

# 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.



# 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?



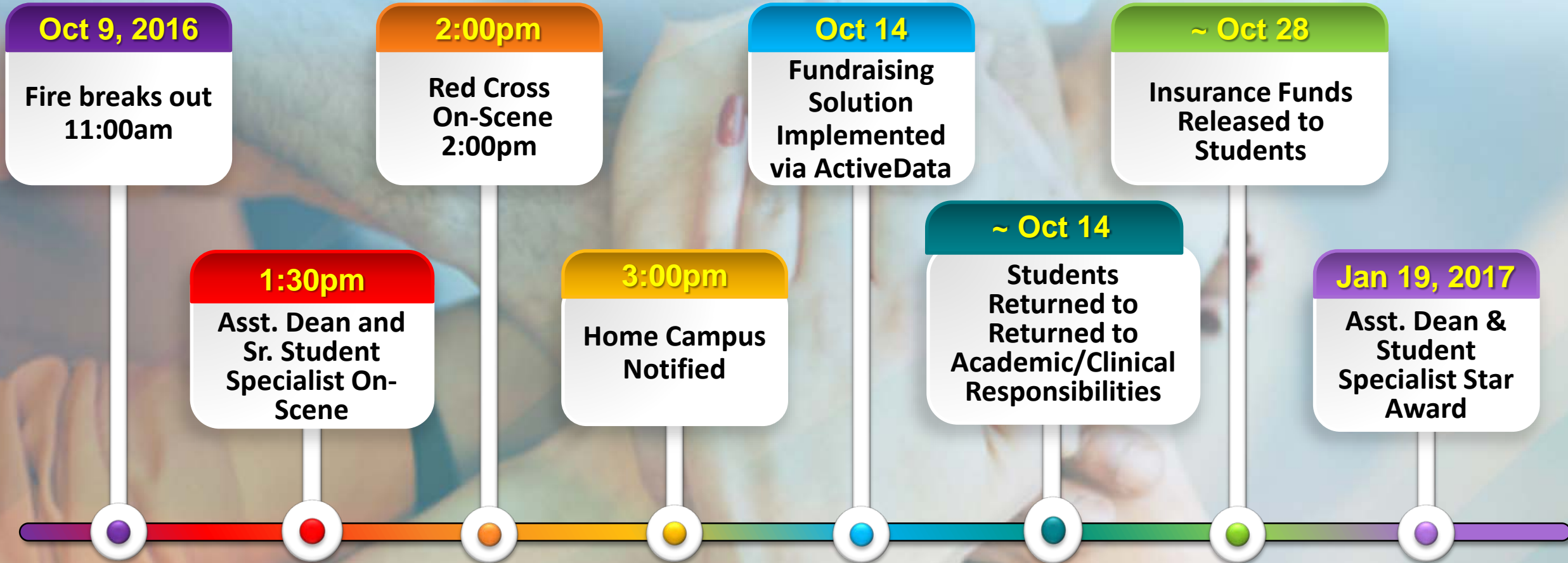
# Poll

- 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](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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