Presentation Overview

- Foundation for Emergency Response protocol
- Case example
- Findings and application
- Using strategy on other campuses
Theoretical Foundation

- Crises are “low-probability, high-consequence events”. (Baldridge & Julies, 1998)
- Crisis situations can be categorized into three primary areas: (a) Natural Disaster: involving weather, facilities, and non-human agents; (b) Criminal: a situation that includes individuals violating or attempting to break a law; and (c) Human: where interpersonal conflict, death, or suicide are involved (Sokol, 2010; Zdziarski 2001 as cited in Kelsay, 2007; Zdziarski, 2006).
Theoretical Foundation

- 3 stages of a crisis
  - Prevention
  - Response
  - Recovery

- National Campus Safety and Security Project (NACUBO, 2008)
Campus Context

- Large, public, urban university (50,000)
- 7,500+ students on campus
- 161 Resident Assistants and 30 professional staff
- 8 desks open 24-hours
Audit

- 24-hour desks
- Materials and documents
- Standardize information
- Bulletin Boards
- Web based staff interface
Needs Assessment Findings

- **Who do you call for a medical related emergency?**
  - Most respondents indicated that they would call either UTPD or the HC on call. The first contact depended on what type of incident was occurring in the hall.

- **Who do you call for a facility related emergency?**
  - Responses varied on who was the contact person based on time, location of incident, and location of staff member. All indicated that appropriate approval was needed to initiate any maintenance repair.

- **What information or training do you believe is needed to prepare you for emergency response?**
  - Hands-on training and training at the specific desk locations is important for the respondents. Periodic updates and refreshed training sessions are also important during the year. Staff remember how to handle a situation once they have dealt with it, but would feel more comfortable and prepared with more developed and memorable training sessions.
Needs Assessment Findings

- **In what ways do you learn to handle emergencies?**
  - Majority of respondents stated that hands-on, visual and physical training helped them learn to handle emergencies. Many indicated that they learned through experience.

- **In the event of an emergency, what are you responsible for doing?**
  - Staff stated that they were responsible for roles during an emergency; contacting appropriate authorities or supervisors, communicating with residents and supervisors, keeping residents calm and safe, and collecting information.

- **In which specific areas would you like to see more training?**
  - The respondents answered "everything" quite often to this question. There is a need for both confidence and competence when handling an emergency in the halls.
Needs Assessment

- Preferred learning style
- Retention of information
- Confidence in emergency preparedness
Application of Audit & Needs Assessment

- Revise materials
- Update postings and information
- Redevelop staff training
EMERGENCY TERMS TO KNOW

OUTDOOR WARNING SYSTEM SIREN
Good: The sirens are the official method of providing advance notification of an all-clear or a different emergency.

If the threat is outside your building:
1. If the exterior doors are not electronic and it is safe to reach them, lock them.
2. If safe, leave the area and tell others (non-threatening) coming from outside the building.
3. Close interior doors. Lock doors, if possible. Barricade the doors.
4. Follow Step 4 for “HELLO Out” listed below.
5. Follow Step 5 for “CALL Out” listed below.

If the threat is inside your building:
1. GET Out
2. DO NOT enter the building.
3. LOCATE a safe area.

If you are outside a building in lockdown:
1. DO NOT ENTER THE BUILDING. Move as far away as possible from the building.
2. Leave further instructions from law enforcement.
3. Check the university’s website and university social media sites for updates and further information as it becomes available.
4. DO NOT CALL THE LOCATION THAT IS IN LOCKDOWN.
5. DO NOT LEAVE YOUR SAFE AREA until law enforcement has opened the door.

LOCKDOWN
The directive “lockdown” is used to protect occupants in proximity of an immediate threat by limiting access to buildings and areas. If no specific locations are given, all buildings should initiate lockdown procedures.

Shelter-in-place: For environmental incidents (chemical, biological, or radiological releases):
1. Do not enter the nearest building.
2. Close all doors, windows, and other exits from the area.
3. Shut down the fresh air intake or HVAC system.

SHELTER-IN-PLACE
For weather:
1. Go to the lowest level of the building if possible.
2. Stay out of the windows.
3. Go to interior hallways and rooms.
4. Stay in a “drop and lock” position.
5. Monitor emergency communications for specific instructions (www.utexas.edu/emergency).

TOOLKIT

EVALUATION
All occupants of university buildings are required to evaluate a building when a fire alarm and/or an official announcement is made indicating a potentially dangerous situation within the building.

Classroom Evacuation for Students
All occupants of university buildings are required to evacuate a building when a fire alarm and/or an official announcement is made indicating a potentially dangerous situation within the building.

Classroom Evacuation for Faculty and Teaching Staff
University faculty and teaching staff are responsible for implementing university emergency policy and procedures and for informing students of their classroom building emergency evacuation routes, exit doors, and emergency procedures at the beginning of each semester.

For evacuation in your classroom or building:
1. In the event of a fire or other emergency, it may be necessary to evacuate a building rapidly. Upon the activation of a fire alarm or the announcement of an emergency in a university building, all occupants must evacuate and assemble outside.
2. If a “lockdown” is announced, implement lockdown procedures as listed (see reverse).
3. Once evacuated, no one may re-enter the building without instructions to do so from the Austin Fire Department, University of Texas at Austin Police Department, or the Fire Prevention Services Office.
4. University faculty and teaching staff should be prepared to provide appropriate instructions for students to follow in the event of an evacuation.
5. Ensure other occupants of university buildings are aware of emergencies and ask anyone requiring assistance in evacuation so long as it is safe to do so.

Building Evacuation
Evacuate the facility upon hearing the alarm or official announcement.
1. Close all doors and turn off lights and computers.
2. Use designated corridors and exit stairs that lead to ground level. Leave the building in an orderly manner.
3. Do not enter elevators.
4. Assemble in designated area per building evacuation emergency plan. Upon reaching the designated area, stay at least 300 feet (1 block) from the building.
5. Follow instructions of authorized personnel. Report any individuals left in the building to them.
6. Do not re-enter the building until an “all clear” announcement is given by emergency personnel.
On-Call Problem Solving Process

Gather as much information as possible before you call!

**FACILITY**
- Does this need a trained professional?
- Is there immediate danger to people, the facility or property?
- Determine a quick fix and forward to the HC via email.

**PEOPLE**
- Is this a quick fix?
- Is this a concern or complaint?
- Do I need to call 911?

- Can this wait?
- Determine a quick fix and forward to the HC appropriately.
- Is there danger to people, the facility or property?

- Only people related
- People and Facility related

Notify the HC-On Call

Created by Alyson Troche & Jennifer Vailos, 2011, Revised 2012
Division of Housing and Food Service
Desk Emergency and Security Issues

Desk Security
Only those individuals working at a desk should be behind the desk for extended periods of time.

This policy was developed in response to serious breaches in security and improper use of the CCURE system.

Staff may go behind the desk briefly for work-related purposes, but should not stay. Exceptions are made for those desks which enclose staff offices, such as Jester West and Jester East. In those cases staff may pass through the desk area on the way to staff offices.

Security Cameras
While working the desk staff should watch the security cameras regularly and respond to suspicious behavior.

When CCURE indicates a desk alarm, desk staff should use the security cameras to investigate the door before acknowledging it on the CCURE system.

Monitoring the Simplex
(Fire Alarm) Computer in San Jacinto Hall
The Simplex computer is for monitoring the fire alarm panel that is located to the left of the front desk in the lobby area. Do not play with the touch screen.

When a RED alarm goes off with a steady alarm sound it indicates that there is a fire. Follow fire alarm procedures. Take notice of location of fire alarm, to communicate to fire and police officials. Complete an information report on the IRS system after the fire alarm emergency is over.

Fire Alarm Procedure Tags
These tags are to be given out during a fire alarm. They will start arriving at the front desk and these are to be distributed one at a time, in numerical order as they arrive. The instructions as to what they are to do are on each tag. These tags are kept at the 24-hour desk.

When a Fire alarm sounds:
All staff report to 24-hour desk. (Emergency tags will be handout, and staff will put on emergency vests. Do not allow any students in the fire area. The limited command center will give an all clear when it’s safe to return to the building.

Elevators
There is a panel in the elevator with a switch to shut the elevator down. The key to this panel is marked Elevator Panel and is located in the key cabinet. Use this key to open the panel and move both the light and inspection switch down.

If an elevator malfunctions and/or someone gets stuck, call the HC on call. They can call for an elevator technician.

Unlocking Lobby Doors
The doors in the main lobby of San Jacinto automatically lock at midnight and unlock in the morning. Only the door closest to the desk automatically locks and unlocks in Duren. Two sets of doors on either side of the center doors in SH and remaining doors in 2HN must be locked and unlocked manually.

The "key" for this is a set of keys marked Front Side Doors. The doors are to be locked at midnight. To do this, place the key in the small hole next to the hand push bar and turn, letting the push bar come out. To unlock at 6:00AM, hold the push bar in and insert the key in the small hole and turn.

Cleaning Supplies
Each hall has a cleaning closet supplied with materials for cleaning emergencies which occur after hours.

Second Shift Maintenance
Any staff member with HC approval may call the BRP Desk to have 2nd shift respond to a problem that is between an emergency and "can't wait until morning."

2nd shift is available from 12:00AM – 12:00AM everyday. If you need clarification on a particular situation, feel free to call a HC or the HC on-duty.

During the summer second shift dispatch operations may move to a different front desk.

Emergency Maintenance
After 2nd shift leaves at 12am, an HC may call for emergency maintenance between 12am and 8am.

There is always someone who can be called for emergency maintenance.
Problem Based Learning

- Layered training for Residence Life staff
- Active learning
- Four scenarios
Example Scenario

It is 9:30 pm on a Tuesday night and you are having dinner off campus with friends. You are a Hall Coordinator and have just received a phone call from your Resident Assistant who is working at the front desk. Severe rain and wind has knocked out the electricity to the building. Also, the elevators are down with 2 students trapped inside.

- What are your first points of action?
- What modes of communication are you prepared to utilize?
What necessary information do you have readily available and where?

What information do you share with your staff, supervisor, residents, during the power outage and how?

Who do you call in the department to assist while you return to campus (and what are their responsibilities)?
What do you need to know while you wait for the power to be restored?

What information will you need to collect and officially report to your superiors?

What do you communicate to your residents and staff once power has been restored?
Goals of Problem Based Learning Sessions

- Identify:
  - Basic protocol
  - Key staff to contact
  - Resources (information and materials)
  - Incident location
Assessment of Problem Based Learning and Staff Training

- Survey distributed to staff
- Awareness
- Confidence
- Suggestions for future training
Residence Life Employee Survey Respondents

65%

35%

Professional

Student
Years of Employment

Veteran Employee
- Student: 58%
- Professional: 71%

New Employee
- Student: 42%
- Professional: 29%
How often do you feel emergency training should be provided?

- **Once a year**
  - All Respondents: 6%
  - Student: 6%
  - Professional: 6%

- **Once a semester**
  - All Respondents: 40%
  - Student: 42%
  - Professional: 35%

- **Every other month**
  - All Respondents: 33%
  - Student: 29%
  - Professional: 41%

- **Monthly**
  - All Respondents: 13%
  - Student: 16%
  - Professional: 6%

- **Weekly**
  - All Respondents: 4%
  - Student: 0%
  - Professional: 12%
Preferred Learning Styles
Total Respondent Population

- Role play: 77%
- Small group: 67%
- Presentations: 15%
- Paper handouts: 17%
- Lectures: 15%
- Internet: 4%
- Drills: 52%
Small Group

Total Respondents: 67%
Student: 55%
Professional: 88%
Total Respondent Confidence in Response

- Weapons: 54%
- Sexual Assault: 71%
- Physical Assault / Fight: 73%
- Missing Person: 73%
- Mental Health and Wellbeing: 77%
- Medical Emergencies: 81%
- Maintenance Concerns: 79%
- Fire or Smoke: 88%
- Domestic Violence: 63%
- Death: 46%
- Crime: 71%
- Bomb Threat: 77%
- Blood-Borne Pathogen: 71%
Implications for DHFS

- Quicker response
- Retain training
- Consistency across department and institution
- Information accessibility
- Develop critical thinking skills
Recommendations for other campuses

- Audit & Assess current campus policies, procedures, and materials
- Establish relationships with campus emergency manager role
- Standardize language and protocol
- Active learning model for training
- Ongoing response practice
Contact

- Kristin McGowan
  k.mcgowan@austin.utexas.edu

- Jennifer Nailos
  jnailos@indiana.edu
References