

## Learning Objective #5 Risk Management

- Watch** Learning Objective Video #5
- Review** and print page 16-18 and 21-22 Are You Ready, An In-depth Guide to Citizens Preparedness book from FEMA
- Review** pages 34-35 of the Emergency Action Planning Workbook
- Download** the local THIRA, threat and hazard identification and risk assessment for your county. Place in EAPW Binder
- Download** the CEMP, Comprehensive Emergency Management Plan and for your county.
- Download** the LMS, Local mitigation Strategy for your county. Place in EAPW Binder
- Download ATP 5-19 Risk Management.** Review Chapter 1 Foundations of Risk Management
- Complete** pages 16 - 18 and Are You Ready, Place in EAPW Binder
- Complete** the Risk Management Worksheet. Place in your EAPW Binder
- Complete** the Parent Emergency Evacuation Information sheet. Place in your EAPW Binder
- Write** your answers to the Following Questions:

1. What is the primary risk you are preparing this plan for? (By Name)

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2. What are the secondary risks you are preparing this plan for? (By Name)

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3. What are the alternate risks you are preparing this plan for? (By Name)

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## Risk Management

Although the focuses of your risk assessment will be within your community, you should also be aware of information regarding all major hazards. Emergencies can happen anytime and anywhere, on business trips, family vacations, out of town, or out of the country. You do not need a specific EAP for every possible emergency, but you should have a good understanding of the most common emergencies and know what actions to take to protect yourself at home or away.

Risk Management is a technique. Responding to risk is a tactic.

- Location, Location, Location
- Analyzing Your Risk
- Primary
- Secondary
- Alternate
- Practical Exercise

## Gather Information

- Who to Call First? Use your phone book/internet and find the numbers listed in the Video #5
- What to Say? Have copies of the Information Gathering Script handy, and fill them out.
- Practical Exercise. Make the phone call. OEM, Schools, Workplaces
- Answer questions 1 & 2 above.

## Practical Exercise:

Call the local Office of Emergency Management, and determine your risk assessment use you're Information Gathering Script, pg. 16-17 Are you ready, the Risk Assessment Worksheet and the Risk Assessment Matrix ATP 5-19.

RISK ASSESSMENT MATRIX						
		Probability				
Severity		Frequent <b>A</b>	Likely <b>B</b>	Occasional <b>C</b>	Seldom <b>D</b>	Unlikely <b>E</b>
Catastrophic	<b>I</b>	<b>E</b>	<b>E</b>	<b>H</b>	<b>H</b>	<b>M</b>
Critical	<b>II</b>	<b>E</b>	<b>H</b>	<b>H</b>	<b>M</b>	<b>L</b>
Marginal	<b>III</b>	<b>H</b>	<b>M</b>	<b>M</b>	<b>L</b>	<b>L</b>
Negligible	<b>IV</b>	<b>M</b>	<b>L</b>	<b>L</b>	<b>L</b>	<b>L</b>
E – Extremely High		H – High		M – Moderate		L – Low

**Figure 1-4. Risk assessment matrix**

If you have school age children: Call the School/Day Care Facility and fill out the **Parent Emergency Evacuation Information**

## Review

- Your Resources
- Gathering Information
- Analyzing your Risk
- Workbook
- Learning Objective 6: Stress and the Benefits of Having a Plan

**Go to Learning Objective #6**  
**Stress and the Benefits of having an**  
**Emergency Action Plan**

## Learning Objective #6 Stress and the Benefits of having an EAP

- Watch** Learning Objective Video #6
- Review** page 184-189 Coping with Disaster in Are You Ready
- Review** chapter 7, Getting Hammered, When All Hell Breaks Loose
- Review** pg. 2-36/37 FM 21-10
- Review** FM 22-51 Section I. STRESS TERMINOLOGY AND THE STRESS CONCEPT pg. 2-1 through 2-9
- Review** pg. 568-573 Survival Medicine Handbook; Anxiety and Depression
- Review** pages 37-41 of the Emergency Action Planning Workbook
- Conduct Practical Exercise**
- Write** your answers to the Following Questions

1. Is there anybody involved in your EAP that is at a higher risk for Disaster Stress?

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2. What Stressors do you think you should prepare for during the execution of your EAP?

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3. What have you done/will you do to mitigate that risk?

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## ***Disclaimer***

- The medical information provided in this training material is, at best, of a general nature and cannot substitute for the advice of a **medical professional** i.e. a qualified doctor/ physician, nurse, pharmacist/ chemist or such. *Emergency Action Planning is not a doctor.*

## **Stress and the Benefits of Having a Plan**

■ Stress, the body's reaction to an external stimuli's. How the mind perceives the stimulus, has a lot to do with the outcome. (Example of Tony Robbins) Two clients experiencing a similar event, they both experience identical physical reactions, however one perceives it negative and the other perceives it positive.

- Benefits
- Resources

I have chosen to use material from the US Army's FM 22-51: Leaders' Manual for Combat Stress Control, for two reasons.

- 1) This is information that I know. This is the reference material that I have used for several years to instruct our young men and women in the military, on the methods of combat stress management.
- 2) Though the information deals with combat stress, in my opinion the techniques, methods, and tools, described are relevant to managing stress induced by an emergency or disaster.

Most references to military terminology I have adjusted to identify the civil equivalent. In those cases where I did not, insert the appropriate term that relates to your situation.

## **Symptoms of Stress or Anxiety**

- Physical
- Emotional
- Mental

# Symptoms of Stress or Anxiety

## Physical:

- heart pounding
- headaches
- sweaty palms
- indigestion
- skin breaks out
- shortness of breath
- holding breath
- cold hands
- sleeplessness
- sleep too much
- fatigue
- nausea
- diarrhea
- tight stomach
- tight muscles
- pain

## Emotional:

- moody
- irritability
- depressed
- anxious
- lack of sense of humor
- abrasive
- hostile
- nervous
- emotional

## Mental:

- forgetfulness
- loss of concentration
- poor judgment
- disorganized
- fuzzy perception
- confused
- lack of interest
- math errors
- stop thinking
- diminished fantasy life
- negative self-talk

Physical Stressors versus Mental Stressors. A distinction can be made between those Stressors which are physical and those which are mental.

(1) A physical stressor is one which has a direct effect on the body. This may be an external environmental condition or the internal physical/physiologic demands of the human body.

(2) A mental stressor is one in which only information reaches the brain with no direct physical impact on the body. This information may place demands on either the cognitive systems (thought processes) or the emotional system (feeling responses, such as anger or fear) in the brain. Often, reactions are evoked from both the cognitive and the emotional systems.

## Discussion of Physical Versus Mental Stressors

Table 2-1 gives examples of the two types of physical stressors (environmental and physiological) and the two types of mental stressors (cognitive and emotional).

**Table 2-1. Types of Physical and Mental Stressors**

<b>Physical Stressors</b>	<b>Mental Stressors</b>
<p><b>Environmental</b></p> <ul style="list-style-type: none"> <li>Heat, cold, or wetness</li> <li>Vibration, noise, blast</li> <li>Hypoxia (insufficient oxygen), fumes, poisons, chemicals</li> <li>Directed-energy weapons/devices</li> <li>Ionizing radiation</li> <li>Infectious agent/diseases</li> <li>Skin irritants or corrosives</li> <li>Physical work</li> <li>Bright light, darkness, haze, and obscuration</li> <li>Difficult or arduous terrain</li> </ul>	<p><b>Cognitive</b></p> <ul style="list-style-type: none"> <li>Information: too much or too little</li> <li>Sensory overload versus deprivation</li> <li>Ambiguity, uncertainty, isolation</li> <li>Time pressure versus waiting</li> <li>Unpredictability</li> <li>Rules of engagement, difficult judgments</li> <li>Organizational dynamics</li> <li>Hard choices versus no choices</li> <li>Recognition of impaired functioning</li> </ul>
<p><b>Physiological</b></p> <ul style="list-style-type: none"> <li>Sleep debt</li> <li>Dehydration</li> <li>Malnutrition, poor hygiene</li> <li>Muscular and aerobic fatigue</li> <li>Impaired immune system</li> <li>Overuse or under use of muscles, organ systems</li> <li>Illness or injury</li> </ul>	<p><b>Emotional</b></p> <ul style="list-style-type: none"> <li>Fear- and anxiety-producing threats (of injury, disease, pain, failure, loss, personal or mission failure)</li> <li>Grief-producing losses (bereavement)</li> <li>Resentment, anger- and rage-producing frustration, threat, loss, and guilt</li> <li>Boredom-producing inactivity</li> <li>Conflicting motives (worries about home, divided loyalties)</li> <li>Spiritual confrontation or temptation causing loss of faith</li> <li>Interpersonal feelings</li> </ul>

**Note:** The above stressors are not all inclusive. They may act singly or interact with each other

to be combat/disaster stressors.

## Stress

### Field Manual No. 22-51: Leaders' Manual for Combat Stress Control: Combat Stress Behaviors

#### ■Stressors,

An agent, condition, or other stimulus that causes stress to an organism, a stressor is any event or situation which requires a non-routine change in adaptation or behavior. Often it is unfamiliar or creates conflict among motives within the individual. It may pose a challenge or a threat to the individual's well-being or self-esteem. Stressors may be positive or negative (for example, promotion to new responsibilities or threat of imminent death).

#### ■Positive stress behavior.

Positive stress behaviors include the heightened alertness, strength, endurance, and tolerance to discomfort which the fight or flight stress response and the stage of resistance can produce when properly in tune. Examples of positive stress behaviors include the strong personal bonding between family members and the pride and self-identification which they develop with the family/group history (esprit). These together form cohesion, the binding force that keeps groups together and performing the task in spite of danger and death. The ultimate positive stress behaviors are acts of extreme courage and action involving almost unbelievable strength. They may even involve deliberate self-sacrifice. Positive stress behaviors can be brought forth by sound training (drill), wise personnel policies, and good leadership. The results are behaviors which are rewarded with praise.

#### ■Negative stress behavior.

Misconduct Stress Behaviors: Examples of misconduct stress behaviors are listed in the center column of Table 2-2. These range from minor breaches of personal conduct, to serious violations of the law. As misconduct stress behaviors, they are most likely to occur in poorly trained, undisciplined individuals. However, they can also be committed by good, even heroic, people under extreme stress. Misconduct stress behavior can be prevented by stress control measures, but once serious misconduct has occurred, it must be identified and acted upon to prevent further erosion of personal conduct. Stress, even with heroic personal performance, cannot justify criminal misconduct.



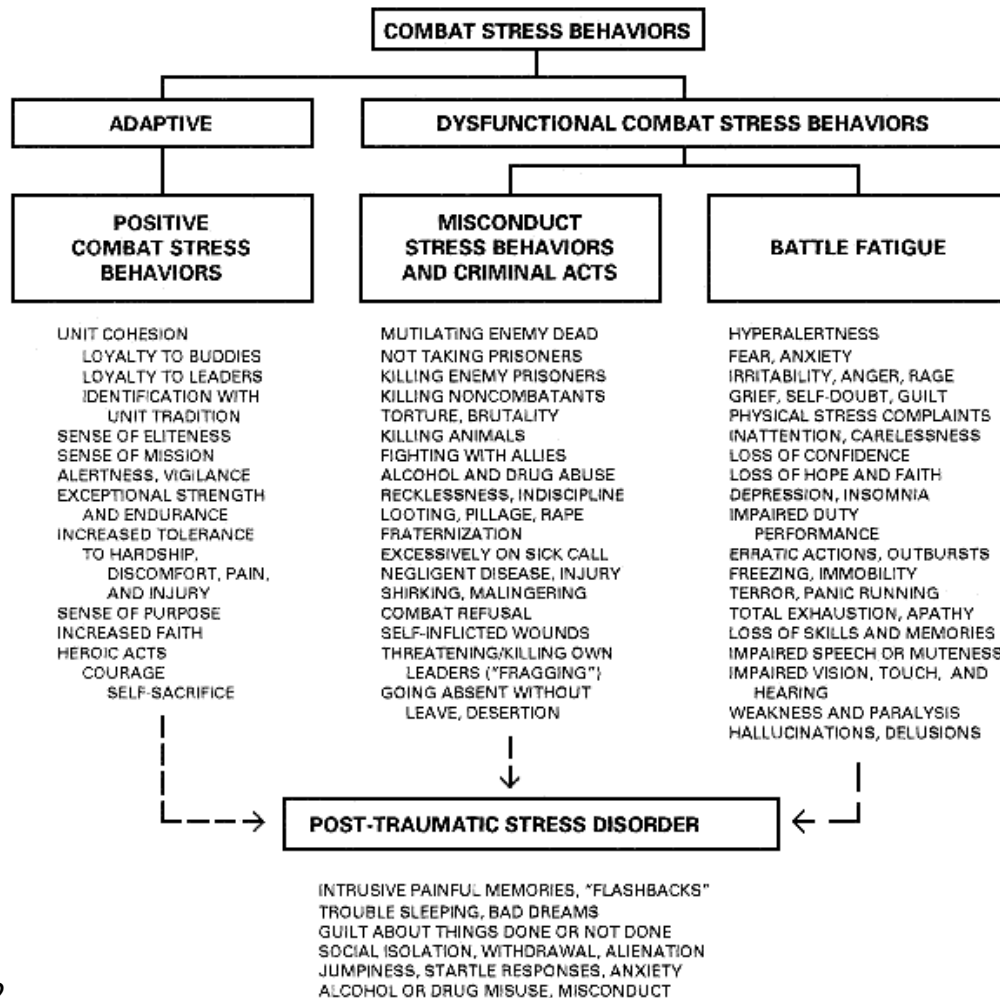


Table 2-2

This table of behaviors is taken from FM 22-51. Though it is intended for military operational considerations, it is relevant for identifying individual stress behaviors in an emergency or disaster environment, and should not be discounted.

**\*Also see page 185 Recognize Signs of Disaster Related Stress, Are You Ready?\***

## Protective Factors

■ High family/group cohesion -- represents the commitment of members to each other and the strength of their willingness to fight and sacrifice personal safety. It is a product of bonding with each other and the bonding between leaders and subordinates. Cohesion requires strong bonds of mutual respect, trust, confidence, and understanding. Cohesive groups function smoothly and perform well under stress.

In organizations with high cohesion, the group identity forbids abuse of substances and emphasizes adherence to the Law of the Land.

- Tough, realistic training -- Tough and realistic training is designed to develop and challenge each person and group. Tough training occurs when leaders and members mutually experience realistic exhausting conditions that prepare both, as a team, for the stress of responding to the emergency.
- Group/Family leaders are trained -- to recognize early warning signs of misconduct stress behaviors.
- Leaders demonstrate competence, courage, candor, and commitment. Leaders show caring and make provisions for their physical, mental, and spiritual well-being as the situation permits.
- Leaders keep everyone informed -- of the objectives of the situation.
- Leaders conduct after-action reviews -- This is most important for identifying what went right, what went wrong, and identifying how things might be done next time. (Mitigation) It also allows input from everyone, defusing any underlying tensions. This will be covered in another lesson.
- Managing stress, having the knowledge of how stress may affect you and your loved ones during an emergency or disaster is a start. Clear communication of the situation and expectations of the people involved, and realistic training and exercises will help clear up any misperceptions prior to the need to implement your plan.
- This brief overview of stress and its affects is not intended to replace proper mental health care. I recommend that you seek a qualified professional in your area to continue your education on the subject of stress and its affects. And how they relate to your specific needs.

## Children and Stress

■Your children should be part of the planning process. Involving them with the creation of your Emergency Action Plan will give them something to do, and help to instill confidence, and self-worth.

■During the event, children need to be made aware of what is going on and that someone is in charge. They should not be constantly exposed to news reports relating the events surrounding your situation. News is repetitive, children may not know that they are hearing the same thing over and over, and they may perceive the stories as new ongoing events. Causing more anguish, because more people are being hurt etc. **\*See pg 186-187 Helping Children Cope with Disaster: Are you Ready?\***

■Resources

## Benefits of Having a Plan

- Physical. The immediate safety, health and welfare of your loved ones.
- Emotional. Secure in the knowledge that you have prepared those you care for to respond to the situation you find yourself in.
- Mental. Secure in the knowledge that you have done everything you can to protect your loved ones.
- Social. You will not be a burden to your community, like those who failed to prepare will be.

## Practical Exercise:

Discuss how you are going to mitigate the stress associated with Disasters and Emergencies with those involved in your EAP.

## Resources

- Local
- County
- State
- Federal
- Private Sector
- NPO's
- Internet

## Review

- Stress
- Benefits
- Resources
- Learning Objective 7: Getting Organized

## Additional Information;

<https://www.ready.gov/coping-with-disaster>

<https://www.samhsa.gov/find-help/disaster-distress-helpline>

<https://www.fema.gov/children-and-disasters>

<https://www.psychiatry.org/patients-families/coping-after-disaster-trauma>

# Go to Learning Objective #7 Getting Organized