

# Course Transcript for July 19, 2012, Day 2

Information Roles in Disaster Management  
Presenter: Robin Featherstone, MLIS

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## [Slide 1]

### Presenter: Robin Featherstone

On day 1 yesterday we covered the field of disaster management. We discussed definitions of disasters; we defined who is part of the disaster workforce. We explored the information needs of emergency managers. Your homework was to reflect on interventions for disaster planning in a hospital setting. We're going to begin today by talking about the homework. I'll describe the roles librarians see for themselves in disaster management and the roles that librarians have actually played in disasters. For your final homework, you'll complete a tabletop exercise designed around a disaster scenario.

## [Slide 2]

### Presenter: Robin Featherstone

During the last class you were asked to read the article by Erik Auf der Helde about the importance of evidence-based disaster planning. His article outlined potential interventions to responders to adjust their disaster planning to reflect current evidence.

## [DISCUSSION]

So to start today, please share one librarian service that you identified by using the Adobe Connect chat feature. I've given you an example here for one of the interventions.

Bob Pringle has a great suggestion about using a lib-guide or another resource guide to provide information on first aid, disaster planning, and care and I think that's a wonderful project. If I come across any lib-guides like that I'll definitely send them along. I think this is actually kind of a hard homework assignment and I've found in an online class too. I was really concerned that you would see this list and there's so health care so hospital-based it doesn't really talk about the library at all. It would be hard to squeeze ourselves in or find a place for librarians. The wonderful thing that I found about that workshop is people had just great ideas and they really started thinking outside the box. That's why I wanted to keep it in the webinar version of the course. Something more people suggests: coordination of people and data collection. It's a good suggestion because we don't do patient care. There are a lot of the suggestions around patient care, of course.

Develop list of one-click sites for decontamination of victims of potential sources in the community. That's really being able to keep track of community resources and to provide that by the Web is something that once you develop a passion for and interest in is a great thing to do. Working with the local media particularly if you get tapped in the formal world of being an Information Officer, that's one of the primary functions is being a liaison to the media. Utilizing drop box: people are suggesting using the kind of Web-based tools, cloud computing. That was the suggestion I had which was to train local first responders and first receivers on the use of the reunite app for obtaining information about missing persons. That's always my response to everything: there's an app for that, get it installed on your iPhone. Lots of education which is something that I think we are comfortable doing and can certainly educate people on the availability of disaster information resources and how to use them.

Adding that research element to it so that you are monitoring, you are seeing what's available and you are summarizing. One of the things we learned in the first class was how much disaster responders and emergency managers really value that level of synthesized information. Margaret is suggesting sometimes publishers open up content during disasters and the emergency access initiative from the National Library of Medicine is a perfect example of that. It was enacted recently for the Tsunami earthquake and the nuclear disaster in Japan and also during the Haiti earthquake, and is exactly that publishers open up active information and also not just articles, but also electronic books. One of the things that we learn from our recent research was that particularly handbooks and guidebooks and drug guides were very high-use during the response period by first responders. You can see how some physicians who would be practicing outside of their specialty; you could end up with the psychiatrist doing triage. They would want a refresher on some of the basic skills from med school that they haven't learned about in at least for some of them probably 20 years or more.

Alternative access to evidence-based literature, that's great it's kind of like the emergency access initiative. Battery-operated radio for disseminating information. I learned so much in the last week about amateur radio people and how valued they are by the disaster workforce because sometimes that's the only communication link that they have. If you're an amateur radio enthusiast, make yourself known. I know of emergency managers and disaster responders who want to know you. It's a great thing to have and to know how to use.

Just thinking about the library to respond to Cheryl's suggestion as a great evacuation center, a great place for the incident command center because of the facilities to do document printing, to access the Web, just the kind of setup that we have in the library is just perfect for some of the administrative side of the response activity.

Identified core print resources that responders can get from your library with a map of where they are in the facility if they're not normally all shelved together. Yes, a pathfinder or some kind of "little feet" along the shelves or the floor of the library to show people where to go is a good idea because it is so diverse where these resources are; they're not always together in one nice area of disaster medicine. Also, seeing the library as a place that could be an information point, probably

for people in the community, but also for first responders and personnel is a great suggestion! Heather and Nancy are saying they have a hurricane symbol on the shelf like a big sticker. I think that's brilliant, that's really smart.

I'm just so impressed. I'm going to stop summarizing all the suggestions now, but encourage you to continue to post your ideas so that other people can read them and share and learn from them as well. There's so many things that we can do related to sharing information, putting things up on the Web, and anticipating the needs of the responders and receivers. I hope that it was a useful exercise, and even if the exercise wasn't so useful, that at least reading the article was a worthwhile endeavor. I certainly found it a great thing to have done. I'm going to move on.

### **[Slide 3]**

#### **Presenter: Robin Featherstone**

I'm going to recap about what a disaster information specialist is—that kind of outreach position, somebody who possesses knowledge and skills. It is part of their ongoing job function to provide disaster-related library information services. It is more than just protecting library collections and maintaining library operations. A little bit of a recap from the first class.

### **[Slide 4]**

#### **Presenter: Robin Featherstone**

Today's class is really focused on librarians: how they have historically viewed their roles in disasters and to recognize the valuable roles that libraries have played in disaster management. I was approached back in 2005 or 2006 to do an oral history project where I was interviewing librarians across the states about what they had done in a disaster. I had never put those two words—librarian and disaster—together in my mind. It was almost comical at first. I had this mental image of a librarian in a hazmat suit and it just didn't mesh at all. I was the first convert I think, or at least one of the very early converts, when I started to call people and talk to them and interview them and record their stories. I realized how much there was for us to do and how narrow my view was of disaster management. I wasn't even considering disaster planning or disaster recovery in those periods.

### **[Slide 5]**

#### **Presenter: Robin Featherstone**

I think the majority probably agreed with my old view. How librarians see their primary role in disaster management, Lisl Zach and Michael McKnight who surveyed over 1,500 librarians to find

out what they saw as their roles. The majority of respondents identified their primary role as being responsible for library collections. Only 10% felt their primary role was to support their community. So not too surprisingly, the majority still see the very narrowly focused on the books and not that our job is the physical collections.

## **[Slide 6]**

### **Presenter: Robin Featherstone**

When it came to the planning role, they really started these researchers to see a marked difference between the response of medical librarians and other kinds of librarians. So 167 respondents out of the 1,500 and 12 identified as being medical librarians and they saw their roles differently. When asked about roles during the planning stage, medical librarians responded that they see themselves as collection managers less frequently. More frequently, they saw their roles as institutional supporters and community planners.

## **[Slide 7]**

### **Presenter: Robin Featherstone**

During the response stage, medical librarians responded more frequently that their roles were information disseminators and external responders.

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### **Presenter: Robin Featherstone**

During the recovery stage, medical librarians were more likely to respond that they saw themselves as a resource coordinators, community builders, government partners, and individual volunteers.

## **[Slide 9]**

### **Presenter: Robin Featherstone**

I think it's an interesting dichotomy between the medical librarians and perhaps other librarians. This is just my opinion, but from working with health providers and working in a health care setting, we think a little bit more about the public. We focus more on patient care, but we are always thinking about that human element. How librarians see their roles may actually be

different than the roles they actually play. Library roles in disaster response oral history project that I told you about earlier, the National Library of Medicine identified eight distinct roles for librarians based on their account of responding after a disaster. The institutional supporter's role was most frequently seen in academic libraries. Libraries acted as a command center for activities. They posted institution-specific information on the Web; they helped displaced students and professionals such as doctors, nurses, faculty members, and professional researchers; or they acted as part of the institution-wide disaster plan. I remember this because I was working in Halifax during Katrina. We had students who actually came up from Louisiana and worked in our library and with our medical school to try to finish off their degrees.

The second role was collection managers. The primary responsibilities of all libraries acting in this role were to protect, restore, and provide access to collections.

Information disseminators, public, academic, special, and hospital libraries were all involved in efforts to disseminate current reliable information to patrons and institutions with the general public. In some cases, the library acted as the primary source of information for the entire community. I saw that a lot in Florida, it seems like the place probably because of the number of hurricanes that they have there. The disaster planning activities are so robust. For many libraries, their primary function is to be a call center for their whole community.

Internal planners and Librarians developed planning documents for the organizations; they worked to keep track of displaced staffed members, documented activities for FEMA, and generally just improvised to keep their libraries running.

## [Slide 10]

### **Presenter: Robin Featherstone**

The community supporter role encompasses a huge number of distinct activities. Libraries acted as community gathering places; they provided Internet access for evacuees; they sent mobile units to shelters; they volunteered wherever help was needed. They gave a lot of emotional support. I talked to many librarians who acted in the role of social worker and counselor. These were mostly with the public librarians that I spoke with. They managed and dispersed donations. A huge number of donations during the recovery phase required that somebody needs to organize; somebody needs to figure out what to do with them. They organize volunteers. They worked in shelters. I talked to a librarian who set up an entire library in the George R. Brown Convention Center after Katrina. It was a huge undertaking, but provided such a service to those individuals. They helped people find their family members. They helped people find jobs and apartments, and filling out FEMA forms. I heard so much about how terrible those FEMA forms were. You can only fill them out on Internet Explorer; the system was always crashing. Or, it would time out on you and you had to fill it out during one session. The librarians were there in the public libraries, which often were the only places where you could access the Internet, and were

helping people fill out these forms. Librarians helped people arrange for new prescription medication and locate shelters for animals. It was tons of stuff within their communities.

Government partners: In this role libraries prepared reports and seminars. They participated in and organized federally mandated emergency activities. They referred citizens to social service agencies; they applied for grants and contracts to provide information and work with the state health departments, local police and fire departments, and federal institute departments and agencies. Some of these like the EPA, the Environmental Protection Agency, U.S. Department of Energy, U.S. Centers for Disease Control and Prevention, the CDC, the U.S. Department of Commerce, and public health agencies Then, as people had suggested during some of their services in the exercise we did yesterday, librarians were often educators and trainers. They trained emergency responders in the use of information tools. They evaluated software, taught classes in disaster management skills, developed technology tools for emergency responders, and trained other information professionals to provide emergency reference services.

Finally in this category of information community builders; libraries acting in this capacity were involved with donations. They provided restoration support to damaged sister libraries. It's a great suggestion to the National Network of the Libraries of Medicine to have a sister library in place so you can assist one another. Taking over another libraries inter-library loan service is a great thing that you can do with your sister library. Also, promoting preparedness activities. They housed displaced information professionals, so some ended up with a librarian living on their couch. They established buddy systems for libraries to ensure continued services for communities.

There are a lot of things that librarians actually did which is why the findings from Zach and McKnight are so interesting. We don't see ourselves in these roles, but yet we play them.

## **[Slide 11]**

### **Presenter: Robin Featherstone**

There is some recognition at a federal level. An important legislative document, the Stafford Act, authorizes FEMA response to disasters. A recent amendment recognizes libraries as being eligible for assistance along with other public facilities and essential community services like police, fire protection, emergency services, medical care, education, and utilities. You can see what happened with Katrina. The public libraries are overwhelmed, they are serving as evacuation centers, and they are helping people fill out their FEMA forms. Finally they got recognized and now are eligible for federal assistance with those activities.

## **[Slide 12]**

### **Presenter: Robin Featherstone**

The Stafford Act is particularly relevant for public libraries, but we also know that hospital libraries and librarians have been recognized for their involvement in emergency management activities at their institutions. A recent survey by Amy Donohue provided a more accurate picture of the roles hospital libraries are playing in their institutions and the roles that they are being asked to assume; 59% reported they had been involved with emergency management at their current hospital.

### **[Slide 13]**

#### **Presenter: Robin Featherstone**

Of the hospital librarians who responded no, 54% answered that they are interested in being involved in disaster activities at their hospital, and 31% indicated they would be assigned a role to play.

### **[Slide 14]**

#### **Presenter: Robin Featherstone**

To answer the question “How did you get involved?” and this is another question that I got yesterday which is “How did I start talking to emergency managers?” There’s a couple of very interesting responses. When I invited myself onto the emergency management committee this was my approach: I invite myself to the party. They were required to be involved as a department manager.

It was apparent that some librarians may not have wanted that role, but it just happened that way. Then this response captures the idea that there can be a climate change in your organization and suddenly the opportunity presents itself. “New committee chairperson took over emergency management and wanted the library involved” and saw there was a role to play. So, capitalizing on that opportunity of change within your organization to find a role is a great thing.

### **[Slide 15]**

#### **Presenter: Robin Featherstone**

I wanted to give a case example of a library that I think is fascinating: which is the Missouri Baptist Medical Center Medical Library and they’re also the incident command center for the hospital. I’m going to share some photos with you.

## **[Slide 16]**

### **Presenter: Robin Featherstone**

These were taken at the “Disaster Health Information Resources: The Basics” workshop. Notice the board in the back left-hand corner and the cabinet that is next to it.

## **[Slide 17]**

### **Presenter: Robin Featherstone**

The library has designated part of its space as the hospital incident command center. The chart on the wall shows the chain of command during a critical incident and the cabinet contains operational procedures and other information resources.

## **[Slide 18]**

### **Presenter: Robin Featherstone**

The incident command center is also equipped with communications equipment; you can see all of the walkie-talkies.

## **[Slide 19]**

### **Presenter: Robin Featherstone**

For monitoring news sources they have a ton of televisions. Have you noticed how the current periodical shelves have been recast for this purpose? I thought that was great. This is an extreme example to be sure. You don't necessarily have to give over your hospital libraries as an incident command post, but you can see how valuable that space is to the entire institution. If you're in a position of trying to prove your worth or if you're losing space, I can see an approach like this to say, “Let's do double duty in the library.” It is a great way to protect that space.

## **[ACTIVITY]**

So before we move on to talk about your final homework and the tabletop exercise, I'm going to administer one final quiz for the course.

Thanks, Siobhan. She knows all of her queues. I'm going to give you a couple minutes to answer these three questions and we will go over the results.

Some of these questions are harder than some of the questions I gave you yesterday.

I get distracted by the chat. Some people are saying they are having problems seeing the questions because there's only one option visible each question? I see the problem. That looks better and that Stafford Act box needs to go down a bit more. That's all the answers for the Stafford Act question. Thanks, Siobhan, or whoever adjusted the boxes.

Barb is asking if there's a fifth choice for the Stafford Act question. There's not. Or you could not vote. It is a legitimate answer.

I'm completely readjusting of the questions so you can see all of the answers. Most people have had a chance. I will give you a few more seconds.

I'm sorry for the frustration people have experienced trying to enter these questions. We will know better next time to always check the participant view for how these polls appear. But I think first we are going to address the question: Medical librarians are more likely than other librarians to see themselves as supporting institutional disaster planning. Most of you got that correct. Absolutely, that's what we found from Zach and McKnight. Their research is that medical librarians really are more likely to see themselves as supporting institutional disaster planning activities.

In the second question we will talk about the Stafford Act so people were having problems and it is a good thing we talk about and broadcast results. This is the tricky question. The answer is actually D: A legislative document that recognizes library being eligible for assistance. The key point is that the libraries are eligible to apply for and to get funding for their disaster response activities. It is not just authorizing them to respond to or recognized them as essential community services, or to respond to disasters at all. It is just about being eligible for assistance is essential community service.

The final question: which is of the following roles librarians play in disaster management activities. Most of you thought this as information community builder but a few people picked information officers, which is as far as the research I've read or conducted I haven't really seen librarians in that role, although I think they would be great in that position. An information officer is part of the Incident Command System or you might also be familiar with NIMS, the National Incident Management System. It recognizes a position of an Information Officer who is responsible for the flow of information between the responders and between the media; they act as an external liaison on as well as internal. You can imagine the certain events. I did a training scenario where we had an active shooter, and it was in a university campus, it was in the library so it was really intense scenario to go through. The Information Officer position was so complex and there were so many things they have to do. They even needed assistance to be able to help them with the monitoring social media—talking to the parents, all of these things. I know that NLM in particular is very interested in librarians who are playing a role of information officer within their recognized Incident Command System. Something maybe for the future.

That's great. We will go back to the presentation now.

## **[Slide 20]**

### **Presenter: Robin Featherstone**

I'm going to start talking about the tabletop exercise: what it is and what you are going to be asked to do in your homework. The tabletop exercise format actually simulates a disaster situation and requires you to function in a capacity expected of you in a real event. These have been used extensively by organizations to promote preparedness by testing of policies and plans. Also, they have been used for training personnel. The purpose of this exercise is to identify institutional vulnerabilities—just to ask those questions about how prepared are we, what would be our roles and response period during a recovery phase.

## **[Slide 21]**

### **Presenter: Robin Featherstone**

For your homework I'm asking you to complete a disaster tabletop exercise that matches one of the hazards you identified on the first day of the course. The exercise is going to take about a half hour to complete which is more than the amount of time we have today. But I want to describe one of the scenario questions as an example. I will give you a moment to read.

## **[DISCUSSION]**

Since this is bit of a brainstorming exercise, I'd like you to use your chat box to answer the question, "What roles can the libraries play to assist the volunteers?" Thinking about the recovery period after a major earthquake when all of these individuals are converging on the scene. What are some things that the local library could do to help?

Some things just to think about when you are answering this question other than you're tabletop exercises are "What could be the information needs of these volunteers? They are new in this community; they are fish out of water. With whom should you speak about providing services? Is there an information officer for the incident command team? Is there a liaison? Who is organizing the volunteers? I love Nancy's suggestion: provide cell phone recharging and Internet access. I would bet you those would be incredibly popular.

I hope when you answer these questions again you get more ideas for activities that you could potentially apply for grants to support or things that you'd think we need to make changes to our organization, or our libraries, disaster plans to be able to support that. Other things to think about

are what are the implications for your usual services. How do you adjust for staffing if you are going to support some of these initiatives?

Help keep track of who is doing what and where so that the ICS will know what volunteers are doing and where. What a wonderful suggestion. I know that within the ICS structure there is a logistics unit that does try to keep track of resources and is also within the planning team and documentation center that would make copies of and make sure that everybody is up to date with the most current information Librarians in either of those positions or roles would be great.

Critical itemized information in one location, get current information for lodging and food and hospital maps, you bet. These volunteers need a place to stay. They need to eat. They need to wash their clothes. If you're in a position in your community to not only know those things, but to be able to promote services or share directories of places where people can go, that would be a wonderful resource.

Sign-in or sign-out zone on the volunteers so you know who is where. Definitely a reason to see if there's a liaison officer who is in charge of the volunteers. You hope that there is, but if there isn't, where do these volunteers check in and check out? Who knows that they are actually on the scene? There are definitely disasters that don't have that level of organization keeping track of everything, so a wonderful thing not only to work with and establish command systems to do, but if no one else is doing it, to assume that responsibility yourself.

Focal point to distribute information approved by authorities and health providers. If you're sharing authorized information I definitely recommend the DIMRC Website. I know they're very proud of being the first ones after the Gulf oil spill to have health information up on the Web site. And I had a question that really stumped me. Somebody wanted to know about procedures for medical procedures or guidelines to provide medical assistance during concerts and big events in the community. I asked somebody at NLM; I asked Cindy Love and she said there's a DIMRC topic page on exactly that and there was, it was great. I sent it to the person and they thought I was brilliant and of course it was really Cindy and DIMRC and their hard work, but they can be a great place to find that kind of information to promote in your community.

Cheryl is saying an oasis where the volunteers can go to rest and reenergize. Absolutely, I interviewed a librarian who was working in Oklahoma City during the Oklahoma City bombing and he gave part of the library over to the rescue workers who had canines, the K-9 unit, as a place where they could just actually wash their dogs. It sounds ludicrous that a library would play that role but for those responders, it was that opportunity to recharge and be with their animals and to do a regular activity when they are trying to get away from a nightmare situation.

I'm really impressed with the answers you've come up with. When you are doing the tabletop exercises I hope it will spark more innovation.

## [Slide 22]

### **Presenter: Robin Featherstone**

Just the logistics of the homework exercise, you only need to do one. There are three. They're available for download from the [mla.mrooms.org](http://mla.mrooms.org) website; I've given you the URL here. When you pick your tabletop exercise, answer the questions. They are word documents so that you can do it on a computer. If you want to write them, you probably have to scan them and then send either your word document or a scanned document to [mlapd3@mlahq.org](mailto:mlapd3@mlahq.org). Put the subject line as your last name underscore DIS underscore Homework just like it is presented here. These instructions are also on the tabletop exercises. Once Emily receives your homework, she will send you the course evaluation and tell us how we did, how we can improve, what you like about the course, all of those things. Once you fill out the evaluations—it's your incentive to actually fill them out—you get to download your course certificate. If you are applying for the disaster information specialization, you'll need to show MLA that you've actually completed the course.

## [Slide 23]

### **Presenter: Robin Featherstone**

If you're having problems picking from the three scenarios—a hurricane scenario, a tornado and earthquake—I suggest you select either the hazard which you identified or one that simulates a disaster with the same amount of warning time. In my instance, none of the hurricane, tornado, or earthquake is really one of the primary hazards in my region. I would probably go with the tornado incident because active shooter is the problem or the hazard that we think is most pressing here. That's a situation where you would have little amount of warning time. So I hope that will help you if you're having a problem trying to pick between the three. The hurricane scenario focuses on preparedness activities, the tornado focuses on response, and the earthquake focuses on recovery. If you're really interested in one of the three, you can pick the one that best matches your interest or you can always pick all three. I find them all really interesting to complete. If you don't want to do them in isolation, I definitely suggest getting your coworkers together, and actually making it a tabletop exercise we all get together, and talking about how this would work.

## [Slide 24]

### **Presenter: Robin Featherstone**

These references are from today's class as we wrap it up and leave a little bit of time for questions. I just want to point out again that Lisl Zach's presentation on libraries perception of roles is available as a video cast from the Disaster Information Outreach Symposium. You will receive credits for watching that symposium so a great way to start working towards getting your disaster information specialization.

## [Slide 25]

### **Presenter: Robin Featherstone**

Many thanks to Sandy Decker for sharing the photos of her library, the information about the program, and the presentation slides and course materials which I'm sure you've already found or wouldn't have been able to get to this point.

## [Slide 26]

**Presenter: Robin Featherstone**

### [DISCUSSION]

Thanks again. If there are any questions, please use your chat box and I will do my best to answer them. I don't get a do over this time so I'm really going to be focusing giving accurate information in my responses. If necessary, I might take your e-mail address and send a more complete response at a later time.

Erin is saying, "I always think of questions later. Can I e-mail you later?" and the answer is yes, you can definitely e-mail at a later time. I'm happy to answer questions whenever.

Then Margaret is asking, "How can get more information about classes required for the disaster information specialization?" The MLA website and the URL on this slide, the program information that would be the place I would go to get more information on disaster information specialization. Heather is asking, "Will this class be available on demand?" Yes, it will. It is being recorded, and you'll be able to watch it on demand, to the MLA website, so keep an eye out for it becoming available. And Cheryl is asking, "Is the specialization only available to MLA members?" The answer is no, but for nonmembers the cost to pay for the specialization is a little bit higher, but I don't think it is that much higher. I might ask Debra to verify the information, but I think it is about \$70 instead of \$50. Debra is also asking me if I can I clarify they should include their last name on the centerline of the e-mail. I'm going to go back and make sure everybody knows with their homework assignment that the subject line of the e-mail, not—it should be your last name, underscore DIS underscore homework and Debra is also confirming it is \$50 for members and \$70 for nonmembers.

And Lori said she copied the chat today. I think that's great but I copied the chat from yesterday because there were so many interesting and cool ideas that were there and I wanted to be able to refer to it later. When this is available on demand you can come back and refer to the chat online.

You've had two people receive the level one specialization already. I'm really jealous because I haven't completed the specialization yet. I need to get my documents together. Bob is asking how you copy the chat one screen at a time. I should have gotten a transcript of the chat. Highlight and scroll up, but if you have problems and anybody would like to transcript of the chat, I'm sure that something we can provide. Siobhan is saying she will download a copy of the chat.

Everybody is suggesting control-A, select all and control C to copy and then paste, control V into the document and that should work. I will keep the webinar going so everybody has a chance to copy the chat if they want to before it is over.

“Is there a FEMA specialization as well?” I don't know the answer to that question. Certainly there isn't an information specialization like the one we have through the Medical Library Association. But I know they are just a ton of training programs and I'm sure you can get certified in different areas of emergency management. I recommend their website as the best place to go to answer that question. Is anybody from NLM who wants to chime in who has that knowledge about FEMA's educational opportunity?

Siobhan is saying she will e-mail the transcript so we can share with the class attendees. Good question, “What is the deadline for our homework?” I haven't really assigned a deadline. I would say that Debra is probably the best person to answer that but would like your evaluation just within a couple weeks, just to freshen her mind. If you need that certificate as well I encourage you to do it soon there—sooner rather than later. There is no assigned deadline for the homework.

Debra is saying I assume she's going to send the transcript for the chat to all the attendees. I see we are coming on the hour. I'm sure you can get a transcript for both days. If there are any pressing questions before we end the webinar I want to be able to end up right on hour. FEMA doesn't have as specialization. There's a list of information relevant to FEMA courses there's a new one on social media announced yesterday. I saw there is a great social media class and I forwarded it to one of our safety officers at the University and he's very excited about it.

Heather is asking, is she supposed to do activity three also and I'm guessing that you had an earlier version of the MLA room's website, and is activity three the resolution exercise?

There was an exercise that we took out of the online version of this course. It was in an earlier version of the in-person workshops, so I'm sorry if people found that activity. You're welcome to the resolution if you want, but it wasn't designed to be part of this webinar.

I think that's about it. Many thanks especially to the people at MLA and NLM who have done so much to make this webinar possible and allowed us to present to so many people—more than we ever have before—so thank you to everyone. It was my pleasure to teaching this course and I hope everyone will take more of the disaster information courses or consider teaching some yourself.

All the people that think this was a great course please includes that in your comments and your evaluation.

Thanks for your research, Barb which was cited extensively in this presentation. I do see the applause, it makes me happy.

**[Event concluded]**