

Lessons Learned by Deans & Directors from Disaster Experiences-- Trauma and Disaster Task Force Meeting (November 8, 2012, NADD meeting, Washington, DC) - Chaired by Nancy J. Smyth (University at Buffalo) and Timothy Rehner (University of Southern Mississippi)

- Preparation
 - know your university disaster plan
 - have students in field learn agency disaster plans
 - computer service might go down: have alternative emails for students
 - set up central directory of email from university so you can reach students
 - have some knowledge of your regional disaster network before the disaster -- some knowledge of what happens when there is a disaster. Connect to your disaster community before a disaster
 - have all phone numbers for people -- land lines for people, not just cell phone
 - maybe have virtual check in points, where people can leave messages that they are ok (e.g., FB page, Twitter hashtag, blog comments). Good to have a back up place (check to see where servers are located...choose services that have different geographic server locations)
 - have blended and online learning options available
 - need to find a way to build core knowledge into our curriculum
 - organize every floor in building with emergency responders
- Response
 - chaos is always what happens first Expect it.
 - get People to Red Cross and FEMA first and foremost
 - Red Cross requires responders to go through their training...link students/alum to Red Cross if they want to help. Get Red Cross training in to students before disasters
 - establish social work emergency loan fund for students to apply to (who should do this? NADD? Affect Schools? CSWE?)
 - provide resources: counseling tab: social work website, emergency resource list, stress coping strategies
 - give people permission to contact family & friends first
 - self-care is key, needs to be prioritized and modeled, stress/self-care/meditation groups can be helpful once emergency/chaos is past
 - go rogue as a school if needed (vs. university permission) just do it. In some cases schools became temporary service centers
 - remember, you (as dean/director) have people who will help outside of your immediate world -- don't be shy about reaching out to your national network
 - communicate, communicate, communicate
 - evolving responses over time: communication is key -- especially for dean's role, throughout the crisis. If dean is out or unavailable, someone needs to step in
 - designate contact person for school
 - attend to faculty and staff -- short and longer term -- calling each to check in. They really want to hear from dean.
 - have someone who really knows how to use Twitter to communicate with outside world and track what's happening. It is a key source of information now for disaster experts/management
 - texting group (called Group Messaging Services)
 - GroupMe is a free service that will work with up to 50 people <https://groupme.com/> It can work with text messages, phone apps, web interface. To participate people must have a cell phone (not a smart phone thought). This app allows all group members to talk in the group
 - Remind101 (<https://www.remind101.com/>) is one way text communication...allows you to send a message to all people, but they can't reply.
 - Here's an article that discusses some other similar applications (apps) <http://www.practicalcommerce.com/articles/2998-17-Group-Messaging-Mobile-Apps> These things keep changing...have someone who stays up on it (or who knows who to ask)

- after the disaster, regrouping: people wanted a census of everyone..finding everyone -- staff, faculty, students, agencies (placements --which ones are intact still?)
 - managing educational impact
 - Rutgers found policy on what to do when members of National Guard are called to action -- this became guide on policy development on how to accommodate educational disruption
 - utilize online/blended class format when possible
 - syllabus: drop it, use experience as teachable moment
 - start every class with opportunity to reflect on what happened, ask this question among students: what have they learned from this experience so far? How does it connect to what they have learned/are learning
 - managing the disruption to learning: extension options for students, allow students to withdraw without penalty and with a refund if needed
 - know that shared trauma knocks down boundaries between students and faculty
 - university can put through 1 year extension on tenure clocks for faculty
 - long term planning and recovery will be need to be an ongoing focus
- Resources
 - - Psychological First Aid Manual <http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp>
 - Psychological First Aid Tutorial Apps (iPhone and Android) (designed for review, not learning for the first time) <http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp> or <http://www.sph.umn.edu/ce/perl/mobile/pfatutorial/>
 - FEMA Apps <http://www.fema.gov/smartphone-app>
 - FEMA's Emergency Management Online Training <http://www.fema.gov/training/emergency-management-training>
 - Google and other services can be used through only a cell phone (with a data plan, but does not need to be a smart phone): "How to Use the Internet When the Internet is Gone": <http://www.nbcnews.com/technology/technolog/how-use-internet-when-internet-gone-1C6844290>
- Recommendations
 - - NADD/CSWE/NASW speak to Red Cross about how to work more closely together, how to build on knowledge that students already are learning in school so they can be deployed
 - Include disaster 101 orientation for all deans, not special topic session, since no one things they will be facing a disaster
 - Consider student disaster fund recommendation noted above -- maybe a central place (CSWE?) where people can donate to, as well, since many will want to help in this way.