be aware that Doug Bryson, CEM, immediate past president of IAEM-USA Region 4 and director of Spartanburg County

(South Carolina) Emergency Management, has been selected as chair of the IAEM-USA Government Affairs Committee. Doug was the president of the South Carolina Emergency Management Association from 2011-2013 and is the current chair of the South Carolina Emergency Management Association's Legislative Committee. Teri Smith, CEM, CPM, director of Douglas County (Kansas) Emergency Management and IAEM-USA Region 7 president, and Dan Robeson, DEM, deputy director of Johnson County (Kansas) Emergency Management, serve as vice chairs of the Government Affairs Committee. Robie Robinson, IAEM-USA immediate past president and executive director of Public Safety, University of Tennessee at Chattanooga, is also actively engaged in the committee as the board liaison. Most importantly, remember that every member can contribute to and is needed in government affairs work.

What You Can Do to Make a Difference

In coordination with Thad, the Government Affairs Committee will handle the day-to-day management of IAEM's government affairs agenda, but it is absolutely critical that all of us help make our elected officials aware of what we do and why it is important. While we may not have a political action committee to help drive our agenda, we do have one incredibly powerful political asset that can and should help us achieve our objectives. We have thousands of committed emergency management professionals scattered around the country in

all 50 states and in every congressional district.

If you don't already have a relationship with your Senators and Representatives, and even if you do, I want to encourage you to find time in the coming months to invite them to a training exercise or a roundtable discussion to get them better acquainted with our mission and to educate them about our policy goals. Meetings within your own communities "tell the story" of your jurisdiction's emergency management program – in the community of your representative. Any member of the Government Affairs Committee leadership, Thad, or any board member would be glad to share with you our past experiences or knowledge to keep in mind as you plan to meet or talk with your representative.

Critical Significance of Emergency Management Preparedness Grants

Of most immediate significance is to stress the importance of the Emergency Management Preparedness Grant (EMPG). While not all of us are direct EMPG recipients, the program is vitally important to funding the personnel and infrastructure needed for a robust local emergency management system. If funding is reduced, this will affect the local emergency management programs where we live and those we support.



[continued on page 4](#)

From the IAEM-USA President
continued from page 3

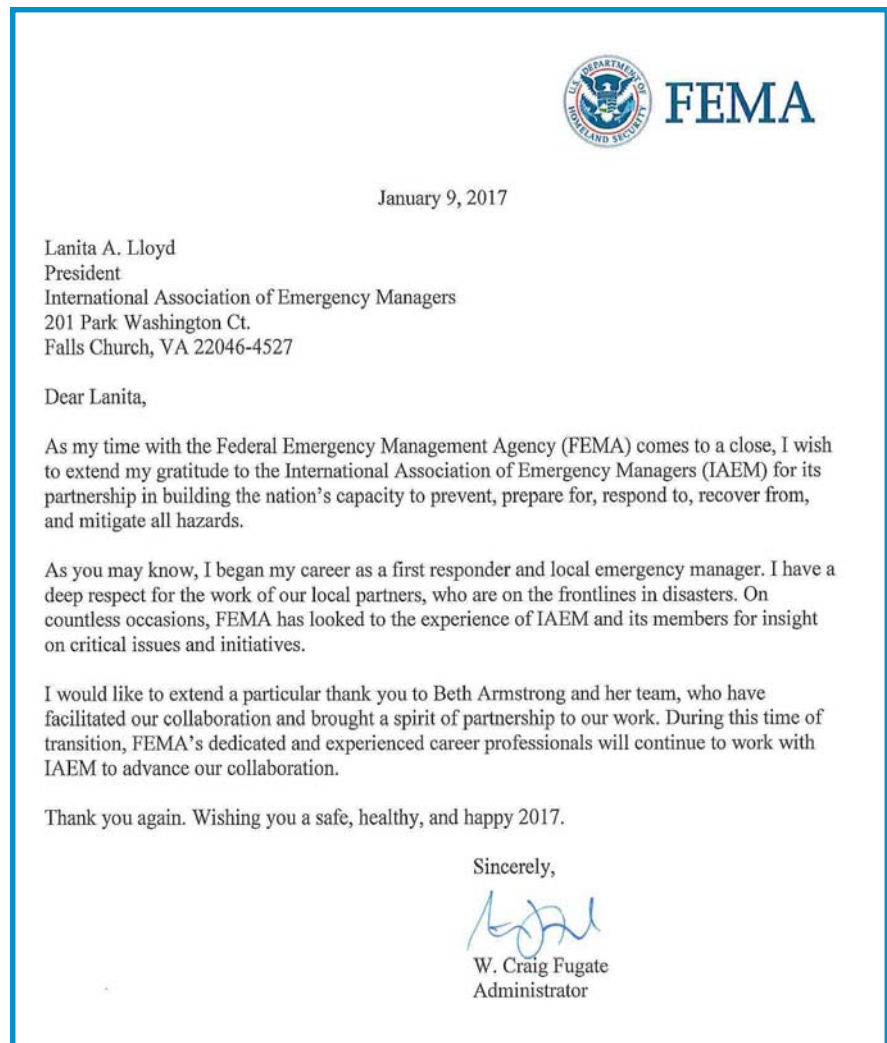
EMPG has been appropriated \$350 million since fiscal year 2014. In this day and age, we will have to battle to maintain the current funding, and we will need to pool all of our significant human resources to make the case to Congress that local and state emergency management need an increase in EMPG as soon as it is feasible to do so. That can, and will, be pressing Capitol Hill and the Trump Administration for an increase, but the most effective way to communicate this to Congress is in a face-to-face constituent meeting when they are home.

So *please* reach out to your Members of Congress to help maintain, build, and grow IAEM's political presence on Capitol Hill.

**2017 Government
Affairs Priorities**

Our 2017 priorities were outlined in an article in the September 2016 *IAEM Bulletin*, "Draft Key Emergency Management Issues Regarding FEMA/DHS that IAEM-USA Will Share with the President-Elect," by IAEM-USA President (2015-2016) Robie Robinson, CEM. We realize that there will be concerns beyond those identified at that time.

As an example, Thad recently assisted the IAEM-USA Health Care Caucus to address issues related to the Centers for Medicare and Medicaid Services (CMS) Emergency Preparedness Conditions of Participation (CoPs) requirements for the 17 CMS provider types, such as hospitals, primary, and long-term care providers. The IAEM-USA Health Care Caucus members are now more familiar with timelines and expectations. If you identify issues of which IAEM should be aware, I hope you will recognize and



A message of thanks from outgoing DHS Administrator Craig Fugate.

take advantage of the expertise available.

Conclusion

If I could share only one thought with you, it would be to stress the **importance** of all that **YOU do or don't do** as a member. Relationships are vital – between us as professionals, with our leadership and the communities we serve, and with those who speak or vote on issues that affect our work. Let's work together to strengthen our emergency management profession and the programs within and outside of our jurisdiction. You can make a difference! ▲

**Get the Latest IAEM-USA
Government Affairs News**

■ If you haven't subscribed to the *IAEM Dispatch*, please do so today. Time-sensitive government affairs news and issues are reported in the *Dispatch* each week.

■ Also, refer to the IAEM website – specifically the Government Affairs Committee page and the IAEM-USA News page.

**We want you to
stay informed!**

CEM® News

Start Planning Your Certification Journey Now!

Here's how to get started:

- Review the AEM®/CEM® requirements, and work with a mentor to assist with the application process.
- Add a certification application to your candidate dashboard within the online application portal. A helpful user guide is available on the IAEM website to assist. The application has a feature that allows you to save and exit the system whenever needed, allowing you to complete the requirements as you have time. Uploading documentation as you meet the requirements is a great way to keep all your materials in one place. Don't forget to hit save often!
- [Download the study guide](#) from the IAEM website, and start reviewing the recommended resources.
- Once you feel ready to take the exam, plan on attending a [group offering](#) (opportunities are listed on the IAEM website) or make arrangements to take the exam at your convenience with an approved proctor. Information on this process can be found in the study guide.
- Certification fees should be submitted through the IAEM website prior to the exam or submitting your application. There is a discount for IAEM members!
- Once your application is complete, submit for review. The IAEM website has a complete listing of [review dates and deadlines for 2017](#).
- Candidates will be notified of the results electronically. If your application was found incomplete, don't fret! You have 90 days to submit additional documentation for the Commission to review.



Important Note: In order to receive your diploma at the Awards Ceremony in Long Beach, applications must be approved before or during the September 2017 review meeting, and candidates must receive a passing score on the exam by Oct. 13, 2017.

We want to celebrate with you in 2017! Get started now on the certification process. We're here to help. ▲

AEM®/CEM® Prep Course and Exam Offerings in 2017

We're planning group AEM®/CEM® Exam and Preparatory Course offerings for the new year! Visit the [IAEM website](#) to view the current schedule, and plan to join us in 2017. IAEM requires at least 10 registrants for a Prep Course offering.

As of the publication date of this issue, two offerings are available for which registration is live:

- Mar. 1, 2017: AEM®/CEM® Exam, Washington University School of Medicine, St. Louis, Missouri.
- May 15-16, 2017: AEM®/CEM® Prep Course & Exam, Texas Emergency Management Conference, Henry B. Gonzalez Convention Center, San Antonio, Texas. ▲

Learn about the AEM®/CEM® credentials at www.iaem.com/CEM
Questions? Email CEMinfo@iaem.com

Get the FAQs About Certification

Visit the [AEM®/CEM® FAQs web page](#) to read the answers to the most commonly-asked questions about the AEM®/CEM® credential.

Visit www.iaemstore.com, and shop for IAEM gear today – New items are available now!

Tour the IAEM Store to view and purchase IAEM logowear online. Items will ship within 7-12 days directly to you. Browse available items to see an array of great styles and colors, in a full range of sizes. The IAEM logo – and AEM®/CEM® logos for qualified individuals – can be added to men's and women's shirts, headwear, outerwear, bags, and accessories.



CEM® Corner

Sample Questions: Implementation, Part 8

By Daryl Lee Spiewak, CEM, TEM, MEP, Lead Trainer for the CEM® Commission, and Chair, IAEM-Global Communications Work Group

Last month we discussed Implementation relating to Emergency Operations and Response Plans. This month completes our discussion of Implementation with a focus on Employee Assistance and Support.

For many years businesses have implemented programs that provided for employee assistance and support following a disaster. Government agencies have done this to varying degrees too. Both entities learned that providing for their employees helped them survive and accomplish their assigned missions during adverse conditions.

But it wasn't until the 2010 version was published that NFPA 1600 had a requirement to specifically include employees and their families in an entity's emergency management program. This requirement establishes a framework for both public and private entities that is consistent and inclusive. So what does the standard say?

Implementation Strategy

According to all NFPA 1600 versions beginning with 2010, "The entity shall develop a strategy for employee assistance and support." This strategy includes the following specific activities:

- (1) Communications procedures;
- (2) Contact information, including emergency contact outside the anticipated hazard area;
- (3) Accounting for persons affected, displaced, or injured by the incident;
- (4) Temporary, short-term or long-term housing, and feeding and

care of those displaced by an incident;

(5) Mental health and physical well-being of individuals affected by the incident; and

(6) Pre-incident and post-incident awareness.

These are not new activities, and we've covered them in previous articles. So we know they can be part of existing policies and procedures. We know they also can be standalone policies and procedures. The point is we need to specifically include our employees and their families in the planning and execution of the entity's emergency plans.

The standard tells us this strategy could be referred to as continuity. That is continuity of the entity's workforce or the "human aspects of continuity" rather than business continuity, continuity of operations, or continuity of government. This continuity program "includes the entity's employees and their families or significant others affected by the incident." We know from previous studies and experience that our responders will be more effective knowing their families are provided for before, during, and following an incident.

Additional Requirements

Following along with our All Hazards concepts, NFPA 1600 requires the strategy to be "flexible for use in all incidents." The Whole Community concept also is included as the standard calls for the entity to "promote family preparedness education and training for employees" as well as "customers, vendors,

and other parties [who] might be located at the entity's facility."

Finally, the standard states, "The entity should develop policies and procedures to store, retrieve, and control access to personal information when needed in an emergency situation, including systems to facilitate reunification of family members."

Examination References

As for the previous standards, this one too does not describe how to do all of this, so for the exam we refer back to various FEMA Independent Study Courses. FEMA does not have an independent study course specifically addressing Employee Assistance and Support. Therefore, we need to review independent study courses related to the activities that make up the strategy, such as IS-230d Fundamentals of Emergency Management, IS-235d Emergency Planning, IS-242b Effective Communication, and IS-910a Emergency Management Preparedness Fundamentals, as well as *A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action* (FDOC 104-008-1/December 2011) with the idea of including Employee Assistance and Support as part of the procedures.

Essay

The application process for both the CEM® and the AEM® does not require the candidate to address *Employee Assistance and Support* specifically as one of the required

[continued on page 7](#)

CEM® Corner

continued from page 6

Knowledge, Skills, and Abilities (KSA) components for the emergency management essay. However, it does require discussion of *Preparedness* and *Response* activities. In addition, candidates may choose Employee Assistance and Support as a key component of their Problem Statement. If you decide to choose Employee Assistance and Support as one of your key components for your essay, be sure to include many of the requirements discussed above.

Practice Questions

Here are two core-type questions for our analysis in this article.

1. An entity's workforce consists of different ages and cultural groups as well as some with access and functional needs. Which of the following methods allow the entity to effectively communicate emergency messages with this diverse group?

- Ensure the message is written at the eighth grade reading level.
- Limit the use of alternative types of communications.
- Provide the information in multiple formats.
- Use the dominant language and one other language.

This question is asking you first to understand how to communicate your emergency messages to an entity's workforce, and then to choose the correct response among the four possible responses. The first response says to write the message at the eighth grade reading level. While that is good for many people, the majority of folks read at the fifth grade reading level – and some cannot read at all! So the message may be read by many of the

workforce, it may not be read by all of them. Therefore, this response is incorrect. The second response is to limit the use of alternative types of communications. We know those with functional and access needs do not all communicate using the same type of communication channels and equipment. Therefore, this response is not correct either.

The third response of providing the message in multiple formats addresses the problem with the second response and appears to be the correct response. The fourth response may be correct if the workforce consists of people who speak, read, and understand only two languages. Since we do not know this from the question the response is also incorrect. Therefore, the correct response is **c**. (See IS 242.b.)

2. As the emergency manager, you are developing methodologies to inform employees and their families following the occurrence of an event. Which group of methodologies or channels will reach the most diverse group of people?

- Automated notification systems, call centers, and call lists.
- Instant messaging, message boards, and email.
- Radio and television, social media, and meetings.
- Twitter, Snapchat, and Facebook.

In this question, we are asking you to understand the characteristics of various methods and technologies used to communicate during an emergency response and apply that knowledge to send emergency messages to an entity's diverse group of employees and family members. To reach the most people, the methodologies chosen must address multiple senses and use multiple channels.

The first response uses only audio senses to send the message, so that may not reach those with hearing impairments, though the automated notification systems might. We just don't know for sure. The second response addresses the visual senses with written messages, though it is possible some individuals may be able to translate the written word into audio messages. Again, we just don't know for sure.

The third response includes the capability to address audio and visual senses with voice, written word, and even video and imagery, addressing multiple senses using multiple technologies. This appears to be the correct answer so far, but let's verify this by checking the last response. The last response contains various social media channels. These may be able to address multiple channels, but only if the receiver has access to the Internet. So this response is incorrect.

While of all the above choices should make up the entity's emergency communication dissemination system to reach the majority of employees and their family members, only response **c** includes more options, senses, and channels than the other three responses do. (See IS 242.b.)

When reading the questions and responses, be sure you understand exactly what the question is asking of you and read each response before selecting the correct one.

Next Month

Next month we begin our discussion of Training and Education. We also will analyze some practice exam questions. As usual, please send any questions you have about the examination or the certification process to me at info@iaem.com, and I will address them in future articles. ▲

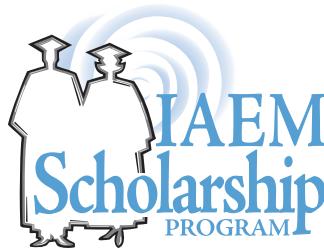
Support the Future of EM by Donating to the IAEM Scholarship Fund

IAEM established the IAEM Scholarship Program to nurture, promote and develop disaster preparedness and resistance by furthering the education of students studying the field of emergency management, disaster management or a related program.

The purpose of the program is to assist the profession by identifying and developing students with the intellect and technical skills to advance and enhance emergency management or disaster management. The program is sustained through donations from individuals and corporations. The IAEM-Global Board appoints a commission to oversee Scholarship Program activities and awards.

Donors may contribute by sending an [online donation](#) or check; making IAEM a beneficiary in their will; donating auction items; or shopping at www.iGive.com. ▲

www.iaem.com/Scholarships



About the IAEM Bulletin

The *IAEM Bulletin*, the official newsletter of the International Association of Emergency Managers, is published monthly by IAEM to keep members abreast of association news, government actions affecting emergency management, and research and information sources.

The publication also is intended to serve as a way for emergency management colleagues to exchange information on programs and ideas. Issues from 1999 through the present are available in the members-only [IAEM Bulletin Archives](#).

The *Bulletin* is distributed electronically via the members-only archives to emergency management officials each month, representing all levels of government, industrial, commercial, educational, military, private, non-profit and volunteer organizations.

Publishing an article in the IAEM Bulletin may help you to meet IAEM's certification requirements. If you haven't written an article lately, or at all, for the *IAEM Bulletin*, check out the [author's guidelines](#).

The members of the IAEM Editorial Work Group know that every one of us has a story to tell. ▲

www.iaem.com/Bulletin



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Conference News

Call for IAEM Annual Conference Speakers Open Until Feb. 17, 2017, 5:00 p.m. EST

You are invited to submit your abstract to be considered for a breakout session at the IAEM 65th Annual Conference & EMEX Expo, Nov. 10-15, 2017, in Long Beach, California. To be selected, it is crucial that your submission be a compelling presentation (story) that will engage the IAEM audience. Speakers must be knowledgeable and qualified on the subject matter being presented. Submission requirements and instructions can be found in the [Speaker Submission Guidance](#). Breakout sessions are one hour in length, including Q&A.

Tips to a Successful Conference Speaker Proposal

If you missed the Jan. 20 Conference Committee webinar, "Tips to a Successful Conference Speaker Proposal," it is now [available online](#).

Focus Areas

Consider how your presentation will relate to the overall conference theme, "Navigating a Journey with the Whole Community," within the following focus areas – or suggest one of your own:

- The Emergency Management Journey: What Have You Learned and Where Do You Want to Go Next.

- Sweeping the Depths for Treasure and Scanning the Horizon: The Cutting Edge of Research and Practice.
- All Hands on Deck: Collaborative Practices.
- Uncharted Waters: How do We Steer through the Unknown, The New Normal?

Submissions

The deadline to make a submission is **Feb. 17, 2017, at 5:00 p.m. EST**. Selected presenters will be notified via email by approximately May 2, 2016, and notices will include the date and time for which the presentation is scheduled.

Please complete the electronic form in its entirety. Partial submissions will not be considered.

If you have any questions, please contact IAEM Program Manager, Julie Husk at jhusk@iaem.com or 703-538-1795 x 1789. ▲



Looking for a PowerPoint Presentation from a 2016 IAEM Annual Conference Speaker?

Look no further than the IAEMtoGO Conference App. All speakers' PowerPoint presentations submitted to IAEM are located under each individual session. Choose a session, and click on the link for speaker presentations under PDFs located at the bottom of each individual session screen.

For information on how to download the app version, [click here](#). Presentations also can be viewed on the [web based version](#) of the app. ▲

IAEM Announces Winner of the 2017 Free Annual Conference Registration

Congratulations to **Edward Rouse**, who was randomly selected from the list of attendees who completed conference evaluations at the IAEM 2016 Annual Conference. Edward wins a complimentary full registration to the IAEM 65th Annual Conference in Long Beach, California, Nov. 10-15, 2017.

Edward is the deputy division director at the Centers for Disease Control and Prevention in Atlanta, Georgia, and has been an IAEM Region 4 member since 2006. ▲

**Plan Now to Attend the IAEM 2017 Annual Conference & EMEX
Long Beach, California | Nov. 10-15, 2017**
www.iaemconference.info

Conference News

Lori Peek to Present a Plenary Session on Wednesday, Nov. 15 at the 2017 IAEM Annual Conference in Long Beach, California

Lori Peek, who will speak at a plenary session at the 2017 IAEM Annual Conference, is director of the Natural Hazards Center and professor in the Department of Sociology at the University of Colorado-Boulder. She studies vulnerable populations in disaster and has conducted field investigations in the aftermath of the 9/11 terrorist attacks, Hurricane Katrina, the BP Oil Spill, the Christchurch earthquakes, the Joplin tornado, Superstorm Sandy, and Hurricane Matthew. She is currently co-leading a National Science Foundation-funded workshop series on methods of interdisciplinary research. She is a member of the social science team for the National Institute of Standards and Technology Center of Excellence for Risk Based Community Resilience Planning. She also is working on several ongoing projects related to children's health and well-being before, during, and after disaster.

Peek is author of *Behind the Backlash: Muslim Americans after 9/11*, co-editor of *Displaced: Life in the Katrina Diaspora*, and co-author of *Children of Katrina*. *Behind the Backlash* received the Distinguished Book Award from the Midwest Sociological Society and the Best Book Award from the American Sociological Association Section on Altruism, Morality, and Social Solidarity. *Children of Katrina* received the Best Book Award from the American Sociological Association Section on Children and Youth and the Alfred and Betty McClung Best Book Award from the Association for Humanist Sociologists, and was named a finalist for the Colorado Book Awards. Her work also has appeared in a variety of scholarly outlets, including *Disasters*, *Risk Analysis*, *Natural Hazards*, *Natural Hazards Review*, *International Journal of Mass Emergencies and Disasters*, *Child Development*, *Journal of Family Studies*, *Sociological Inquiry*, *Qualitative Research*, and *Children, Youth and Environments*. In 2016, Peek received an honorable mention for the Leo Goodman Award for Outstanding Contributions to Sociological Methodology from the American Sociological Association Section on Methodology. And in 2009, the American Sociological Association

Section on Children and Youth honored her with the Early Career Award for Outstanding Scholarship.

In addition to the recognition for her scholarship, Peek has received nearly a dozen awards for her teaching and mentoring. Perhaps most notably, she received the Board of Governor's Excellence in Undergraduate Teaching Award, which is the highest teaching honor

bestowed at Colorado State University. Peek regularly works with graduate and undergraduate research and teaching assistants, and has mentored numerous doctoral and master's students over the past decade. At the University of Colorado-Boulder, she teaches a graduate seminar on Hazards, Disasters, and Society, and a large 425 student Introduction to Sociology class.

Peek is past chair of the American Sociological Association Section on Environment and Technology and is currently the president of the Research Committee on Disasters for the International Sociological Association. She is a board member for the William Averette Anderson Fund, which is dedicated to increasing the number of underrepresented professionals in hazards and disaster research and practice. She is also an appointed member of the National Academies Resilience Roundtable, a member of the oversight committee for the *Mitigation Saves* study, and a member of the Advisory Committee on Earthquake Hazards Reduction (ACEHR) for the National Earthquake Hazards Reduction Program (NEHRP).

Peek earned her Ph.D. in sociology from the University of Colorado-Boulder in 2005. She was a research assistant at the Natural Hazards Center from 1999-2005, and a faculty member at Colorado State University from 2005-2016. ▲



Lori Peek, director, Natural Hazards Center.

Do you have questions about the IAEM Annual Conference? Email Julie Husk, jhusk@iaem.com.

For the latest news, visit the conference website at www.iaemconference.info.

The Emerging EM Professional

Developing the Vital Characteristics of Professionalism

The Job Search: Just Get on the Rocket Ship, Part 2

By Mutryce A. Williams, Ph.D., New Member Coordinator, IAEM-Global Student Council

"If you are offered a seat on a rocket ship, don't ask what seat, just get on." – Sheryl Sandberg

This is the second of three emergency management professional success stories that I have chosen to share with you. The stories embody Sheryl Sandberg's quote shown above. I share in the hope that these stories may assist or provide some guidance in answering some of your more vexing career questions during your time of transition.

In the previous issue's "Emerging Emergency Management Professional," I shared the story of my friend John, a recent college graduate who was eager for a job with a premier organization in his field. In this issue, I will share a story about my friend Joanna, a seasoned professional with more than 10 years of experience in her field, who made a career change – and like John, she has met great success.

Taking on a New Challenge in Emergency Management

My friend Joanna, after 10 years of building a reputable career, had reached the pinnacle of success. She was often referred to as the heartbeat of her organization or the brains behind the operation. These were references, she noted, that she secretly enjoyed. She felt that she had earned them. She had worked really hard and had taken great pride in her job and in building her career.

Joanna admitted that even after achieving great success in her field,

enjoying the accolades and emoluments that came with the aforementioned success, that there seemed to be a force that was pulling her in another direction. Joanna realized that she longed for a career in emergency management. She began taking steps towards becoming an emergency management professional. She went back to school and volunteered at her local emergency management agency so that she could learn more about the field. She joined IAEM and found a mentor. Joanna was keen on noting that at the start of her journey she only told a few supportive individuals. This, she said, made a world of difference.

Halfway through her emergency management degree program, while still working at her previous job, Joanna found herself at a crossroads. A post became available at her local emergency management agency which piqued her interest. She sought further information from the director who was quite surprised by her query. With a bit of skepticism, he informed that the position was an entry level position. He said that, although it may be a foot in the door, there would be a significant change in salary and Joanna would have to report to someone who was not "as seasoned a professional" as she was. The director told her that she would be an asset to the EMA and told her that the post was hers if she was really interested. She was already a part of the team. However, he encouraged Joanna to give the decision considerable thought.

Taking this job would mean that she would start at the bottom rung of the ladder. He warned that the transition could prove quite challenging. Joanna's view was "We all have to start somewhere." Joanna left her job and took employment with her local emergency management agency. Was it an easy decision? I can't imagine that it was, but Joanna will tell you that it was a decision that she hasn't regretted.

Joanna moved on quickly from her entry level post. She is now the director of her local emergency management agency. She informed me that there were many skills that she gained from her previous job that were transferable. She said that those skills lent to success in her current field. Even though she had to start at the bottom rung, making it up the ladder was a lot easier this time around.

Next Month

In next month's *IAEM Bulletin*, I will share the story of my friend Lola, who has experienced tremendous professional and personal growth from her association with IAEM. Just in case you are wondering, in this case IAEM was the "rocket ship." Until then, please don't forget the quote from Sheryl Sandberg – "If you are offered a seat on a rocket ship, don't ask what seat, just get on." ▲

The IAEM-Global Student Council is providing this regular column for the *Bulletin*. If you would like to contribute ideas or suggestions for future issues, contact Dr. Williams at iaemgscwelcome@gmail.com.

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In upcoming issues

■ **The IAEM Bulletin is published monthly.** For the issues that are not built around a special focus topic, we consider any emergency management related article submissions on any topic of interest to IAEM members. Upcoming special focus issue topics are listed on [page 24](#).

■ The IAEM Editorial Work Group welcomes article submissions from members and others in **all** IAEM Councils worldwide, including the Student Council.

■ The **author's guidelines** are [available online](#).

■ If you're not sure your topic is a good fit in the *IAEM Bulletin* or whether it is a match for a special focus issue topic, please [email](#) a short proposal for review by the work group chair.

■ **The IAEM Editorial Work Group invites you to contribute an article to the *IAEM Bulletin*!**
– Daryl Lee Spiewak, CEM, TEM, MEP,
IAEM Editorial Work Group Chair
– Karen Thompson, Editor

Call for articles

IAEM Editorial Work Group Extends Deadline for Article Submissions to Feb. 20, 2017

“Making Practical Applications out of Emergency Management Research”

Our first 2017 special focus of the *IAEM Bulletin* (March 2017) will be on the topic of “Making Practical Applications out of Emergency Management Research.”

Articles might include, but are not limited to: communications and messaging; social science research developed recently or being done currently; using research results to develop practical applications that engage the whole community; research on preparedness for people who are disabled or who have other access or functional needs.

Article length is 750 to 1,500 words, and articles must be submitted via email to Editor Karen Thompson, Thompson@iaem.com. Articles should be attached to your email in Word document or text format. Do **not** submit your article as a PDF. Please read the [author guidelines](#) prior to writing your article. ▲

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Children in Exercises: Testing Planning Assumptions

By Allen King, CEM

In the United States, children represent about one-fourth of the population and, in some communities, represent as much as one third of the population. To plan response and recovery for their whole community, emergency managers must plan for the support of the children within the area of their responsibility.

What is normal? A key to developing the best planning assumptions is a sound understanding of the requirements for providing normal and routine care for children. Emergency planners need to determine how children are cared for and then make plans and preparations to augment or replace that care when a crisis disrupts the ability to provide the routine care. The local school system, day care center, and parents can provide input for routine daily care of children. To validate the planning for the care of children in a disaster, include children as exercise actors as you test your planning assumptions.

Children as Exercise Actors

Emergency managers should include exercising the planned support for children into preparedness exercises and, perhaps more important, use children as exercise actors. Involving children and teenagers in exercises will validate your planning assumptions or demonstrate changes needed to your plan.

Recruit children for exercise actors from childcare providers, schools, families, local scouting programs, and programs such as Teen Community Emergency Response Teams (CERT). Licensed childcare providers can be a source

of exercise actors for exercises that support their licensing requirements. Many schools have classes that have curriculum that corresponds with the requirements for exercise actor role-play. The children of emergency planners and responders can be sources of exercise actors. Boy Scouts and Girl Scouts actually have a requirement to participate in either a tabletop or functional exercise to complete the emergency preparedness merit badge. If your school system has a Teen CERT, they can both serve as a source for exercise actors or responders.

Using children as exercise actors necessitates recruiting or providing guardians. When available use parents, child care attendants, teachers, or scout leaders to serve as the exercise monitor for children. Always use a volunteer release form signed by the parents or legal guardian.

Exercise Examples

A few years ago, I was on a small team that wrote and led exercises of the emergency management planning within the El Paso (Texas) region. Since my expertise was in medical operations, most of my support was to test medical readiness and processes.

One caution is to limit the realistic moulage for child actors. My four-year-old son thought he looked "cool" with fake blood and simulated critical wounds before the exercise of a car bombing. Everyone in charge, including me, thought otherwise. We wanted to exercise moving a child through the mass casualty process, not create stress for the first responders, so we had

most of the moulage removed from my son.

A local preparedness committee, of which I was a member, purchased a patient decontamination set for each of the trauma receiving hospitals in the city. During a review of the inventory of supplies for the sets, we realized that all of the disposable paper clothing within the sets was for adults. Disposable paper clothing is needed, because the clothing of a contaminated patient is cut off and disposed of prior to decontaminating the person.

The planning assumption was to roll up or cut down adult-size disposable paper clothing for children. To exercise this planning assumption, I included my five-year-old son as one of the exercise actors. Cutting off contaminated clothing was only simulated, so exercise actors simply undressed and were showered wearing swimming suits for modesty. After the showering, they put on disposable paper clothing. When my son walked out of the decontamination tent wearing rolled-up adult-sized clothing everyone agreed we needed to purchase smaller size clothing appropriate for children. The disposable paper clothing was so large that he had a hard time walking.

Emergency managers need to plan and coordinate providing custodial care for any child when parents or legal guardians are not available. Several years ago, I used my family to test the child custodial tracking system for one of the hospitals in El Paso, Texas. At the time, this hospital had a

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Robust Planning for Active Threat and Active Shooter Incidents

By Tony Subbio, MS, CEM, Emergency Management Specialist, Tetra Tech, Inc.

According to the U.S. Federal Bureau of Investigation (FBI), in its 2014 report summarizing active shooter events between 2000 and 2013¹, there are between 11 and 12 active shooter events in the United States each year. These events and the media attention they receive have brought the need to prepare for active shooter incidents to the forefront of the field of public safety. In fact, there was an article here in the *IAEM Bulletin* in October 2016, entitled “Active Threat Holistic Approach²,” which discussed developing a facility-level emergency plan to respond to active threat situations.

Millions of dollars are being spent to train and equip law enforcement agencies, educational facilities, and businesses to respond to an active shooter. Preparations have focused on the tactics of the response- mitigating the threat. Even the previously-mentioned article described the tactics of run-hide-fight and assisting others when one finds him/herself actively threatened. However, a more robust, community-based approach to active shooter response and recovery is needed, because an active shooter event has the potential to profoundly affect the whole community. This article discusses incorporating additional resources, public information considerations, and long-term recovery of the community.

Incorporating EMS Providers and Other Responders

Active shooters focus on inflicting as many casualties as they can.¹ Law enforcement officers and tactical teams are trained to mitigate the threat before attending to the injured. However, as the incident scene is cleared, the area that is considered the “hot zone” contracts. For instance, upon arrival at a shopping mall where there is a reported active shooter, the hot zone may be the entire mall at first, but when the location of the shooter is identified by law enforcement, the hot zone contracts to where the shooter is, and the rest of the mall may be considered the “warm zone.”

In this warm zone, EMS providers and other responders may begin to extract victims to the “cold zone,” while tactical operations are ongoing in the hot zone, as long as the warm and cold zones are relatively isolated (e.g., not in sight of) from the hot zone. For small incidents, victims can be extracted directly to the triage area. For larger incidents, a casualty collection point (CCP) may be required.

In these larger incidents, non-medical responders would bring victims to the CCP, located in the warm zone, where EMS providers can then stabilize the victims enough to bring them to the triage area. To use the shopping mall example again, non-medical person-

nel can be shuttling victims from stores in the warm zone to the CCP at one of the main sets of doors leading out of the mall. This allows EMS providers to concentrate on providing medical care, rather than on victim extraction.

Public Information

In the early stages of the incident, public information will focus on alerting and warning the public of the incident, with instructions on areas to avoid, etc. Once the media learns of the incident, there will be reporters headed to the scene. As soon as possible during the incident, a media area needs to be identified, and all personnel should be made aware of where that area is and how to get there, so that any responder approached by any reporter can inform the reporter of its location and provide directions.

Active shooter events are typically over within minutes,¹ but the public information function will last through the response and recovery operations – for days to weeks. There will be a need to implement a joint information system and establish a single location for providing public information (e.g., a joint information center). Regular media briefings will need to be held. Information will need to be coordinated among government entities, victims, families, and other stakeholders long after the active threat is mitigated.

Special attention should be paid to providing information, sometimes difficult to hear, to victims and their families. The jurisdiction should consider operating a family

¹ Blair, J. P. (2014). A Study of Active Shooter Incidents in the U.S. Between 2000 and 2013. Washington, D.C.: Texas State University and Federal Bureau of Investigation.

² James, T.W. (Tom). “Active Threat Holistic Approach.” *IAEM Bulletin*, October 2016.

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Children in Exercises

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state-of-the-art patient tracking system. In this scenario, there was one parent as a guardian and two children with different medical issues that forced each child to be placed in rooms on different floors of the hospital. During a mass casualty incident, the normal slower and methodical registration process was bypassed, and all patients were triaged and moved into rooms much quicker with the registration process completed in the hospital rooms.

My wife stayed with our son, while our daughter was moved to a room alone (an exercise monitor as guardian was with her). Because my daughter was alone, she was registered in the hospital tracking

system as “without a parent.” Since her mother was in the same hospital only one floor below, the hospital administration changed the registration process for mass casualty incidents to include a pre-registration as patients enter the building.

The last exercise that I wrote simulated El Paso receiving four plane loads of patients through the National Disaster Medical System. For this exercise, we had 184 exercise actors. Most of these actors were college students, and many were still considered children. These exercise actors came from a nursing class at a local university and from medical technician classes at a local community college. The instructors actually wrote the exercise into each class syllabus as a course assignment for that quarter. For the exercise, each student researched

their assigned medical conditions, wrote about their symptoms, and acted the role of an evacuated patient. The medical triage teams and staff from the hospitals complimented students’ realistic portrayals of the illnesses and medical conditions assigned.

Conclusion

Involving children and teenagers in exercises can validate planning assumptions or demonstrate changes needed for providing normal and routine care for children. Disaster exercises should include exercising the planned support for children and use children as exercise actors. Children who are trained in preparedness become more resilient and are an asset instead of a burden. ▲

Robust Planning for Active Threat and Active Shooter Incidents

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assistance center. At this facility, victims and their families will have access to trained and credentialed mental health providers, as well as learn about new developments in the incident and resulting investigation. Victims and families should be made aware of new developments before that information is released to the general public, so they do not initially learn of anything particularly painful through the mass media.

process will need to address long-term mental health services for victims, their families, and others. Remediation and re-occupancy (or demolition) of the incident site will need to be planned out.

Donations management may be a problem for the jurisdiction, such as when thousands of teddy bears arrive at the scene of a school shooting or when people across the country want to send money to help the recovery effort. Memorial services or candlelight vigils will need to be coordinated. All of this is to help the community move forward after the incident.

Conclusion

Response to an active threat or active shooter incident involves more than just law enforcement operations. It takes a coordinated, multi-disciplinary effort by the entire response community to address all of the challenges that these incidents present. Likewise, these events will have a profound impact on the entire community. Moving on after the incident is over is not easy, and community recovery efforts also will require a coordinated effort. Our preparations for these incidents must look at the long-term effects to be truly effective. ▲

Long-term Community Recovery

The impacts of an active shooter event may last for months or years after the emergency incident has ended. The long-term recovery

THE IAEM BULLETIN

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Apollo Middle School Weather Rangers Take on Category 3 Hurricane Monique

By Bay Proby, Director, StormZone, Miami, Florida

As Hurricane computer images of Category 3 Hurricane Monique ventured closer to South Florida's coast, Mayor Hanya Mukati was giving orders to her Apollo Middle School students to prepare for the worst. While student meteorologists provided storm briefings to student reporters, a fire in a shelter needed to be extinguished and 1,000 people needed relocation to other shelters in the evacuation area.

Mayor Hanya's responsibility was to coordinate Emergency Support Functions (ESFs) managed by her classmates (firefighting, transportation, law enforcement, search and rescue, medical assistance, hazardous materials, animal services, and mass care, to name a few) to tend to the injured and ensure that the dispossessed were quickly relocated to other shelters and safe from the approaching storm. "Put the fire out first," she ordered fire fighters team leader Hailey Diaz. "Start removing the people," she directed Transportation team leader Adam Solymosi.

As soon as these problems were resolved, an overturned truck on a major evacuation route left thousands of motorists stranded. Gas from the truck was spilling all over the road, and people were overheated and thirsty. To make things worse, pets were escaping from cars. Again, Mayor Hanya had to depend on her team to resolve this perilous situation and student TV reporters needed to alert motorists to avoid this route out of town. "We need to get water and food to these people as soon as possible, contain the spill, and remove the truck from the roadway," she demanded. "Get the Red Cross, hazardous materials

and law enforcement alerted. We need to move fast."

After Hurricane Monique's passage, they faced equally challenging emergencies, such as several hundred senior citizens stranded on an island due to a washed-out intracoastal bridge. "We've sent boats, helicopters and anything we can get our hands on," said Mayor Hanya.

Meantime, the local zoo had taken a terrible toll from the hurricane. There was massive flooding, leaving people and animals stranded or missing. It was reported that a lion mauled a resident in a nearby neighborhood, and an elephant is roaming through another area. Animal rescue team leader Yajaira Cruz went to work. "We acted quickly and got the job done," added Mayor Hanya proudly.

The students, called *Weather Rangers*, spent a morning at the Broward County Emergency Operations Center on Oct. 25, 2016, participating in a special hurricane preparedness exercise sponsored by StormZone, where they planned for and recovered from Hurricane Monique, named after their teacher, Monique Acher. *Weather Rangers* are dedicated middle and high school students responsible for teaching their classmates and the community at large about the importance of disaster preparedness and community volunteerism.

StormZone is a 10-year-old school-based

multidisciplinary science and social studies education program that teaches students about the science of severe natural hazards – hurricanes, tornadoes, floods and flash floods, severe winter weather, extreme heat, lightning, wildfires, and earthquakes – and how emergency management agencies work with federal, state and local governments to prepare for and recover from such events.

Like the Apollo Middle School experience, the program enables students to form their own government, learn the organizing principles used by emergency managers, make the decisions necessary to respond to a disaster in their community, and create and coordinate a disaster recovery plan.

Learn More

To learn more about StormZone and the *Weather Rangers* student outreach program, visit www.stormzone.us or contact the author at (305) 613-4668 or bp@stormzone.us. ▲



The *Weather Rangers* participated in a hurricane preparedness exercise at Broward County EOC.

Living the Lessons: Bringing Your Lessons Learned to Life

By Ken A. Jones, CEM, CBCP, Senior Emergency Management Specialist,
TransCanada Corporation

Tired of learning the same lessons from every exercise and emergency? Me too.

On average, I've found that about half of all significant emergencies (and many exercises) aren't debriefed. Of those debriefed, half of them will see no action taken. Of those acted upon, half of the action items aren't completed. Do the math. Now you know just how few of our lessons ever have a chance of being learned.

Why Don't People Learn the Lessons Taught by Emergencies?

The stark reality we face as emergency managers is that our stakeholders simply won't put much effort into learning the lessons taught by our emergencies. Why? There are many reasons, but the easy answer is that people are just wired that way. To do things differently can require admission of failure or shortcoming, confronting negatives, and reliving of bad experiences. That's asking a lot of anyone – outside of an addiction meeting. Then we have to surmount politics, time limitations, and general work avoidance.

Get the idea? In short, our innate bias towards optimism partnered with a collective desire to move ahead is stronger than our mutual willingness to revisit the past and act on what we know to be right. And thus past becomes prologue once more. What can we do to break the cycle?

Lesson Categories

First, be honest with yourself and others. Which lesson category

below best describes your organization?

■ **Lessons Observed (Polite Culture):** *"I saw it happen."* Participants generally keep their opinions to themselves. Shortcomings of themselves or others are not volunteered. The focus is on generic, positive learnings and minor challenges.

■ **Lessons Noted (Tension Culture):** *"I wrote it down."* Supporting participants are willing to discuss their own challenges and pose questions of others. Core players (e.g. police, emergency services) remain passive/neutral, or reluctant to explore difficulties in detail. Lesson documentation exists, but it is of limited depth and no strategic value.

■ **Lessons Learned ("Feel Good" Culture):** *"We discussed it."* Participants are willing to share successes and challenges. Challenges learned are acted upon, but not in any particular order (e.g. Pareto Principle vs. cherry-picking). There is no specific mechanism to reinforce successes. Complex challenges requiring multi-party discussion/remedy instead suffer a quiet, lonely death. Documentation is shared with participants, but rarely wider or externally. There is no second or third party verification of action item closure, so overall accountability to the process is low.

■ **Lessons Applied (Motivated Culture):** *"We changed because of it."* Reluctance to discuss openly has been overcome. Key action items are driven to conclusion. Some root-cause exploration occurs, with underlying cultural remedies applied. Knowledge of the successes

and challenge solutions endure as long as the participants remain with the organization. There is a strong emphasis on documentation, with some organizational sharing. Evidence points to known challenges not recurring. This level most often is precipitated by a major incident (e.g. fatalities) combined with external pressure. The negative motivation results in the lessons from only that incident enduring.

■ **Lessons Alive (Performing/Achieving Culture):** *"We own and live it."* Successes/challenges and problems/solutions outlive the participants and are handed down to their successors. There is a multi-level approach, with incidents/learnings used as case studies with management and new hires alike. Transparent communication of lessons learned takes place in all affected parts of the organization and externally. There is broad interest to learn external lessons and determine the relevance to the organization with resulting action. Evidence points to past successes being used to overcome similar challenges and recurring past challenges being avoided during future events. This requires a supporting underlying organizational culture of openness; a willingness to fail, admit it, and collectively prevent it; and a collective curiosity aimed at determining root causes and solutions.

Culture

If you noted that much of the challenge to move from observing lessons to living them is cultural,

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Living the Lessons

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good for you. Getting to the “Lessons Alive” level isn’t easy, and the fall backward can be swift. Gather your program supporters, and ensure they are part of setting the tone for debriefings and the expected outcomes. Lead by example, openly sharing your own shortcomings and successes and what you plan to do about each.

Then expect the same of others. Show optimism, and remember that cultural change requires time and regular applications of influence. Meanwhile, nurture and communicate those lessons. Be the herald of the good that will follow if the lessons are applied. The effort is worth everyone’s time.

Cognitive Science

When the flag goes up, we can’t be inside the heads of all of the decision makers or pull their puppet strings. We need the lessons to live in them, not us. Cognitive science can help us understand how people remember, recall, and act upon lessons learned. It provides guidance as to how we should convey learnings for maximum effect. Our goal is to create mental reference points that will be recalled at the time of need – i.e. keeping the lessons alive. Here’s some pointers.

■ **Relational Learning.** We learn by relating new information to what we know, i.e. by association. Learners require the background knowledge to associate, or they can’t relate. Your gas company wants you to treat the smell of rotten eggs inside your house as a gas emergency. This only works if your family members have smelled rotten eggs. People who didn’t experience an emergency can have difficulty learning from it. You must

relate it on multiple levels to find their mental anchor point.

■ **Knowledge application feedback.** We learn to think and solve via feedback on how we apply our background knowledge. Letting exercise participants try a variety of paths in a safe environment, while providing live-time coaching, has a greater impact than all of the words in a debriefing report.

■ **Problem Immersion.** We must deeply understand a problem to recognize its important aspects, so that we solve it again in the future. The path to solve one problem is not the same as the next. But by reviewing a variety of problems, we encode details that will aid in solving parts of similar problems in the future. Case study discussions can be as valuable as tabletop exercises.

■ **Repetition.** To truly understand a problem, we must recall it from our long-term memory repeatedly, explore what it means in our context, and enhance it by having to explain that meaning. Bring to a team meeting a single success or challenge from a past shared incident or exercise. Brainstorm suggestions for reinforcement or resolution. Climb the mountain one step – one problem – at a time. Do it again until the right responses and habits are formed.

■ **Motivation.** We must be motivated to learn. We must identify with the lesson learned and feel we can develop our ability to learn it. First, you must be motivated. Be passionate and encouraging as you relate each learning to their own emergency responsibilities. Make sure they know you rely on, trust, and believe in their ability to deliver.

Ways to Keep Lessons Learned Alive

Once we understand how lessons can be remembered, let’s consider various ways to keep them alive.

■ **Set Key Performance Indicators (KPIs).** For example, “X% of the previous year’s key successes reinforced in this year’s exercises” and “The number of previous challenges repeated in incidents.” Aim for nothing, and you’ll hit it every time.

■ **Report cards.** Debriefing reports are word-heavy. Consider a report card cover sheet. A few sections of red and yellow scores outnumbering green will soon catch an executive’s interest. Try a report card slide for your pre-exercise briefings. Show people their progress and successes since last time, and the areas you want them to focus on now.

■ **Talk it up.** Every organization has an abundance of leadership, staff, and safety meetings. Open organizations normalize the discussion of their emergencies to at least the level they would safety incidents. Progressive organizations keep doing it – because people forget and new people join. Senior leaders sharing their response shortcomings will change culture quick.

■ **New hire training.** Instead of the ubiquitous task to “read the plan,” instead try “read these case studies describing what can happen here, what we did, what worked, and how the plan helps.” Better yet: discuss interactively. And does that “experienced hire” have incident learnings they could share with you?

■ **Action plan rollouts.** If your emergency goes over one day, you can certainly incorporate past problem resolution into your incident action plan, along with successes you want replicated. Why wait for the end of a long emergency to debrief? A “stop-start-change” moment at the beginning

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Understanding the Importance of Collaborative Relationships Between Emergency Managers, First Responders, and the Communities in Which They Serve

By Darren K. Stocker, Assistant Professor and Coordinator of the Criminal Justice Department, and John R. Szucs, Assistant Professor of Criminal Justice, Cape Cod Community College

One of the key components of being an effective emergency manager is collaborating with those who are involved with emergency services. Disaster management has transformed into a network comprised of multiple organizations that work efficiently toward a common goal. Part of this is understanding those who are part of that network and the many facets of the roles each faces and the environments in which they exist. The capacity to communicate with emergency services works, including police, fire, and EMT, allowing for a smoother and more operative path toward achieving success in dealing with catastrophic experiences.

As first responders, police officers often are faced with the unavoidable situation of dealing with violence and trauma. Although it is often not perceived at the same level as responding to critical incidents and mass casualties, the

effects of long-term exposure to highly stressful and tragic incidents – such as homicides, suicides, and even natural deaths – can be psychologically taxing and result in a need of prospective intervention.

In a study of police officers in three states (Massachusetts, Pennsylvania, and New Jersey), an assessment was conducted to measure and evaluate the amount of violence and death that police officers are exposed to during the progression of their career. The research further considered whether training and expressive intercessions related to experiences to violence would be beneficial to the first responders who are investigating and managing these tragic incidents.

Through the use of a questionnaire, more than 100 police officers from suburban police departments in the three states provided the data for this study. An inquiry was made regarding the specific forms of death

and trauma they responded to throughout their profession, and the frequency in which those incidents were encountered.

Using snowball sampling, a non-probability sampling technique, a set of six questions was asked of each of the participants regarding their responding to fatal car accidents, suicides, homicides, the deaths of infants, and deaths by natural causes. Lastly, they were asked if they ever attended a minimum of one funeral of a police officer killed in the line of duty. A total of 105 respondents replied to all six questions, and provided the following results:

- 83.7% responded to a total of 1,173 fatal car accidents.
- 98.7% responded to a total of 1,551 suicides.
- 70.3% responded to a total of 480 homicides.
- 49.3% responded to a total of 112 infant deaths.
- 99.0% responded to a total of 4,889 deaths by natural causes.
- 84 of the 105 police officers attended at least one funeral of a police officer killed in the-line-of-duty.

The respondents provided particular insight into the amount of death and violence that police officers see during the course of their career. The information indicates that the 105 police officers were exposed to an average of 78.15 deaths throughout their careers. Although many of these

Living the Lessons

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of each shift can effect immediate change and buy-in.

■ **Sharing is caring.** It isn't necessary to personally experience every emergency. Offer your learnings to your peers and associates, and ask for theirs in return. Is your lawyer scared? Work out a neutral way to share that they will accept, such as a generic case study.

Conclusion

It will take persistence, time and leadership to migrate your organization's cultural and cognitive limitations from watching to leading. Discuss, digest, and follow through with tenacity. Your stakeholders may not like talking about negatives, but they'll like even less living through them a second time. Shamelessly show your stakeholders how to live the lessons learned. Remember, it isn't a matter of "if" but "when" and "how bad – or good." ▲

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Collaborative Relationships

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deaths were of natural causes, nearly 41% were the result of other significantly tragic means, including the death of very young children. The data also provides a foundation to further explore the correlation between extensive exposure to death with attention toward the potential psychological and physical repercussions of those involvements. Scholars, clinicians and practitioners have indicated that the extensive exposure to trauma may be linked to post-traumatic stress disorder (PTSD), primary and secondary victimization, family disruption, and the use of gallows humor. The study also suggests further inquiry as to how these experiences may affect the interactions that first responders have with the general public.

With the findings of this preliminary study, is there a need to increase the amount of training and awareness related to the tragic events that police respond to over the course of a career? Which types of intervention beyond this are currently available and would best serve the law enforcement community? How can this knowledge further solidify the collaborative relationships between emergency managers, first responders, and the communities in which they serve?

Consider Participating in Phase II of the Study

If you would like to participate in Phase II of this study, please contact the authors at dstocker@capecod.edu or jszucs@capecod.edu. The names and departments of study participants are not disclosed or released. ▲



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EM Calendar

Visit www.iaem.com/calendar for details on these and other events.

- Feb. 21 DHS/FEMA Webinar: Introduction to FEMA's Community Rating System (CRS).
- Feb. 22 DHS FEMA Webinar: Repetitive Loss Properties and the CRS.
- Feb. 23-25 EMS Today 2017, Salt Lake City, UT.
- Mar. 7-8 RES/CON New Orleans 2017: "Adapt, Thrive, Sustain," New Orleans, LA.
- Mar. 23-24 10th Annual Homeland Defense & Security Education Summit, "Overcoming Barriers: Looking at the Next 10 Years of Homeland Security Strategies, Plan, Policies, and Education," George Mason University, Arlington, VA.
- Mar. 27-30 FEMA/EMI: E0176 Hazus-MH for Floodplain Managers, Emergency Management Institute, Emmitsburg, MD.
- Mar. 30-31 International Conference on Risks, Security and Citizenship, Setubal, Portugal.
- Apr. 3-6 FEMA/EMI: E0313 Basic Hazus-MH, Emergency Management Institute, Emmitsburg, MD
- Apr. 19-21 Emergency Management Association of Georgia and Georgia Department of Public Health present 2017 Emergency Management Summit & Training Sessions: "Together, Shaping the Future," Savannah, GA.
- May 1-4 2017 Louisiana Emergency Preparedness Association (LEPA) Conference, Lake Charles, LA.
- May 1-6 19th Annual New Jersey Emergency Preparedness Conference, Atlantic City, NJ.
- May 14-19 Governor's Hurricane Conference (2017 GHC), "Preparedness Works," West Palm Beach, FL.
- May 22-26 2017 Global Platform for Disaster Risk Resilience, Cancun, Mexico.
- June 4-9 3rd North American Symposium on Landslides 2017, "Putting Experience, Knowledge and Emerging Technologies into Practice," Roanoke, VA.
- June 5-8 19th Annual Emergency Management Higher Education Symposium, National Emergency Training Center, Emmitsburg, MD.
- June 6-8 11th Annual National Homeland Security Conference, Buffalo, NY.

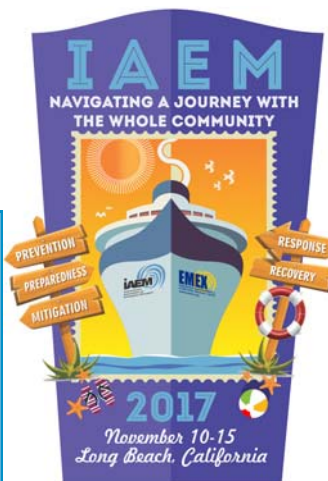
Aug. 16-18, 2017

1st Latin American Congress of Emergency Managers, Expo Proteção, and Expo Emergência, supported by the IAEM-Latin America and Caribbean Council, São Paulo, Brazil.

Nov. 10-16, 2017

IAEM 65th Annual Conference and EMEX Expo 2017

"Navigating a Journey with the Whole Community"
Long Beach, California
www.iaemconference.info



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Need more info about staff?

Visit the [IAEM Staff web page](#).

New and Renewing IAEM Members: Dec. 16, 2016-Jan. 15, 2017

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Chunhui Fu
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China

Kazuhiko Kitamura
Yokohama-city, Japan

Yibin Tang
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China

Guocheng Wei
Changchun, Jilin Province,
China

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Natalie Sinasac
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Gareth McIlroy
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IAEM-OCEANIA COUNCIL

Charles Blanch
Wellington, New Zealand

Peter Brace
Highvale, QLD,
Australia

Wayne Forgesson
Wellington, New Zealand

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Lyndonville, VT

Chris Christopoulos, Jr.
Lebanon, NH

Taylor Frizzell
Nashua, NH

IAEM-USA Region 2

Albert F. Bryant
New York, NY

Marcus A. Johnson
Bronx, NY

Angelika Klapputh
Sharon Springs, NY

Victoria Lewek
North Tonawanda, NY

Matthew T. Peloso
White Plains, NY

IAEM-USA Region 3

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Fairfax, VA

Megan Conway
Arlington, VA

Elizabeth A. Floro
Annandale, VA

Richard Hill, Jr.
Inwood, WV

Paolo Iscaro
Germantown, MD

Laura Kratz
Lancaster, PA

Ryan Orr
Round Hill, VA

Elizabeth R. Orrick
Washington, DC

Kendra H. Pospychalla
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Paul Purtell
Willow Grove, PA

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Frederick, MD

Lauren R. Stienstra, CEM
Arlington, VA

Ingrid Torres-McCullough
Alexandria, VA

IAEM-USA Region 4

LCDR Christopher
Fletcher
Atlanta, GA

Kenneth J. Freeman
Terry, MS

Frank Hackett
Wrightsville Beach, NC

Jermaine R. Hardwick
Tucker, GA

Karen Ketchie, RN,BSEM,
FPFM
Jacksonville, FL

Elizabeth L. Mahaffey
Atlanta, GA

Joseph Gray Moore, CEM
Greensboro, NC

Gregory Nichols
Knoxville, TN

Gerald Sloan
Anderson, SC

Ernest Joseph Stephens III
Marietta, GA

Joshua D. Taylor
Murfreesboro, TN

Chonte L. Thomas
Sumter, SC

Yeilani Truffin
Hialeah, FL



**Please welcome these
members to IAEM!**

[continued on page 23](#)

New/Renewing Members[continued from page 22](#)**IAEM-USA Region 5**Sarah A. Clark
Portage, MIShannon D. McNulty
Woodbury, MNMark T. Przybylski
Saginaw, MIMatthew Schumann
Hamilton, OH**IAEM-USA Region 6**Brian R. Brockett
Sherman, TXJacqueline J. Davidson
Benton, ARQuenya Evans
Austin, TXLee A. Mottern
San Antonio, TXNancy J. Newell
Santa Fe, NMStephanie J. Ray
Lewisville, TX**IAEM-USA Region 7**Ashley R. Clerk
Meade, KSBrandon K. Gates
Saint Louis, MORachael Herr
St. Louis, MOChet W. Hunter
Saint Louis, MOLiz Lahm
St. Louis, MOMichael Marx
St. Louis, MOEric G. Ramsey, CEM
Blue Springs, MOMichael E. Smiley
St. Louis, MORichard S. Smith
Lincoln, NESteve Swift
Saint Louis, MOJoseph M. Widner
Independence, MO**IAEM-USA Region 8**Tracy G. Bodily
Centerville, UTJulianne Ehlers
Vernal, UTWilliam Joseph Whitman
Fort Carson, CO**IAEM-USA Region 9**Caleb S. Cage
Carson City, NVLinda C. Fialkoff
Buena Park, CABradley Gill
Carlsbad, CARobert D. Gleason
Lathrop, CALeah Greenbaum
Newport Coast, CALorraine A. Schneider
Los Angeles, CACatherine Spaulding
San Francisco, CACOL(R) Craig S.
Wroblewski, CEM
Reno, NVDustin L. Zamboni
El Mirage, AZ**IAEM-USA Region 10**Betsy Millett
FPO, AP**Get involved in IAEM! Join an IAEM committee or caucus.**

Go online to see a complete list of [IAEM-USA Standing Committees, Caucuses, and Ad Hoc Committees](#) and [IAEM-Canada Committees](#) with links to each committee's web page.

Peruse committee pages to find your area(s) of interest. Then contact the chair, and volunteer to participate in that committee's work.

Connect through the IAEM Jobs Board!

The IAEM Jobs Board is the place for emergency management job seekers and employers to connect. And it's absolutely free to the public, courtesy of IAEM!

www.iaem.com/Jobs

IAEM-Global Editorial Work Group Announces 2017 *IAEM Bulletin* Special Focus Topics

At least four times a year, the *IAEM Bulletin* includes a special focus section on a selected topic of interest to emergency managers. The other eight monthly issues offer a variety of topics of interest to EM professionals.

The topics for 2017 were recommended by the IAEM-Global Editorial Work Group and approved by the IAEM-Global Board. If you have suggestions for special focus issue topics for next year, email the editor at any time.

2017 Special Focus Topics

The special focus issue topics for 2017 are:

March 2017 *IAEM Bulletin*

Article Deadline:

Extended to Feb. 20, 2017

"Making Practical Applications out of Emergency Management Research"

Articles might include, but are not limited to: communications and messaging; social science research developed recently or being done currently; using research results to develop practical applications that engage the whole community; research on preparedness for people who are disabled or who have other access or functional needs.

June 2017 *IAEM Bulletin*

Article Deadline: **May 10, 2017**

"Vulnerable Populations and Emergency Management"

Articles might include, but are not limited to: how we can help to prepare vulnerable populations for disasters; what it means to be part of a vulnerable population in your

area (globally); what members of vulnerable populations are doing to prepare themselves; what emergency managers are doing to protect vulnerable populations in their jurisdictions. **Note:** We're deliberately **not** defining "vulnerable populations" – we're letting the authors define this. We hope to get article submissions that focus on **one** of the many groups that are vulnerable, so that we have a variety of ideas or solutions for the various groups. Articles could deal with anything from latchkey kids to senior citizens to those who are disabled and/or have access issues.

August 2017 *IAEM Bulletin* Article Deadline: **July 10, 2017**

"Lessons Learned: Both Domestically and Internationally"

Articles might include, but are not limited to: what we can learn from other countries; what others in our country can learn from our experiences; how emergency management programs are implementing standards; how standards can bridge the interfaces between countries and between jurisdictions.

October 2017 *IAEM Bulletin* Article Deadline: **Sept. 10, 2017**

"Navigating a Journey with the Whole Community"

The last special focus issue in October 2017 will be based on the theme of the IAEM 2017 Annual Conference & EMEX, "Navigating a Journey with the Whole Community." Articles might include, but are not limited to:

- The Emergency Management Journey: What have you learned and where do you want to go next?

- Sweeping the Depths for Treasure and Scanning the Horizon: The cutting edge of research and practice.

- All Hands on Deck: Collaborative practices.

- Uncharted Waters: How do we steer through the unknown, the new normal?

Article Submissions

Article length is 750 to 1,500 words, and articles must be submitted via email to Editor Karen Thompson, Thompson@iaem.com. Articles should be attached to your email in Word document or text format. Do **not** submit your article as a PDF. Please read the [author guidelines](#) prior to writing your article.

The deadline for feature articles is usually the 10th of the month before the date of publication. For example, there is a Feb. 10 deadline for the March issue of the *Bulletin*.

Make 2017 the year that you write an article for the IAEM Bulletin! We look forward to hearing from you. ▲

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- Karen Thompson, *Bulletin* Editor, Thompson@iaem.com.

