

Alaska Marine Safety Education Association

*A community-based cold water &
boating safety training network*

Volume 18, Number 2
Late Summer 2002

AMSEA Training Reaches 100,000

Instructors in Alaska and throughout the U.S. recently trained AMSEA's 100,000th student in marine safety and survival. This year alone, AMSEA estimates that instructors will reach 12,000 people.

Such a substantial amount of training has tremendous impact on AMSEA resources. In 2002, a larger staff and equipment inventory have been needed to satisfy ever-increasing instructor needs.

AMSEA has met the increased demand for instructor support, and continued to train teachers and fishermen, with grants from a number of sources. AMSEA thanks the following people and agencies for continuing support: National Institute of Occupational Safety and Health, State of Alaska Office of Boating Safety, U.S. Coast Guard, Alaska Department of Community & Economic Development, Alaska State Senator Austerman, Governor Tony Knowles, Alaska's U.S. Senator Ted Stevens, as well as AMSEA Board of Directors and members. Without their assistance, the marine and boating safety accomplishments of AMSEA would have been impossible.

AMSEA

MARINE SAFETY UPDATE

Incentives Offered to Those Who Teach Marine Safety to Children

This fall, AMSEA offers a reporting incentive for AMSEA-trained teachers who work with children. Awards will be presented to the five instructors who teach marine safety and survival to the most children between September 1 and December 31, 2002. The five instructors teaching the most number of hours will also be rewarded.

AMSEA staff only becomes aware of much of the safety and survival training done by instructors in the AMSEA network when instructors submit reports. Some of the recent documented increase in training is due to better reporting by instructors. Training reported on AMSEA's *Course Monitoring Form* helps staff with grant-reporting requirements and justifies continued funding for AMSEA.

Data will be collected from *Course Monitoring Forms* received at AMSEA as of January 5, 2003. Honorees will have a choice of training supplies from AMSEA: curricula, videos, bandanas, survival kits, mirrors or thermometer zipper toggles. In addition, five teachers who submit at least one *Course Monitoring Form* will be chosen at random for awards, regardless of the number of students or hours taught.

An AMSEA *Course Monitoring Form* can be submitted online at www.amsea.org. The form can also be printed from the web site and submitted by mail or fax, or AMSEA staff will mail, fax or email forms to any instructor. Contact AMSEA's Schools Coordinator at schools.amsea@alaska.com or 907-747-3287 for more information.

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Marine Safety Training Available

Contact AMSEA at (907) 747-3287 or amsea@alaska.com for information on courses mentioned here, or to set up one elsewhere.

DRILL INSTRUCTION COURSES IN ALASKA

Goodnews Bay — Late September 2002, Dates TBA, contact Ron Bowers at rmibower@nushtel.com
Togiak — Late September 2002, Dates TBA

Drill Instructor classes will be taught in a number of Alaska high schools this fall. Kodiak, Bristol Bay, Sitka, Mt. Edgecumbe (where AMSEA's marine safety course is now a requirement for graduation), and Valdez high schools will offer the classes.

OUT-OF-ALASKA DRILL INSTRUCTION

Bellingham & Seattle, WA — Fremont Maritime Services,
(206) 522-5377 or Washington Sea Grant,
(206) 543-1224

California — Coastwise Marine Safety, (707) 464-2934

Florida — Florida Marine Career Institute, Frank Myers,
(727) 937-5924

Maine — McMillan Offshore Survival Training, (800) 379-6678

New Jersey — Thompson Maritime, (908) 899-7990

Oregon — Clatsop Community College, (503) 325-0910 or, in
Newport, Ginny Goblirsch (503) 265-3463

Rhode Island — Vessel Safety Corp., Paul Helland,
(401) 641-6598

Texas — Israel Linarte, (956) 943-7935

Westport, WA — Washington Sea Grant, (360) 875-9331

MARINE SAFETY INSTRUCTOR TRAINING

AMSEA Marine Safety Instructor Training classes are seven-day courses designed for those who wish to teach marine safety and survival to commercial fishermen, professional mariners, teachers, children, government agency personnel or others. Scheduled dates for upcoming classes are:

Sitka, Alaska — September 16-23, 2002

Ellsworth, Maine — Early 2003, exact dates TBA

Seward, Alaska — March 31 to April 6, 2003

Marine Safety Update

is published quarterly by the Alaska Marine Safety Education Association to provide information that furthers the safety of everyone who spends time on the water. Subscriptions are free with paid memberships in AMSEA, or can be purchased for \$10.00 per year (\$20.00 outside the U.S.). Sustaining, supporting and donor memberships receive recognition in this publication.

Funding for this publication is provided by the members of AMSEA. Memberships and all contributions to AMSEA are tax-deductible. Membership runs from January 1 through December 31. Dues received after October 1 are credited to the following year.

Contributions to this publication and letters to the editor are most welcome. Please submit them to:

Editor

Marine Safety Update

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Sitka, AK 99835

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Boating Safety Education Scheduled

RECREATIONAL BOATING SAFETY INSTRUCTOR TRAINING

Alaska Water Wise (AWW) Instructor classes are designed for those who want to teach boating safety to non-commercial boaters. These classes are NASBLA and Alaska Boating Safety Office approved. One-day classes are designed for those with a formalized instructor background. Those without such a background should take a special three-day AWW instructor course or the seven-day MSIT course in addition to AWW.

One-day courses are scheduled for:

Sitka — September 15, 2002

Glennallen/Copper Center — November or

December 2002, Dates TBA

Seward — March 30, 2003

Three-day AWW instructor courses are scheduled for:

Kotzebue — Late September 2002

Fairbanks — October 17-19, 2002

Other AWW instructor classes planned for Lake/Peninsula Borough, Southeast Alaska, Kenai Peninsula, Fairbanks, and the Northwest Arctic in 2003.

CONFERENCES

The International Fisheries Observer Conference will be held in New Orleans, Louisiana, Nov. 18-21, 2002. Visit their website at www.st.nmfs.gov/st1/observerconference2002 for information.

The International Fishing Industry Safety and Health (IFISH) conference will take place in Sitka, Alaska, September 22-24, 2003. The last IFISH conference, held in Woods Hole, Massachusetts, was a great success and Alaska is pleased to be chosen as the site of the 2003 event.

Grants Available to Further AMSEA Instructors' Marine Safety Training Efforts

Active AMSEA instructors and AMSEA-trained teachers are eligible for grants of up to \$5,000 to increase marine safety training and safe boating education for children or commercial fishermen.

Contact AMSEA for grant guidelines and application forms.

BOOK REVIEW

by Capt. Mike Maurice, Portland Oregon

Although the second and newest edition of *Heavy Weather Guide* by William J. Kotsch and Richard "Jud" Henderson, published in 1984, is somewhat outdated regarding technical things like radio and faxes, this is one excellent book. Very often when mariners are debating something related to weather, material from this book will pop up, without anyone even realizing it.

A letter from Admiral Nimitz is included that was once a secret, classified document about tropical storm tactics. This letter is first rate and should be examined carefully by anyone going anywhere near a tropical storm. The book contains advice on safety gear, evasive action, vessel preparation, and coping with survival conditions, plus case histories and information about storms at sea for the last 400 years. Plus, there are pictures galore.

Heavy Weather Guide by William J. Kotsch and Richard "Jud" Henderson. 399 pages. Hardcover. \$42.95

*Coast Pilots are now available on line at
chartmaker.ncd.noaa.gov/nsd/coastpilot.htm*

Man Overboard Shown to be the Most Prevalent Cause of U.S. Fishing Fatalities

by Jerry Dzugan, AMSEA Director

Many think the Bering Sea is the most dangerous water in the U.S. and capsizing the most prevalent cause of death for commercial fishermen there. Major casualties such as the *Aleutian Enterprise* and, most recently, the *Arctic Rose*, have underscored the risks involved with Alaska fishing.

However, in an AMSEA survey of fishing vessel casualties during the six-year period from 1995 to 2000, the major cause of fishing fatalities was found *not* to be capsizing, flooding, grounding or catching fire. The vessels involved in the largest segment of commercial fishing fatalities remained intact. Surprisingly, almost a third of all fishing related deaths during this period – 122 out of a total of 380 – were due to man overboard (MOB) events. Even more surprising, the Gulf of Mexico, not Alaska, saw the most fishing fatalities during the period studied. Thirty five percent of all MOB events occurred in the Gulf of Mexico, accounting for 11% of all fatalities in the U.S. fishing industry during the period surveyed. Capsizing events in Alaska (7%) were the second leading cause of death nationwide.

Fatalities not directly related to fishing were eliminated from U.S. Coast Guard data, and only fishing related fatalities were included in the analysis. Thus, deaths from heart attacks or other natural causes, alcohol or drug overdoses, suicides or other unknowns are not included. Some fatalities from unknown causes where entire vessels were lost may have been due to either sinking or capsizing. However, these unknowns were few in number and would have altered results by only a few percentage points.

Since man overboard events are obviously a significant hazard to commercial fishermen, preven-

tive steps and man overboard procedures should be emphasized. Man overboard incidents can be reduced by a number of measures.

Safe deck work practices are of paramount importance. Nonslip surfaces must be maintained. Fatigue may also be a factor in man overboard

incidents and work schedules should be adjusted to make the most of rest periods.

Training crews to effectively respond to a man overboard emergency should be part of every fishing vessel's monthly emergency drill. Rigging a system

ahead of time to quickly recover someone from the water will save precious minutes during rescue, because a human body is usually too heavy to lift out of the water without a mechanical assist. Man overboard alarms are available that sound in the wheelhouse when the wearer of the sending unit falls into the water. Most importantly, lifejackets always should be worn when on deck.

Lifejackets come in a variety of styles including jackets, vests, suspenders, belt pouches, as well as more traditional styles. Some have inherent flotation and others depend totally on automatic or manual inflation devices. Some are U.S. Coast Guard-approved and some are not. U.S. Coast Guard recently approved a series of fully inflatable devices in a number of different styles.

Today there is no excuse for not wearing a lifejacket because "it is too bulky to work in." There is a design for almost any working situation. Which is the best life jacket? The answer is still "the one you will wear." In the last six years at least 122 U.S. fishermen would have had a better chance had they been wearing one.

Causes & associated numbers of fishing vessel fatalities in the U.S., 1995 – 2000:

Man overboard	122
Sinking (incl. flooding and grounding)	116
Capsizing	74
Deck related injury	31
Collision	12
Diver related	17
Fire	8
Total	380

Fatalities and Causes by USCG District 1995 to 2000								
District	Sinking	MOB	Fire	Capsize	Collide	Deck	Dive	Total
1 – Northeast	19	20	0	2	3	5	6	55
9 – Great Lakes	3	1	0	0	0	0	0	4
5 – Mid-Atlantic	21	5	0	3	2	1	0	32
7 – Southeast	15	12	0	8	0	2	1	38
8 – Gulf of Mexico	11	43	3	5	6	10	1	79
11 – California	15	9	0	18	0	4	1	47
13 – Washington & Oregon	8	9	0	11	0	2	3	33
14 – Hawaii	2	4	4	0	1	1	3	15
17 – Alaska	22	19	1	27	0	6	2	77
Total	116	122	8	74	12	31	17	380

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Part II:

Bilingual Students Can Challenge Instructors

By Marian Allen, AMSEA Schools Program Coordinator

In this second article on how cross-cultural interferences can lead to misunderstanding during training, the social context of communication will be examined. Misunderstanding the social context of communication can lead to complex and confusing social and learning dynamics in a class.

Social context refers to the attitude and goals individuals have for conversation and exchange of words. Conversation has four purposes: to convey information, to establish or reinforce social relationships, to express emotion and to direct the activities of others. If teaching is to be effective, it must address these four purposes. To achieve these purposes, students and teachers must cooperate. Different cultures define the language and behavior that constitute cooperation and reinforcement differently. They also have unique ways of expressing emotion.

Different cultural groups convey information in different ways. For the Chinese, indirectness is an art form and interpreting underlying messages is as interesting as the actual words spoken. Many indigenous Americans value indirectness as well. European-Americans tend to value directness and leave little for listeners to interpret on their own.

European-American students often miss indirect or ambiguous messages, which can lead to the feeling that they aren't "getting it." Chinese and indigenous Americans may understand a presentation that circles the main objective more easily than direct presentations. Some Native Alaskan cultures emphasize watching a skilled older person doing the thing-to-be-learned, using language sparingly, until they have gained proficiency. They also prefer a slower pace of speech than European-Americans.

European-Americans tend to teach with logical explanations, requiring learners to digest information and figure out material on their own, or in discussion with other learners. The combination of a European-American teacher and Chinese or Native Alaskan students can lead to failure if the teacher demands

that students perform in the teacher's preconceived manner.

Nonverbal communication differs radically from culture to culture as well. For example, Yupiks raise their eyebrows to communicate agreement whereas people of European descent raise their eyebrows in surprise or to question. Reading students' body language can be complex in a culturally mixed classroom.

Cultures reinforce social relationships and express emotions in different ways in conversation, and these affect learning. The combination of the traditional Yupik teaching method of watching to learn and that culture's high value and respect for older people, makes pairing an older Yupik with a younger Yupik a natural learning strategy. Usually the younger person will watch the older person do all the work. Whether or not the expected learning is achieved depends on factors such as how long observation is needed before assimilation of the material occurs.

Social relationship is the foundation of communication for the Chinese. They are especially concerned about "saving face," showing appropriate respect and modesty, and not talking too much. They also value silence. Asking questions isn't done because it is considered rude. A teacher who asks them questions is exposing his/her own weakness. In addition, Chinese students don't want to embarrass themselves if their answer is wrong. Yupiks want to know the speaker's attitude toward their subject to avoid uncomfortable social situations. Similarly, Athabaskans avoid conversations unless they know the opinions of all concerned. A classroom based on teacher-student questions and answers will be stressful for all these groups.

When Athabaskans meet new people they wait to talk until they know those people. European-Americans, on the other hand, will talk to get to know a new person. So, Yupiks and Athabaskans tend to be

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Bilingual Students

reluctant to participate verbally in class of relative strangers, and Athabaskans may be sensitive to questions about themselves. European-Americans may offend Athabaskans with their verbal style.

At the other end of the emotional communication spectrum are Germans. They are prone to speaking rapidly, directly and with great emotion. They often do not take words personally. They are discussing ideas and events, not each other's personalities. They are not passing judgment on people. If they become angry, they are likely to stop talking.

Teachers with a mix of Germans, Chinese, and indigenous Americans in a class will need to assist communication. Students will need help to avoid misunderstanding and conflict and to understand the mixture of social expectations from communication.

Both Chinese and Yupiks define the individual in terms of the group. Europeans and European-Americans define groups, society and government in terms of the individual. These differences can affect attitudes toward how praise is understood. Chinese who reach a goal are honoring their family or group whereas non-indigenous Americans are comple-

mented for their *individual* achievement.

Indirectness and suggestions work best when instructing Chinese and Athabaskans. Being too direct is overkill and may be offensive. On the other hand, the European-American student may not know what is wanted, or maybe even that *anything* is wanted, if instructions are not direct.

Instructors cannot be familiar with all cultures of all students. However, a dynamic and supportive classroom environment will result from an awareness that students come from many different cultures and subcultures, listening to verbal and nonverbal communication, working *with* students' learning styles, and *trusting* that they know how they learn best. Using this sensitivity, group work can be organized with appropriate cultural mixes. Teachers can address cultural issues in class as sensitively as possible, remembering that we all bring our own culture to the classroom mix; that a purpose of conversation is to establish or reinforce social relationships and that is part of the process of learning survival skills in the culturally-mixed world of the 21st century.

USCG Issues MOB Smoke Marker Advisory

The U.S. Coast Guard recommends that mariners who use the Ikaros® model Mk II man overboard smoke marker replace it with the Mk III.

A mariner recently took the smoke marker off of a ring buoy to check it. He unintentionally pulled the igniter and then tried to force the igniter back into the device to stop the smoke. Pressure built up, the device exploded, and the seaman was killed. This model is usually stowed upside-down, attached to a lifebuoy. Then, when the buoy is thrown, the smoke marker can be deployed as well.

Children in U.S. Now Required to Wear PFDs

As of December 23, 2002, all children under 13 years of age aboard boats on any navigable waters of the U.S. must wear USCG-approved PFDs. This rule does not apply when children are below decks or inside a cabin.

Alaska has had a similar law in effect for several years. This rule makes the requirement consistent across the U.S. and its territories.

*For pictures of some of real-life the rescues depicted in the **Perfect Storm**, see www.uscg.mil/news/PerfectStorm/Realstorm.html.*



Changes in Store for AMSEA Board and Staff

AMSEA Board of Directors bids a fond farewell to Dolly Garza, Alaska Sea Grant/Marine Advisory Program agent in Ketchikan. She served in many positions on AMSEA's board for the past 17 years, and has been a strong advocate for emphasis on safe boating among rural Native populations on the river systems. She has been an active curriculum developer and teacher of boating safety for children. Her sound advice and steady guidance have been extremely valuable, and her presence on AMSEA's Board of Directors will be sorely missed.

Paula Cullenberg, has been involved with AMSEA since 1986, and has been a board member representing the North Pacific Fisheries Observer Training Center. She now works for Alaska Sea Grant/Marine Advisory Program and will step into Dolly's former position on the Board of Directors.

AMSEA welcomes the addition of two new board members, Sgt. Lee Oly from the Alaska Department of Public Safety Academy in Sitka, and Ryan Hill, from the Alaska Native Tribal Health Consortium in Anchorage. Both will help guide AMSEA in the areas of boating safety for non-commercial and Native boaters.

Recent AMSEA staff changes include the return of Assistant Director Shawn Newell after a summer of work for the U.S. Forest Service searching for the elusive goshawk. (Yes, she found some!) She also spent time with Alaska Department of Fish and Game researching sea lions on Lowrie Island.

Kristie Sherrodd, who filled in part-time during Shawn's absence, will continue to work on promotion, marketing and special projects.

Marian Allen, Schools Program Coordinator, has taken a sabbatical to teach maritime English at Dalian Maritime University in China. She will also work on her masters degree in English as a second language and cross-cultural communication. She returns to AMSEA in January. Meanwhile, AMSEA instructor and teacher Mona Christian will take over schools program duties during Marian's absence.

Former staffer Julie Butler Doggett returns to AMSEA to help Mary Chambers and Rick McElrath in the training equipment department, which has seen exponential growth in the past year.

Training Coordinator Steven Campbell is back at AMSEA after a summer's battles with boats and fish and is already immersed in setting up training classes.

Also, Michael Jones continues his efforts in AMSEA's Anchorage office. His duties include Alaska Water Wise instructor courses for non-commercial boaters, teacher workshops, and work for the NIOSH field office on commercial fishing safety.

Director Jerry Dzugan has been working on a long-awaited Emergency Drill Instruction video (due to be completed very soon!) and a myriad of other projects.

AMSEA staff invites anyone to contact the office for assistance with marine safety training and education efforts!

Reach AMSEA Staff at New E-mail Addresses

Please contact staff at the following new addresses, and note that many of e-mail addresses previously associated with AMSEA are no longer in use.

Director Jerry Dzugan	amsea@alaska.com
Assistant Director Shawn Newell	shawnamsea@alaska.com
Manager/Special Projects Coordinatator Kristie Sherrodd	manager.amsea@alaska.com
Training Coordinator Steven Campbell	training.amsea@alaska.com
Schools Program Coordinator Mona Christian or Marian Allen	schools.amsea@alaska.com
Resources Coordinator Rick McElrath	resource.amsea@alaska.com
Equipment Department – Mary Chambers or Julie Doggett	gear.amsea@alaska.com
Anchorage Office/Michael Jones	michaelamsea@alaska.com



THANKS!

The following people and organizations help keep AMSEA's marine safety training programs afloat!

Recent Service & Equipment

Donations

- Switlik Parachute Company – Two liferafts
- Viking Lifteraft Company – Lifteraft
- F/V Cherokee, Sitka - One day of vessel use for training
- F/V Tyee – Two immersion suits
- Applied Innovative Technologies – Electromagnetic flashlight
- F/V Kupreanof – Lifteraft
- West Marine – Abandon ship bag and Lifesling®

2002 Supporting Memberships

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2002 Sustaining Membership

- National Institute for Occupational Safety and Health, Anchorage
- University of Alaska Marine Advisory Program

Also thanks to the scores of individual members, and the many others who teach and contribute to marine safety education!

JOIN AMSEA

- Individual Membership: \$20.00
- Donor Membership: \$50.00
- Supporting Membership: \$100.00
- Sustaining Membership: \$500.00

- Newsletter subscription in the U.S. \$10.00
- Newsletter subscription outside the U.S... \$20.00

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U.K. Study Reveals Causes of F/V Casualties

A study, drawn from a database of accidents compiled by the United Kingdom's Marine Accident Investigation Branch for the period 1992-2000, reveals that the fishing fatality rate has increased steadily in the U.K. from about one per 1,000 fishermen in 1992 to 2.7 per 1,000 in 2000.

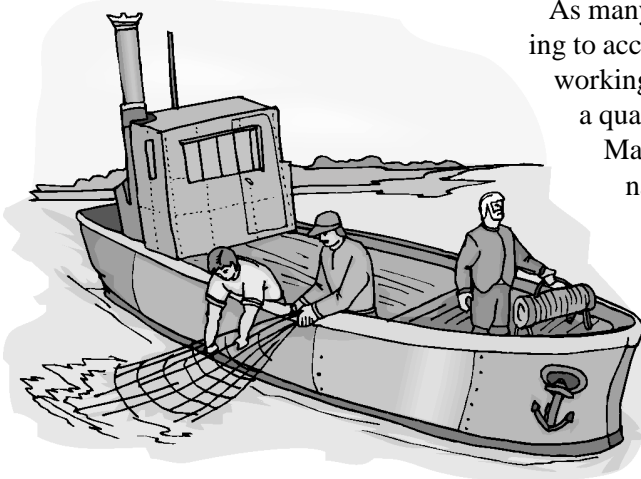
During the study period there were 283 U.K.-registered fishing vessel losses, in which 193 fishermen were killed and 947 injured. It was discovered that the majority of fishermen who lost their lives were victims of craft foundering, and not fatal injury. The final year of the study saw 39 boats lost with 33 fishermen killed.

Last year the number of vessel losses had reduced to 33 with 10 deaths.

As many as 518 different factors were identified as contributing to accidents. However, flooding, automatic bilge alarms not working, and pipe work failures were highly significant, with a quarter of flooding incidents leading to loss of the vessel. Machinery breakdowns often implied a lack of maintenance, while sleep deprivation and fatigue were main causes of accidents or strong underlying factors, and contributed to a large number of personal injuries.

Negligence, the failure to wear lifejackets, poor watch keeping and failure to keep hatches closed while at sea were also important contributors.

Admiral Lang of the U.K. Coast Guard noted that investment in training was invariably justified.



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