

WYO CISM NET



May 2009

A Newsletter For Critical Incident Responders In Wyoming

WYO CISM NET and Rocky Mountain Region Disaster Mental Health Institute, Box 786, Laramie, WY 82073-0786 <http://www.rmrinstitute.org> rockymountain@mail2emergency.com 307-399-4818

Managing Your Anxiety About Swine Flu

This timely bulletin from the American Psychological Association provides excellent tips to help stay grounded during the current outbreak of swine flu. Solid factual information is always the antidote for the fear of the unknown, and this document is suitable for personal use as well as general distribution to a larger work group. To view the tip sheet click: [APA Flu Response](#). *This link provided courtesy of the American Psychological Association.*

<http://www.apahelpcenter.org/article/article.php?id=194>

UPCOMING TRAININGS:

* * *

[CISM Workshops and Others](#)

June 15-19, 2009
Rock Springs, WY

<http://www.rmrinstitute.org/rscism-registration.pdf>

* * *

[Give An Hour](#)

<http://www.giveanhour.org/skins/gah/home.aspx>

Give an Hour is asking mental health professionals nationwide to literally give an hour of their time each week to provide free mental health services to military personnel and their families. Target population is the U.S. troops and families who are being affected by the current military conflicts in Afghanistan and Iraq.

H1N1 and CISM TEAM RESPONSES

Concern but not panic. The challenges presented by an urgent need for preparedness, response, and recovery in the face of a threatened pandemic requires crisis management strategies different from many utilized to date. Experts have predicted that the negative ramifications triggered by the psychological implications of isolation, panic, loss of routine, grief, etc. could exceed those of the disease (H1N1) itself. As a critical incident response specialist, your training, commitment, and skill are essential as a voice of calm and compassion in response to such fears. Employers will look to you to provide employees with access to pertinent information, structure, connectivity, the means to be productive, and for emotional support.

Continuously monitoring developments regarding the outbreak of H1N1 influenza is important in preparing for any response. At this time we do not know the full scope or impact of this illness. However, we need to be prepared for any and all possibilities. In keeping with your Pandemic Response Protocols, it is important for teams to review their protocols developed last year and to also consider the following actions:

- Exercise tactical adjustments to Response Plan Guidelines and Protocols to outline multiple contingency plans as indicated.
- Place CCN Teams on appropriate readiness alert status.
- Review existing Flu protection and containment policies and practices with all Team personnel to ensure optimal functioning.
- Thoroughly assess Team capabilities to deliver essential services remotely in the event of a regional quarantine.
- Communicate proactively with Team members and groups served to assess exposure and coordinate planning efforts.
- Adjust internal and external communication planning.
- Engage Team and external strategic partners in exploring alternative ways to deliver psychological first aid (i.e. telephonic, web-based, etc.) should direct on site services be counter-indicated.
- Increase technological and communication capabilities to enhance information and data management.

The goal is to provide solid information regarding each Team's readiness and assure all of the Team's commitment to deliver calmness in the midst of crisis, regardless of the event. Fear of the unknown can be devastating to the operation of any business or organization. As this and other situations unfold we must be ready to continue to offer support, resources, and strategies to empower responders, specialists and leadership at all levels.

This is an opportunity for Teams to review their protocols as well as to update, add and change them to include new and updated information. It is also an opportunity for Team members to educate all attending team meetings about how they plan to respond during such events. One additional outcome of such a process might be to proactively talk with and educate organizations and the public about what our teams will do as well as what they might be unable to do.

ONLINE COURSES AVAILABLE FOR CONTINUING EDUCATION

The following courses are available online:

- **RETURN TO EQUILIBRIUM: Disaster Mental Health**
http://www.psychceu.com/Doherty/Equilibrium_index.asp - 4 CEU

- **RETURN TO EQUILIBRIUM: Returning Military And Families**
http://www.psychceu.com/Doherty/Equilibrium_index.asp - 8 CEU

- **CRISIS INTERVENTION TRAINING FOR DISASTER WORKERS**
http://www.psychceu.com/CISM/cism_index.asp - 12 CEU

- **FROM CRISIS TO RECOVERY: Strategic Planning for Response, Resilience and Recovery**
http://www.psychceu.com/Doherty/crisis_index.asp - 12 CEU



Smoke from wildfires is a mixture of gases and fine particles from burning trees and other plant materials. Smoke can hurt your eyes, irritate your respiratory system, and worsen chronic heart and lung diseases. Know whether you are at risk and protect yourself.



Wildfire close-up

SOME MECHANISMS FOR SHORT AND LONG TERM RESPONSES TO CRISES, DISASTERS AND INJURIES AFFECTING SCHOOL COMMUNITIES

It is important that schools be responsive to crises and disasters that could affect the school community. These include environmental disasters (e.g. fires, floods, tornadoes, blizzards, and earthquakes); the death or serious injury of a student or a staff member in a car or bus accident, suicide, or a violent event at school; a suicide attempt; terrorism, including bioterrorism; hazardous material spills; explosions; radiation; mass illness or injury; or other situations which threaten the safety of persons in the school or the community. A school response plan can be comprehensive, addressing response needs for multiple types of crises, disasters, and emergencies. Responses should include both short and long term services:

- Establish a written plan for responding to crises, disasters, and associated injuries.
- Prepare to implement the school plan in the event of a crisis.
- Have short term responses and services established after a crisis.
- Have long term responses and services established after a crisis.

ESTABLISH WRITTEN PLAN FOR RESPONSE TO CRISES, DISASTERS AND ASSOCIATED INJURIES

Many states require that districts and schools have crisis response plans. It is important that schools review the district and state crisis intervention manuals and adapt them to address their local needs. School plans could include development of a crisis response team with a person designated to coordinate the school's response (NEA, 2000; Brock, Sandoval & Lewis, 2001). Such a plan and team could be developed with input from key members of the local community. These would include: school administrators, law enforcement, fire and rescue departments, EMS, mental health agencies, parent-teacher organizations, hospitals, domestic violence shelters, health and social service agencies, emergency management agencies, rape crisis shelters, teachers unions, Red Cross, and other emergency response organizations. Crisis plans can:

- assign roles and responsibilities in the event of an emergency to all members of the team and to the broader school community;
- consider the potential need for back-up assistance from the district, other schools, or outside groups (Brock, Sandoval & Lewis, 2001);
- consider that the crisis might be based in the community and that the school may need to serve as a shelter;
- include plans for dismissing school early, canceling classes, and evacuating students to a safer location;
- include strategies for informing school staff members, families, and the community about the school's plans and assignment of responsibilities (NEA, 2000);
- include procedures for handling suspicious packages or envelopes, including actions to minimize possible exposure to biological or chemical agents and mechanisms for informing law enforcement (CDC, 2001).

A communication system should provide for communicating internally as well as for contacting community resources (e.g. law enforcement) and families in the event of an emergency. Schools can communicate basic emergency procedures to families so that they will know where to report or call for information in the event of a crisis. A communication system should also include methods for families, community members and agencies, students, and others to communicate potential crises to the school. Floor plans should be shared with local law enforcement, fire and rescue, and EMS agencies (NEA, 2000). Crisis plans should be produced in writing and copies provided to all school staff members and all relevant community organizations, even if they do not participate in the development of the plan. The plan should be updated annually. Schools should train faculty, staff members, students, and community organization and agency staff members and the crisis response team about the crisis response plan and their individual roles and responsibilities in a crisis. These plans should be practiced regularly and whenever updates are incorporated.

IMPLEMENTING THE PLAN IN THE EVENT OF A CRISIS



When a fire started during training at the Kerr Hill machine gun range here Jan. 20, Soldiers at the range, Range Control officials and firefighters from Fort Sill Fire and Emergency Services responded immediately. *Photo credit Jeff Crawley, Fort Sill Cannoneer*

Parts of Wyo. could see spring flooding

Among the cities that could be affected by flooding are [Baggs](#), Encampment, Riverside, [Saratoga](#), Story, Kaycee and Buffalo.

Melting snow could flood Wyoming rivers, creeks

The National Weather Service says healthy mountain snowpack, combined with warm temperatures and possible rain, could result in flooding in parts of the state.

Flood watch for Little Snake River communities

The National [Weather](#) Service has issued a flood watch for communities along the Little Snake River in south-central Wyoming.

Flooding can occur quickly and without warning.



The adequacy of responsiveness during a crisis depends largely on preparation. In addition to their crisis response plan, schools should have a current listing of personnel who are trained and certified to administer first aid and CPR; a phone tree for expediting communication to school staff members and families; clothing or badges to identify members of the crisis response team; fact sheets, letters and brochures for distributing information about the school to the media; an emergency contact list; and a "go box" (NEA, 2000; Brock, Sandoval & Lewsi, 2001). The "go box" should contain tools and information to be taken to the crisis response post (NEA, 2000) and should include the phone numbers, current lists, and other items described previously as well as a bull horn, a complete roster of students, and a map and floor plan which includes the locations of power and utility connections. A lap top computer and a cell phone or walkie-talkie system or hand-held radios should also be made available. The contents of the "go box" should be reviewed and updated at least once a year. Several persons should have access to the "go box" and know how to use it.

Schools should establish evacuation procedures to move students to safety and make appropriate provision for persons with special needs (Posner, 2000). Adequate transportation should be made available to move students to a pre-established safe location and should take into account the transportation requirements of students with special needs. Reunion areas should be established where students and families can meet each other. Assigned staff members should manage a standardized procedure for the release of students to their family members. This procedure should include maintaining records of when each student left the school grounds and with whom they left.

Schools should anticipate demands from the media and should be proactive in delivering information that the school wants released to the media (Brock, Sandoval & Lewsi, 2001). A school official who is trained in providing information through the media should be designated to speak to the media (Waddell & Thoas, 1998). A specific location for media contacts should be assigned. This location and the name of the media contact should be communicated to local media outlets when the school crisis plan is released. In the case of a death by suicide, schools should help media representatives understand that dramatizing the effect of suicide by showing grieving students or memorials might increase the suicide risk for other vulnerable students and community members (Annenberg, 2001).

ESTABLISHMENT OF SHORT TERM RESPONSES AND SERVICES POST-CRISIS

Schools should consider re-opening as quickly as possible following the end of a crisis. School personnel can be a substantial source of assistance to students. Developmentally appropriate and culturally competent mechanisms are essential for dealing with the psychological consequences of traumatic events in counseling centers, classrooms, and assemblies. Depending on the situation, these mechanisms may involve teachers, administrators, counselors, families, and local safety professionals (e.g. fire fighters following a fire).

Following a crisis, grief counselors should be made available to students and staff members on both group and individual levels (Amaya-Jackson & March, 1995; NEA, 2000; Brock, Sandoval & Lewis, 2001). The school should communicate with students, families, and staff members about recognizing and treating post-traumatic stress disorder.

Depending on the scope of the crisis, all or some students and staff members may not be able to immediately return to routine class schedules. Community resources may be needed to help provide counseling and psychological services.

In the event of a death, students, families and staff members should be allowed to grieve for their losses (NEA, 2000; Brock, Sandoval & Lewis, 2001). Gatherings or other tributes may be appropriate, except in the case of suicide, where public tributes could increase the risk of copycat suicide attempts (Underwood, & Dunne-Maxim, 1997; CDC, 1994). Schools should be proactive in identifying and assisting students who want or need to discuss their feelings. Additionally, schools should continue to work with the media so that students and staff members can return to school without disruption and to ensure that the media and the public receive the information they need.



Firefighters try to save homes as they battle a wildfire that threatened thousands of homes in Santa Barbara. As nearly 900 firefighters battled the wind-whipped blaze threatening one of the state's most scenic cities, officials warned of another bad fire year as California struggles through its fourth year of drought. Santa Barbara California. May 6, 2009 Photo by Gene Blevins/LA Daily News

* * * * *

BOOKS AND PUBLISHED CONFERENCE PROCEEDINGS

**RETURN TO EQUILIBRIUM:
Disaster Mental Health and
Returning Military and Families -**
Proceedings of the 7th Rocky
Mountain Disaster Mental Health
Conference – Laramie, WY
[http://www.rmrinstitute.org/ROCKY
MOUNTAIN_REGION-books.pdf](http://www.rmrinstitute.org/ROCKY_MOUNTAIN_REGION-books.pdf)

ORDER AND PURCHASE BOOKS online

<http://www.rmrinstitute.org/books.html>

**Taking Charge In Troubled
Times** Proceedings of the 5th
Rocky Mountain Region Disaster
Mental Health Conference Casper,
WY November 8-11, 2006

[http://www.amazon.com/exec/obidos/
ASIN/1932690379/](http://www.amazon.com/exec/obidos/ASIN/1932690379/)

**From Crisis to Recovery:
Resilience and Strategic
Planning For the Future -**
Proceedings of the 6th Rocky
Mountain Region Disaster Mental
Health Conference - Cheyenne,
WY November 8-10, 2007

[http://www.amazon.com/Proceedings-
Mountain-Region-Disaster-
Conference/dp/1932690565/](http://www.amazon.com/Proceedings-Mountain-Region-Disaster-Conference/dp/1932690565/)

ESTABLISHMENT OF LONG TERM RESPONSES AND SERVICES POST-CRISIS

Crises have long term consequences and need to be treated over the long term. Some students may require ongoing counseling and psychological services (Amaya-Jackson & March, 1995; Brock, Sandoval & Lewis, 2001). Schools should anticipate anniversary dates and other occasions that may be painful for members of the school community. These are times when additional services may need to be provided (Waddell & Thoas, 1998). Continue to communicate with students, families and staff members to recognize and treat post-traumatic stress and depression. Schools should teach students coping and grieving strategies which they can use throughout their lives.

CONCLUSION

Schools should learn from crises. After a crisis affects a school or community, the school crisis response team should meet to analyze the school's response, consider revisions to the crisis response plan, assess how to prevent future recurrences, and make necessary changes based on the lessons learned (Posner, 2000).

REFERENCES

- Amaya-Jackson, L. & March, J.S. (1995). Post-traumatic stress disorder in adolescents: Risk factors, diagnosis, and intervention. *Adolescent Med State Art Rev*; 6:251-69.
- American Foundation for Suicide Prevention, American Association of Suicidology, Annenberg Public Policy Center. (2001). *Reporting on suicide: Recommendations for the media*. Philadelphia, PA: American Foundation for Suicide Prevention. Available at: <http://www.asc.upenn.edu/test/suicide/web/3.html> Accessed August 27, 2001.
- Brock, S.E., Sandoval, J. & Lewis, S. (2001). *Preparing for crises in the schools: A manual for building school crisis response teams*. 2nd ed. New York, NY: John Wiley & Sons.
- CDC. (1994). *Suicide contagion and the reporting of suicide: Recommendations from a national workshop*. Morbidity and Mortality Weekly Report; 43 (No. RR-6): 9-18.
- CDC. (2001). *Update: Investigation of bioterrorism-related anthrax and interim guidelines for exposure management and antimicrobial therapy*. Morbidity and Mortality Weekly Report; 50:909-19.
- National Education Association. (2000). *Crisis communications guide and toolkit*. Washington, D.C.: National Education Association.
- Posner, M. (2000). *Preventing school injuries: A comprehensive guide for school administrators, teachers and staff*. New Brunswick, NJ: Rutgers University Press.
- Underwood, M.M. & Dunne-Maxim, K. (1997). *Managing sudden traumatic loss in the schools: New Jersey Adolescent Suicide Prevention Project*. Piscataway, NJ: University of Medicine and Dentistry of New Jersey, University Behavioral HealthCare.
- Waddell, D & Thoas, A. (1998). *Disasters: Developing a crisis response plan - guidelines for school personnel*. Bethesda, MD: National Association of School Psychologists.
- Preparing For Your Next Wildfire**
- Below is a link for anyone wanting to view "Preparing For Your Next Wildfire" Town Hall Community Meetings conducted throughout Santa Barbara County in February, 2009, and would like to see a recorded one. Santa Barbara County Fire Department officials discussed the latest information on "What to do if you find yourself trapped in your home by a wildfire", "How to make your home more ignition and fire resistive with new building materials and principles", and they reviewed the basics of "Defensible Space". The entire presentation is shown and is followed by a question and answer period.
- Please visit "**Preparing For Your Next Wildfire" Town Hall Community Meeting**
http://sbcounty.granicus.com/MediaPlayer.php?view_id=5&clip_id=755
This recording was made by County TV Channel 20 from the Town Hall Meeting at The Museum of Natural History Fleischman Auditorium in Santa Barbara on February 25, 2009.

SEVERE WEATHER IN WYOMING

The National Weather Service (NWS) offices in Wyoming sponsored the severe weather awareness week.

The NWS and Wyoming Department of Homeland Security officials conducted a **statewide tornado drill around 10:30 A.M. MDT Wednesday, April 22nd**. The exercise was designed to train emergency services organizations and educate people how to respond to a tornado warning. Communities may have sounded local warning sirens and many schools conducted safety drills for their students. The tornado drill also included a test of the Emergency Alert System and the test warning interrupted local radio and television broadcasts.

Officials encourage you to become familiar with safety rules and make plans to protect yourself and your family when storms develop. If an actual tornado warning was issued, it means a tornado has been sighted or indicated on radar and people should take shelter immediately. Tornado warnings are disseminated through NOAA weather radio, local television and radio stations, cable television systems, and outdoor warning sirens.

This information is provided in order to inform you on the different types of severe weather we have in Wyoming and also to provide safety information related to each type. Click on one of the tabs below to learn more.



Wyoming is served by five National Weather Service offices. They issue watches and warnings for the protection of life and property. For additional information, contact your local NWS office:

Cheyenne, WY
307-772-2468

Riverton, WY
307-857-3898

Billings, MT
406-652-0851

Rapid City, SD
605-341-9271

Salt Lake City, UT
801-524-5133

CURRENT CISM TEAMS IN WYOMING

The following Teams have trained responders available within the state:

- **WSH CISM Team** – Wyoming Registered Team Peer Coordinator: Jeremy Hill Mental Health Coordinator: Pamela R. Fuller, PhD **CONTACT:** 307-789-3464 Ext. 0
- **Uinta CISM Team** – Wyoming Registered Team Peer Coordinator: Sgt. Dennis Hutchinson, Uinta County Sheriff's Office Mental Health Coordinator: Pamela R. Fuller, PhD **CONTACT:** 307-789-3464 Ext. 0
- **Snowy Range CISM Team - National Registered Team**
Peer Coordinator: Dave Smith, Laramie Mental Health Coordinator: George W. Doherty, Rocky Mountain Region Disaster Mental Health Institute **CONTACT:** 800-821-3711 Email: rockymountain@mail2emergency.com
- **Sweetwater ASSIST CISM Team** – Wyoming Registered Team Peer Coordinator: Sgt Randy Hanson, Rock Springs Police Department Mental Health Coordinator: Michael Bauer, S.W. Counseling **CONTACT:** Ph: 307-352-1575 Email: randy_hanson@rswy.net
- **Fremont County CISM Team** Peer Coordinator: Sgt Jerry Evagelatos, Sheriff's Department Mental Health Coordinator: Open **CONTACT:** Ph: 307- 857-3604 Email – jerryev@trib.com
- **Campbell County CISM Team** Coordinator: Bob Rudichar rudichabw@ccmh.net Peer Coordinator: Charlie Messenheimer Mental Health Coordinator: Robin Voigt **CONTACT:** 307-685-1067 (Press 8 at opening message)
- **Southeast Wyoming CISM Team** Coordinators: Dori Clark and Don Heiduk **CONTACT:** 307-637-6525 or, during business hours 307-637-6507 or 307-633-4756
- **Sheridan CISM**
Administrative Coordinators: Michelle Cunningham & Jennifer Shassetz Sheridan Police Dept. **CONTACT:** 307-672-2413
- **Casper CISM Current** Coordinators: Lt. Stewart Anderson & Theresa Simpson **CONTACT:** 307-235-9205



Photo Courtesy of Sheridan Media -
Viewed from Lusk, WY.



Although tornadoes occur in many parts of the world, these destructive forces of nature are found most frequently in the United States east of the Rocky Mountains during the spring and summer months. In an average year, 800 tornadoes are reported nationwide, resulting in 80 deaths and over 1,500 injuries. A tornado is defined as a violently rotating column of air extending from a thunderstorm to the ground. The most violent tornadoes are capable of tremendous destruction with wind speeds of 250 mph or more. Damage paths can be in excess of one mile wide and 50 miles long. Once a tornado in Broken Bow, Oklahoma, carried a motel sign 30 miles and dropped it in Arkansas!



SWEETWATER ASSIST - CISM TEAM MEETING MINUTES At RSPD TRAINING ROOM

TUES APRIL 21 2009 5:30-8:00pm @ RSPD TRAINING ROOM "OPEN HOUSE"

ATTENDING:

SW Co Emergency Mgmt- Judy Roderick
Daggett Co Emergency Mgmt- Winston & Shirley Slaugh
RSPD- Randy Hanson, Wauneta Lutes
RSFD- Lyle Armstrong
Family Dynamics- Jill Johnson, Renee Schroeder
Community Nursing- Karla Roich
Citizens- Lynn & Donovan Rawlings
Trinity Lutheran- Scott Shields

Topics: Tonight we had our annual "Open House". It went well. The weather was nice for the 1st time this year and even though we had a good turn out it wasn't as big as we could have had. We did have 3 new people come to the meeting. Karla Roich, from Community Nursing and Lynn Rawlings and her husband Donovan from the community. It was good to see new faces!! WELCOME !!

Randy gave a brief overview of the team and also went quickly over the 7 step model of debriefing that we use. (Mitchell model). We had a short break and networked some, then we watched the video "Hope and Remembrance, Ritual and Recovery" It reminded us (on the heels of the 10th anniversary of Columbine) of anniversary dates and continued follow up after critical incidents. It was pointed out that some of the videos are getting old.. I agree and looked for some new ones. I found a site on the internet with a couple good, SHORT videos. "Nebraska CISM" ...check it out...We discussed the upcoming trainings in June @ WWCC we are sponsoring. Info and sign up sheets are enclosed. Please contact George with ANY questions and Sign ups. (307-399-4818)

NOTE: Thursday's class is a "FREE" weapons of Mass Destruction class, open to all first responders!! The speaker is Marty Roark from Homeland Security...It should be a good class!! Pass the word to any and all first responders in and out of your areas.

*****NEXT MEETING***** Tues May 19th 5:30- ???@ RSPD Training Room **HOPE TO SEE YOU THERE !!!**

REMEMBER: Yahoo.com e-mail "SWEETWATER_ ASSIST"- password is "rocksprings" for team info

Campbell County CISM Team
April 2009 activities