



# RBS-Job #1

## U.S. COAST GUARD AUXILIARY



S P R I N G 2 0 1 5

V O L U M E 1 - I S S U E 1



### JOB#1 – RECREATIONAL BOATING SAFETY

Fellow Auxiliarists: Welcome to our new RBS newsletter, RBS Job #1, that combines our prior eight newsletters and creates a single publication written by RB specialists. Our goal is to publish quarterly – plus a special edition for National Safe Boating Week – to give you the tools, news, and updates you need to stay informed and proficient.

The goal is not just to make it easy to find information but to emphasize that recreational boating safety is not just PE or just VE or just PV or any of the related tasks that lead to better safety on our waterways. The goal is to re-enforce that RBS is all of these things, a safety net of inter-related and connected activities that creates a level of safety greater than the sum of the parts. Here's what it entails:

**Public Education** – We're making changes this year with electronic delivery, aiming to tie boaters to the local flotilla through their mobile and desktop devices. We're in the market share creation business – that is, we have literally tens of thousands of satisfied customers who have taken one course with us, usually the entry-level ABS course. We want them to come back for more.



**Vincent Pica**

Assistant National  
Commodore

Recreational Boating Safety

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# SEAMANSHIP SEMINAR SERIES

John VanOsdol, Division Chief

Course Development, Education Directorate - U.S. Coast Guard Auxiliary

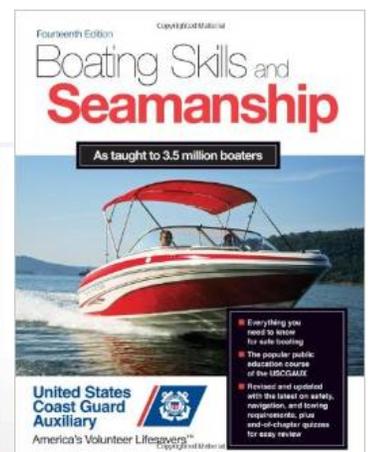
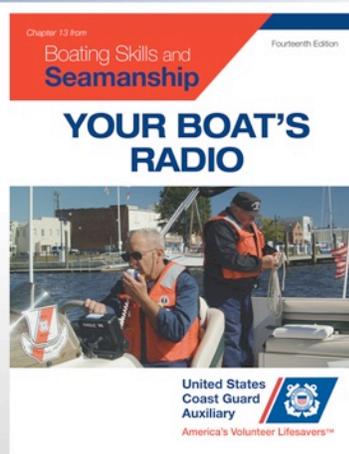
The E Directorate is pleased to introduce the Seamanship Seminar Series! This Series (SSS) makes available the BS&S Chapters 7, 8, 10, 11, 12 and 13 as short stand-alone seminars. These seminars provide a means to attract students who have completed a basic course, such as ABS, thus can be an important new source of Flotilla revenue. The seminars may be taught separately, as a series, attached to other courses, such as ABS or used in other ways to further the Flotilla PE program. There are no time restraints, as long as the material is presented properly, and no final exam.

The current, recently updated, BS&S Power Point presentations are available to assist Instructors. These Power Points and the Instructor and Student Guides may be found in the E-Lib Resource Center. Choose SEMINARS then SSS to call up those resource for this new series.

The major change for the SSS is that the text is an e-Book, instead of a printed text. E-Books have become a popular alternative to printed books with retention rates that closely match. The [Instructor Guide](#) will describe the program and the download process. The Instructor Guide also describes the process for flotillas to purchase e-Book codes for resale to students. E-books can be used for classroom instruction or for self-study by students.

BS&S has long been the keystone of the Auxiliary Public Education program. The Seamanship Seminar Series broadens the usage of this valuable asset by providing students a 'next step' in their boating education. SSS is a natural follow-on to the Auxiliary ABS course as well as graduates of State mandated basic education courses.

## AMERICA'S VOLUNTEER LIFESAVERS



# JOB #1 RECREATIONAL BOATING SAFETY

*Continued from Page One*

Debuting our initial program is the Seamanship Seminar Series, our initial e-Book PE program that uses our best content – BS&S – presented by you, our instructors.

**Vessel Exams** – We want to come up with ways to create additional value, above and beyond what we do during vessel exams, not just in the eyes of the Coast Guard, but in the eyes of our customers, the private boater themselves. Why? Well, as any VE will tell you a vessel exam it isn't always an easy sell, much as it should be. And why is that? It's a number of reasons – fear of failure, boaters who think that they are smart enough already, or who just too busy. I know that because I'm a vessel examiner. We need to be better at communicating the upside of leaving the dock safely, staying safe while on the water and returning home safely.

**Program Visitors** are instrumental – no, essential – in getting boating safety messages into the market place, marinas, ship chandleries, dive shops, and boating show rooms. It isn't just about refilling the brochure racks. It's about proselytizing whenever and wherever private boaters gather. It's about growing relationships with other maritime organizations to widen and give depth to our message.

**RBS Outreach** is how we expand our influence and footprint with other organizations that help drive our RBS programs.

RBS is all of these things, a safety net of inter-related and connected activities that

creates a level of safety greater than the sum of the parts.

One of those parts, the most critical part, is you.

**Serve – Contribute – Grow. It's what we do. And makes us what we are. Patriots. And thank you. For your service. Your fellowship. Your devotion to duty.**

Vincent Pica  
Assistant National Commodore  
Recreational Boating Safety



*ABS Course at Carter's Lake, Flotilla 29, Lake Lanier, Georgia.  
CG Auxiliary photo by David Joyce.*

# A LIFEJACKET BUYS YOU TIME

Submitted by LTJG Katie Braynard, Tuesday, January 6, 2015

Written by Paul Newman, 11th Coast Guard District Recreational Boating Safety Specialist

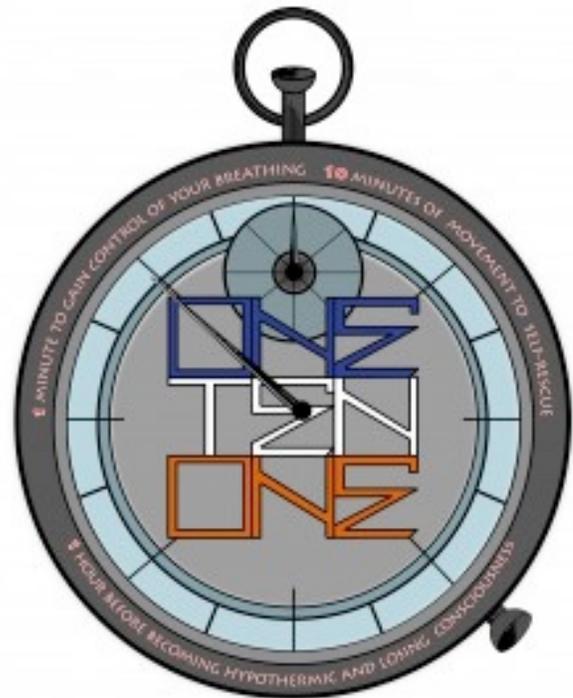
It was a beautiful summer day on Lake Tahoe. The air temperature was 75 degrees and the water about 60 degrees on the surface. It was his first time on a stand-up paddleboard, or SUP, and he knew he was supposed to carry a lifejacket. So he tied it to the top of the board with the leash that should have gone around his ankle. About 50 yards off the beach he lost his balance, fell off the SUP and drowned instantly.

What happened? How can someone drown so fast without even struggling to swim on the surface? Witnesses said he didn't hit his head, so what happened?

What he likely experienced was cold shock response, the first stage of cold water immersion. The sudden fall into cold water made him gasp underwater. Aspirating water he began choking, probably panicked and, sinking into even colder deep water, made ineffective, frantic movements with his arms which had been momentarily stunned by the cold water. He wasn't wearing a lifejacket and he died without ever surfacing. That "gasp reflex" is one we all have experienced either in a cold shower or jumping into a cold pool. And "cold" means water less than 70 degrees. According to the U.S. Water Fitness Association swimming pool water should be 80 to 90 degrees. Our body temperature is 98.6 degrees. It's no wonder we gasp when the water is 60 degrees! And in winter these symptoms are only made worse by colder water.

Research has shown that this is probably why many boaters, fishermen, hunters, and others drown so quickly. Cold Water Boot Camp USA was a 2008 research project of the National Water Safety Congress, funded by a

Coast Guard grant to understand what happens in the first few minutes of being exposed to cold water. They took eight volunteers, including a Coast Guard rescue swimmer, and had them jump into 45 degree water to see what happened. This graphic (shown below) shows the timeline of the effects cold water immersion has on the human body.



*This graphic shows the timeline of the effects cold water immersion has on the human body. U.S. Coast Guard graphic by Petty Officer 3rd Class Adam Stanton.*

They all experienced the symptoms of cold shock response: an initial gasp, hyper ventilation, and extreme difficulty swimming. Since they knew they were going in the water they were prepared, but some couldn't even swim the length of a 25-foot Coast Guard boat without needing help.

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# A LIFEJACKET BUYS YOU TIME

*Continued from Page Five*

If they calmed themselves and stayed in the water a few minutes longer they experienced the second phase: cold incapacitation (not to be confused with hypothermia which takes much longer). After about 10 minutes their fingers and arms stopped working and they couldn't climb back onboard a boat or help themselves. They also succumbed to swim failure: their arms and legs couldn't make effective swimming motions to keep them afloat. They would have drowned if they hadn't had rescuers nearby to hold them up.

They took a few people – wearing lifejackets – all the way into mild hypothermia and that took a lot longer than most people think. It takes an hour or more for hypothermia to take full effect (depending on water temperature, body composition, etc.) and another hour after you lose consciousness for your heart to stop. Without a lifejacket or something to keep you afloat you'll drown before you die of hypothermia. There is more research on the Cold Water Boot Camp USA website, but they summarized the three stages of cold water immersion with the 1-10-1 Principle:

## **1-10-1 PRINCIPLE**

### **1: Cold Shock (first minute)**

Gasp reflex (inhaling or aspirating up to a quart of water if underwater.

Hyperventilation (rapid, uncontrolled, ineffective breathing)

Drowning if you can't calm yourself.

### **10: Cold Incapacitation (after 10 minutes or more, if able to survive cold shock)**

Loss of muscle dexterity (can't get back in the boat, operate radio, etc

Swim failure (can't swim, no longer a "strong swimmer")

Drowning if not rescued

### **1: Hypothermia (after one hour or more)**

Only if wearing a lifejacket.



Now let's pair this research with a new slogan to promote lifejackets: "A Lifejacket Buys You Time."

### **1: Cold Shock**

"A lifejacket buys you time to catch your breath."

### **10: Cold Incapacitation**

"A lifejacket buys you time to rescue yourself"

### **1: Hypothermia (only after an hour or more)**

"A lifejacket buys you time to wait for rescue."

Still not convinced? A week after the man on the SUP (Stand Up Paddleboard) drowned on Lake Tahoe a 17-year old boy drowned on the same lake. He was with several friends who all begin to panic in the cold water while swimming 25 yards back to their boat from a small island. While rescuers from the boat tried to get lifejackets to the boys the 17-year old drowned. He experienced swim failure caused by cold incapacitation.

So let's change the conversation about lifejackets using what we know about cold water immersion: "That water is cold and will make you gasp if you fall in. Wear a lifejacket because a Lifejacket Buys You Time."

Time to catch your breath (1 minute)

Time to rescue yourself (10 minutes)

Time to wait for rescue (1 hour or more)

# LIFEJACKETS: CHANGES IN THE WIND

Bill Griswold, District Staff Officer-State Liaison, District 7

For the past couple of years, the Coast Guard and PFD industry have been working on revising how we describe life jackets, types and uses. As you probably know, the term PFD, Personal Flotation Device, has been discarded, because the public never grasped that term. Oh, we've used it for decades, it is codified in regulations, but no one knew what the heck it meant. So, lately, we've switched to using the term, life jackets. Now there's a term anyone can identify.

The next issue was the types, like I, II, III, IV and V - Roman numerals yet. Informed boaters are aware of this, but can this be said for those with less experience? Not hardly, many of them shopped at a big box store, bought the cheapest life jacket he could find to meet carriage requirements, and slipped the jackets in their plastic wrappers into a cubby hole on his boat. Did he look at the label on the jacket? If he did, around line 4 he would have quit. He also would have ripped off the 16 page booklet explaining all life jackets, types and so forth and trashed it. Something had to be done.

So, a working group was formed and begun to collect ideas of where all this should go. The goals of producing a new label are:

- Simplify look and function of label
- Label information tied to activities and performance, as opposed to "type rating"
- Address changes on how people absorb information
- Create "harmonization" in label design for North America

In order to make the decision easier of choosing which life jacket, the label will provide information about the activity the jacket is suitable for. It will designate uses that that

jacket should not be used for, such as an inflatable and water-skiing. There will be a performance rating and a statement saying it is approved by the Coast Guard. There will be much less reading and through the use of icons, hopefully bridge language barriers.

Obviously, this is a big job, and public hearings and many briefings have taken place trying to reach a consensus. Other issues include state laws that may have to be modified, unless they mirror the Federal regulations. Canadian participation has been crucial to eliminate differences between the two countries. Eventually, the Coast Guard hopes that agreement with the European Union can be reached; making a jacket bought in Quebec approved in Miami or Stockholm.

Problems currently under review center on several items. Icons are a big problem, they must convey a clear message, but new icons may not be readily understandable. Should they come with a written explanation? And, would that have to be in two or more languages? A buoyancy scale for flotation is another mystery. It runs from 50 to 200+ and is an engineering measurement. A type III comes to 70, but how many folks can relate?

Work on this project has been going on for about three years and is close to resolution. Old labels and life jackets will continue to be approved as long as they are serviceable. But that creates other confusions, two sets of labels out there. Law Enforcement will need plenty of training to be able to inspect life jackets properly. The time table for all this to conclude hasn't been set, but stand by, change is almost here.

## NEW PE PROGRAMS, PARTNERSHIPS & COURSE OFFERINGS

John VanOsdol, Division Chief

Course Development, Education Directorate - U.S. Coast Guard Auxiliary

The Public Education Directorate has introduced several new programs and partnerships in 2015 that will change the landscape for our instructors and flotillas. All of these are part of the national strategic plan and address areas of need expressed by many instructors and elected officers.

AUXPAD is a recently finalized Commandants Instructions (COMDINST) with the American Canoe Association that opens the door for joint activity with the Auxiliary to develop shore side training programs aimed at the paddle craft community. We expect to have a jointly branded paddle craft course available for our instructors by summer 2015.

An Instructor Development Program has been emerging during 2014 and will be introduced to all districts in 2015 for further usage. This program provides a voluntary process for our instructors to establish improvement of their presentation skills. A mentor or trusted colleague will also provide valuable input for the instructor to make the process simpler and more interesting.

A new Modern Marine Navigation course is being developed with Boat US and assistance from Coast Guard NAVCEN to provide the gold standard in navigation courses. This is expected to be available in draft form during 2nd quarter for review by the necessary approval groups before final editing. The course availability date will be announced when we are closer to completion.

As shown in a separate article, a new Public Education program, the Seamanship Seminar Series has been rolled out and is currently available. The textbooks for these seminars are e-Books taken from the six chapters of BS&S. These seminars offer knowledge beyond ABS, can be presented in two hours and reach audiences who frequent electronic learning venues. They also provide additional revenue opportunities for the flotillas.

Once these new programs have been successfully implemented, we will have new offerings that build on these activities and provide new opportunities in the second half of 2015.



*ABS Course taught in Charleston, SC.  
FC Richard Daniel of Flotilla 12-8 explains  
the rules on overtaking.  
CG Auxiliary photo by FSO-PA Rick Tomlin.*



# CLASSES, CLASSES EVERYWHERE

A Message from Daniel Maresh, Director -Education

The United States Power Squadrons® (USPS®) and the United States Coast Guard Auxiliary are increasing and broadening their coordinated safety efforts to assist boaters in learning as much as they can about their boats, good seamanship, and the environment in which they run.

Acquiring knowledge takes a time commitment, and in our busy society, some folks don't have the time to attend nearby scheduled classes; for them, an online education at home or in the office may be a better fit. In this article we take different tacks, even though we both recognize that there are advantages to each learning style (and above all, want everyone to be safer boaters). With deference to William Shakespeare, we ask, To study online or in class? That is the question...

## The Case for Interactive Classroom Study

By Peter TenBrink

Past District Commander

United States Power Squadrons - District 3

Reprinted with permission from the Long Island (NY) Boating Times, April 2013.



Given a choice between taking a boating safety course online or in a classroom setting, I would always choose the latter. This is primarily because, as adults, we are usually far removed from attending school. The process of learning and (gasp!) taking an exam afterwards is often enough to have many of us quaking in our boat shoes.

As an instructor, I prefer it when my students are face-to-face with me (and with the other students). I believe that being in the same room makes learning easier and more enjoyable. Students have the opportunity to ask questions and we can have open discussions about topics being presented. The teacher can customize graphics for the situation at hand.

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# CLASSES, CLASSES EVERYWHERE

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Instructors can relate actual experiences to create better understanding among the students. When, after explaining a topic, the instructor sees blank stares from the students, he or she will know that further explanation is needed; that can't be done on-line.

Our attention spans are, by nature, limited. Whether we've spent the day at work, school, or some other pursuit, we can only be expected to absorb so much at any one sitting. High school and college class sessions are usually two hours or less, so I prefer two-hour classes to completing an eight-hour course in a day or even two half-days. We want students to learn

the material so that they become safer boaters...not so that they can pass the test!

Along with covering the curriculum, the experience of being in a classroom with a knowledgeable instructor and fellow students is unique and invaluable; we love boating and this is a chance to be with others who feel the same. The interaction between students and their instructor actually enhances the learning process and, I believe, makes it more enjoyable. Please know that in New York State, you must take a proctored exam in order to earn your certificate of completion. So, at some point you will have to come to a classroom anyway.

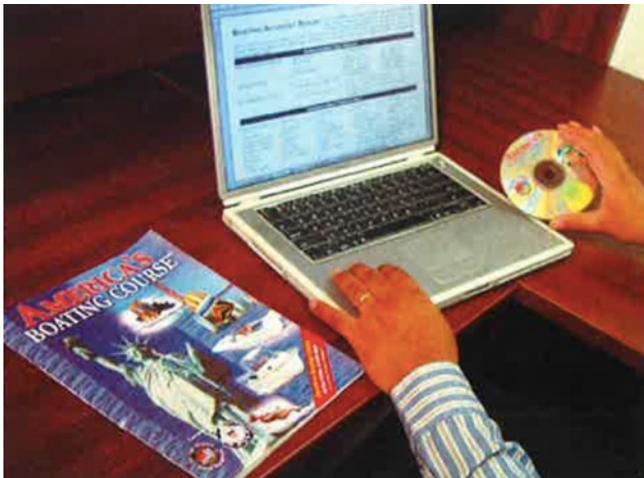
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## **100% SCORES FOR 100% OF THE STUDENTS: THE ARGUMENT FOR ONLINE STUDY**

Vincent Pica, District Commodore, First District, Southern Region (D1SR)

United States Coast Guard Auxiliary

Reprinted with permission from the Long Island (NY) Boating Times, April 2013.



Comparing today's online courses to those stilted ones offered just a few years ago is like comparing today's classroom experiences to those of the 19th century. Everyone is doing a

better job in delivering content, but the leaps and bounds that online classes have made is astonishing.

Stanford University recently offered its machine learning class (normally attended by 400 students) as an online course. 100,000 people signed up for it, which means that the professor would have to teach in a lecture hall for 250 years to reach as many people as now can be reached by putting the class online. If you are a teacher, regulator, or boater interested in safety of life at sea (SOLAS), that statistic should be a "prolonged blast" on the ol' fog horn.

As with most material that makes the leap from the conventional world to the online world,

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# CLASSES, CLASSES EVERYWHERE

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you can't just scan the book into the computer, add some Q&A's (questions and answers) and be done. That is the old way —and why the classroom was so much better then. Now, course material can be broken into modules of 10-15 minutes each with content-linked Q&A's interspersed within the information.

The computer never gets bored, angry, or condescending, no matter how many times a student needs to go over the same question or concept. How many students don't ask a question in person because of fear? On the web, there's no fear whatsoever, as it is just the student and an avatar (software that imparts the sense that there is an instructor behind the screen).

Educators realize that no one learns as well by passively watching videos as they do when there's some form of interaction (like with a teacher) —but we have the technology now to create engaging, interactive courses that enable individual students to try and try again.

Something else has changed—these courses are designed to impart knowledge, not to stratify the students into cadres of A's, B's, C's, D's and...F's. If you are interested in SOLAS, you should want all students to leave with 100% on the test. That cannot usually be done conventionally, as it takes too long. However, 100% scores for 100% of the students are possible online, and that is good for the safety of life at sea.

This "mastery-based" system, in which a student must master a section before going on to the next section, leads naturally to higher achievement levels by students. In this illustration (shown on following page), scores go up dramatically as individual-based interactivity,

i.e., tutoring and mastery, are applied. Online classes are now designed to link mastery, which prevents students from moving forward until they have mastered the current section of material, with tutoring, in which a tireless computer is focused on only one student.

I wouldn't suggest that all subjects are suited for online classes. Subjects that require higher order thinking are not yet suited for online classes, because interaction with fellow students and the teacher is important (if you've ever been in a chat room with more than five people, you know how difficult the "traffic-cop" job is).

However, SOLAS is perfectly suited for fact-based web teaching, matching one student to the material to be tackled. Welcome to the Brave New World!

"The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring." B. Bloom, *Educational Researcher* (1984).



## THE 2 SIGMA PROBLEM

Exhibit A: courtesy of TED and Dr Daphne Koller

# VESSEL SAFETY CHECKS IN THE DIGITAL AGE

Using Social Media to Boost Recreational Boating Safety Awareness.

By Dorothy Joan Riley, Staff Officer -Public Affairs Division 7 Tampa Bay, 7th District

Many members of the Coast Guard Auxiliary are finding new ways to take advantage of social media to boost Recreational Boating Safety programs including Public Education and Vessel Safety Checks. Division 7 Tampa Bay enjoys the privilege of having a few members who by virtue of their 'day jobs', are experienced users of social media and rich site summary (RSS) news feeds.

Recently, during the annual Gasparilla pirate invasion and boat parade held Jan. 31, 2015, in Tampa, several of these members augmented the Coast Guard Public Affairs detachment (PADET) Tampa Bay. The Auxiliarists produced photographs for inclusion in media releases and used social media to help increase boater awareness about Coast Guard security zones during the parade and to promote Recreational Boating Safety topics.

The team, led by PADET Public Affairs Chief Crystalynn Kneen, included Richard Risk and Francesco Ripple from Flotilla 72 St. Petersburg; and George Papabeis and Dottie Riley from Flotilla 74 Brandon. Ripple posted to both Division 7 Tampa Bay's and to the United States Coast Guard Sector St. Petersburg Facebook page on behalf of the PADET while members Zac Lessin and Darren Hart from Flotilla 79 and Larry McKinnon, from Flotilla 74, all experienced social media users, posted to Facebook and tweets and retweets to increase their total audience.

Facebook posts and Twitter tweets in the weeks leading up to the event included promotions for Auxiliary Public Education programs, Vessel Safety Checks, life jacket wear, filing a Float Plan, security zones during

the parade and other safety topics. Ripple tweeted throughout the event from the United States Coast Guard Prevention Office in Tampa in front of the parade route.

Using media analysis and reporting software, Ripple compiled an after action report that summarized the effectiveness of their efforts. The after action report breaks down the data by categories including various forms of broadcast, print, and digital and social media. This data encapsulated found that Coast Guard and Coast Guard Auxiliary activity surrounding Gasparilla resulted in two digital news stories served to 86,817 unique users, and posting on Coast Guard social media assets resulted in 37,511 total impressions, 651 likes and 145 shares. That is a lot of people, many of whom are boaters!



*BRANDON, Fla.—A tweet urging viewers to obtain a Vessel Safety Check before the Gasparilla Pirate Invasion 2015. A member of the V-Directorate, Dottie Riley's tweets direct viewers to the Vessel Safety Check page.*

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# VESSEL SAFETY CHECKS IN THE DIGITAL AGE

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Take advantage of social media to boost your Recreational Boating Safety programs. Many members are already tweeting. Here are some ways to increase views of your tweets and posts and reach more boaters:

Within your posts, advertise links to the national directorates rather than to local pages to increase reposts and retweets. Followers in New York are less likely to retweet if the link advertised link leads to a flotilla in California.

'Follow' or 'Like' the official Coast Guard Auxiliary pages and our Recreational Boating Safety partner pages.

[Facebook](#) - [Twitter](#)

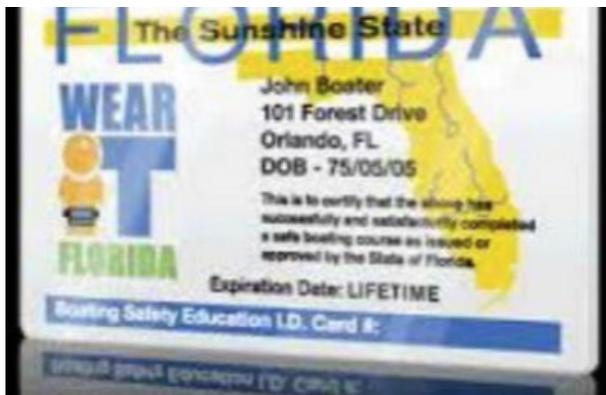
Share and retweet posts you like. This will increase your number of followers and help spread the word, and be patient! It takes some effort to build a following of your own.

Don't know how to use "Twitter"? Simply enter the words, "How to use Twitter" in your favorite search engine to get started.

Always run your posts by your unit's Public Affairs officer or commander to make sure there are no glaring errors. Social media is effective! The digital age is here and while it offers many challenges, it is worth the effort.



*BRANDON, Fla.—A Facebook image by Dottie Riley also broadcast on Twitter urging viewers to obtain a Vessel Safety Check. Text embedded in images are not active links. Type the Web address into the body of the message to create a link to the page.*



*BRANDON, Fla.—Larry McKinnon posts tweets for both the Hillsborough County Sheriff's Office and for Flotilla 74 Brandon, Florida. His posts on Twitter encourage followers to take boating safety courses and links to the flotilla's webpage.*

# VESSEL EXAMINATION TEAMS

## Vessel Examination Team Help Make Pittsburgh Waters Safer

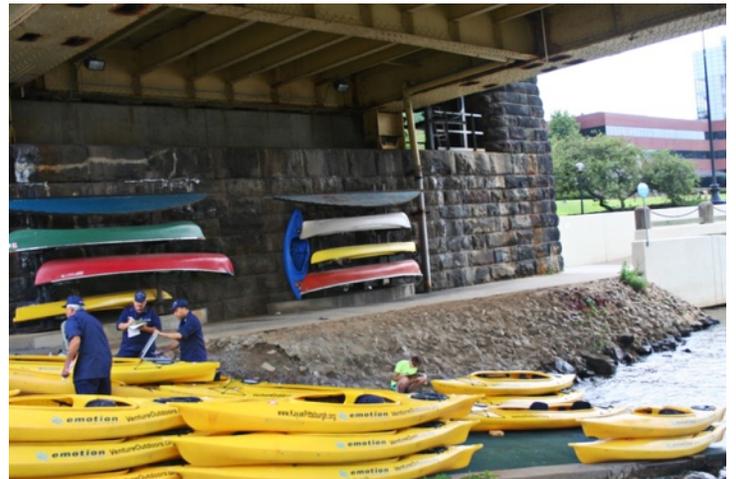
Article by Anthony Waters, Flotilla 72 Port of Pittsburgh. Photographs by Gabrielle Waters

Pittsburgh, Penn., Aug. 5, 2014- Six Vessel Examiners braved the threat of rain and conducted 75 vessel safety checks at Kayak Pittsburgh's North Shore location. The examiners were Bob Brandenstein and Ed Kramer from Flotilla 78, Sewickley, Pennsylvania.; Anthony Waters, Brian Pietredna, Wayne Stawartz, and Tom Spagnol, all from Flotilla 72 Port of Pittsburgh, District 8 Eastern Region. Stawartz had recently finished all of his mentored exams and was a newly certified Vessel Examiner. This was his first opportunity to sign off on vessel examinations using his name. It was however, the team's second interaction with Kayak Pittsburgh-Venture Outdoors.

A few weeks earlier, July 22, 2014, Vessel Examiner Anthony Waters met with the Kayak Pittsburgh equipment manager, Mike Adams, at the North Park Boathouse and completed Vessel Safety Checks on a fleet of kayaks; 46 to be exact. Kayak Pittsburgh has three main types of watercraft: single kayaks, tandem kayaks and paddleboats. After explaining the mission of the Auxiliary and the purpose of Vessel Safety Checks, Adams showed Waters around the complex.

Kayaks and other paddle craft are relatively quick to check for soundness, with the longest part of the Safety Check normally being the paperwork and the talking points. In this case, the safety talk was the shortest part of the process. As Waters and Adams went from kayak to kayak filling out paperwork and checking every one, they discussed the success that Kayak Pittsburgh has had as well as shared personal stories. By the end of the day, Waters had completed 50 Vessel Examinations to

include 46 kayaks and four canoes. Waters ran out of decals and could not inspected one kayak. The owners transported this kayak to Kayak Pittsburgh's North Shore location for the examination in August.



*Anthony Waters assists Tom Spagnol with a question while Brandenstein finishes a paddle craft safety check. Spagnol and Waters are from Flotilla 72 Port of Pittsburgh while Brandenstein hails from Flotilla 78 Sewickley. In the lower right, Emily, from Kayak Pittsburgh, grabs a hull number for the next safety check. United States Coast Guard Auxiliary photo by Gabrielle Waters.*

The safety check primarily consisted of checking the vessel for overall condition including checking the bungee straps, ensuring that they had an appropriate number of personal floatation devices and paddles, and that they wear following all local and state rules. The advantage of a mass inspection is that many of the items can be inspected at one time.

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# VESSEL EXAMINATION TEAMS

*Continued from Page Fourteen*

Venture Outdoors policy is that all renters must wear a life jacket, bring a noise maker, and they will not rent out paddleboats during inclement weather or unsafe river conditions. For the novice kayaker, Kayak Pittsburgh will offer some basic training on kayak paddling and water safety. Additionally, their parent organization, Venture Outdoors, holds kayak and other paddle craft training opportunities on a frequent basis for those looking to enhance or perfect their skills.

During both inspections, Kayak Pittsburgh assisted by helping the examiners fill in all of the information required at the top of the form such as hull number, owner name, length, color, etc., and the Vessel Examiners were able to complete the safety checks in a more expedient manner. Between the two examination dates at North Park and North Shore, Division 7 completed 125 paddle craft safety checks, far surpassing the same number for last year.

The day after the exams, Waters contacted Venture Outdoors to thank them and setup exams for 2015. Kayak Pittsburgh-Venture Outdoors is a nonprofit organization dedicated to connecting everyone with the outdoors regardless of socio-economic status, heritage, skill level or physical capabilities. While conducting the exams, several boaters stopped by to rent a kayak and I am sure that the Vessel Safety Check decal made them feel much safer.



*Vessel Examiners Bob Brandenstein and Ed Kramer from Flotilla 78 Sewickley complete forms for the 125 paddle craft safety checks completed on two days in July and August 2014. United States Coast Guard Auxiliary photo by Gabrielle Waters.*



*Vessel Examiners from Flotilla 72 Port of Pittsburgh, District 8 Eastern Region conduct vessel safety checks at Kayak Pittsburgh's North Shore location. Ed Kramer from Flotilla 78 Sewickley, Tom Spagnol and Anthony Waters, both from Flotilla 72 Port of Pittsburgh, were part of a division organized Vessel Examinations team that completed 125 paddle craft safety checks on two days in July and August 2014. United States Coast Guard Auxiliary photo by Gabrielle Waters.*

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