

Responding to Student Crises at a Regional Campus: A Case Study.

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Responding to Student Crises at a Regional Campus:

A Case Study

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Objectives

By the conclusion of this session, we'll be able to:

- Describe the difference between a disaster response and crisis response plan
- List crisis response resources available to regional campuses
- Evaluate your RMC's crisis response plan

Apples or Oranges? Is it...

Crisis

- “the death of a student, staff member, or a member of a student’s immediate family by suicide, substance abuse, illness, or accident.”

Off Campus?

Disaster

- “a sudden accident or a natural catastrophe that causes great damage or loss of life.”

On Campus?

Or Both?

Categorizing Crises

- **Type 1** - this is a minor department or building crisis that can be resolved with existing College resources or limited help. A Type #1 crisis is usually a one-dimensional event that has a limited duration and has little or no impact on Lewis & Clark College personnel or operations.
- **Type 2** - this is a major incident that involves more than one department or building, and impacts sizable portions of the campus community. A Type #2 crisis may be a single or a multihazard situation, and often requires considerable coordination with external jurisdictions. Type #2 emergencies also include imminent events on campus or in the general community that may develop into a major College crisis or a full disaster.
- **Type 3** - this is a catastrophic emergency event involving the entire campus and surrounding community. Immediate resolution of the disaster, which is usually multihazard, is beyond the emergency response capabilities of campus and local resources.

From <https://www.lclark.edu/live/profiles/3653-crisis-management-plan-policy>

Crisis Management Principles

- Environmental Crises
- Facility Crises
- Human Crises

- Have a plan
- Communication
- Psychological

CAMPUS
CRISIS
MANAGEMENT



Questions for Discussion

- Read the scenario provided at your table.
- As a table group, decide your plan of action.
- Have a plan of action and action items determined by end of time. You have **8 minutes** total.
 - **Scenario 1:** Fire in a students' apartment. All belongings are destroyed.
 - **Scenario 2:** A third-year student mentions to a nurse on the unit where she is rotating that she is increasingly depressed.
 - **Scenario 3:** A student on an international rotation is detained in-country and refused/delayed exit to return home.

Questions for Discussion

- Where would you reach out for help in a crisis like the scenario at your table?
- What resources are available to help you?

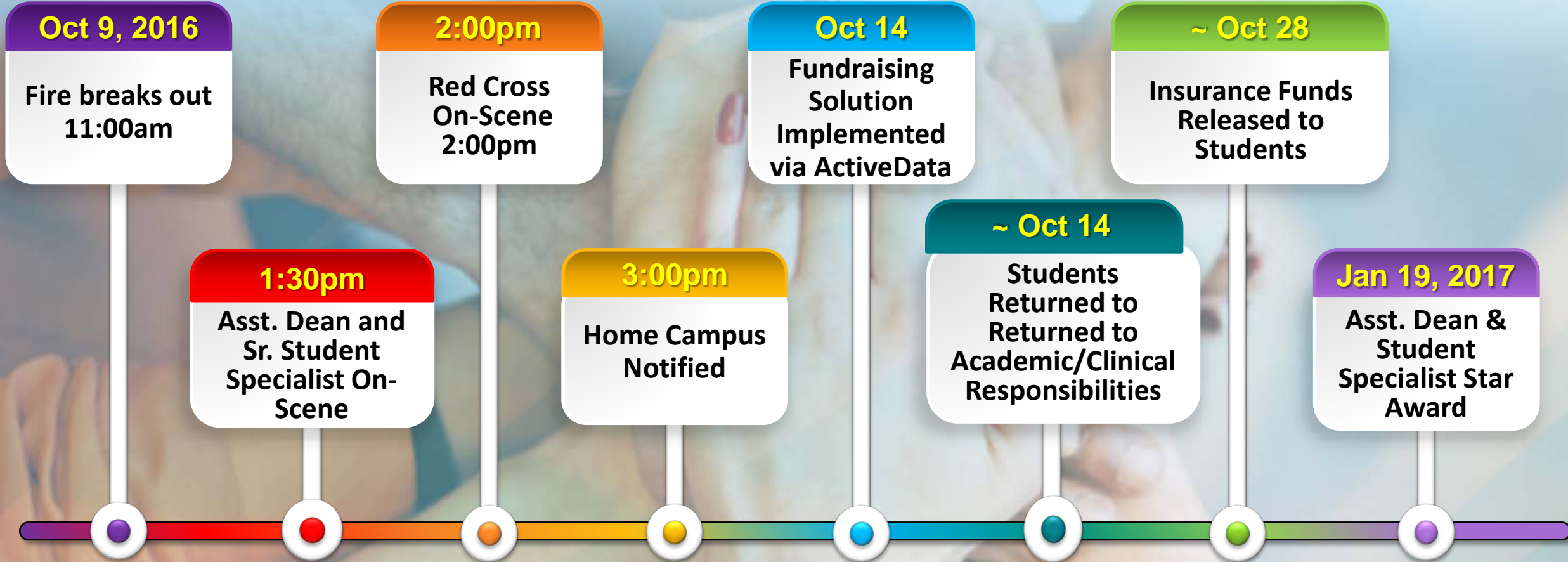
Poll

- Do you have a crisis response plan at your RMC?
- The LCME is at your door. Are you 100% sure where your crisis response plan is located so that you can share it with the LCME?
- Are you 100% certain everyone who needs to know this plan does in fact know it, know where to find it, and how it works?

Poll (cont'd)

- In the past 12 months, have you/has your RMC participated in practice scenarios to prepare for student crises?
- In the past 12 months, have you/has your RMC encountered a student crisis for which you did not have a plan?
- In the past 5 years, have you/has your RMC encountered a student crisis for which you did not have a specific plan?

Case Study Timeline



Communications Systems in Place



*ServPA = statewide disaster/emergency announcement system (uni-directional)


Strengths

- Immediate, in-person response
- Immediate communication to/from Deans of Student Affairs at RMC and home campus; strong working relationship between Deans
- Support from RMC faculty, staff, students, community
- Dorm housing available; rooms on-hold for emergencies
- Creativity in seeking solutions

Challenges

- Unclear lines of communication
- Blend of university and corporate cultures/priorities
- No pre-determined:
 - Checklist for determining student needs
 - Mechanism for securing emergency funds
 - Answers to specific issues
 - Guidelines on what info should remain confidential
 - SOP for communications

Options Considered for Relief Processing

- University-sponsored emergency loans **X**
- GoFundMe **X**
- Personal checks/donations of items and funds **X**
- ActiveData = calendar scheduling system with capability to take credit card payments 

Lessons Learned

- Ensure all RMC faculty, staff, students understand who is the lead: Campus Asst Dean of Student Affairs
- Strong leadership a must, balanced with an RMC culture where creativity is encouraged and cultivated
- Need written SOPs; best to review SOPs/policies routinely, to avoid questions when issues arise
- Empathy is most helpful when organized and focused; leadership responsible for ensuring systems in place

Next Steps

- Deliberate reflection and debriefing of every crisis
- Donation option available when needed
- Adoption of USF-wide communication platform
 - In place for Tampa campus disasters or events
- Consider additions to formal policy and plan for RMC
 - Different levels of crises
 - Identify team leads
 - Internal communication to Network and MCOM leaders
 - Checklist for student needs

Resources for RMCs

- Home university resources
- Home medical school resources
- Clinical site/hospital/RMC resources
- GSA listserv
- GSA website – Crisis Management Resource (formerly GSA-CRIER)
https://www.aamc.org/members/gsa/committees_gsa/cosa/54700/cosa-crisis-management-resource.html
- Red Cross and other community agencies
- Books on Crisis Management
 - Often only address larger campus events

Questions?

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