



Final Project – National Incident Management System

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CNDV 5352 Crisis Prevention and Intervention

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CNDV 5352: FINAL PROJECT - NATIONAL INCIDENT MANAGEMENT SYSTEM

Final Project

Directions

Read your textbook chapters, the ACA code of ethics (see www.counseling.org), the material from the FEMA modules, and any related information in the Lamar library to prepare for this assignment. You are to reflect on the following questions as part of this assignment (two-three pages).

1. What ethical standards pertain to crisis prevention and intervention? (List the letter, number, and brief titles only).

While there are many ethical standards that can direct our practice during a crisis, the following five seem to be the most important across the board with regard to crisis prevention and intervention:

- A.4.b. Avoiding Harm and Imposing Values: Personal Values;
- B.1.a. Respecting Clients Rights: Multicultural/Diversity Considerations;
- B.1.c. Respecting Clients Rights: Respect for Confidentiality;
- B.2.a. Exceptions: Danger and Legal Requirements; and,
- B.2.b. Exceptions: Contagious, Life-Threatening Diseases (*ACA Code of Ethics*, 2005).

2. What are the roles and responsibilities of counselors with regard to crisis prevention and intervention? (list at least five)

According to Puleo & McGlothlin (2010), professional school counselors play a vital leadership role when it comes to crisis situations on a campus. Before an emergency occurs, counselors can take responsibility by (1) establishing a team within the school to develop a comprehensive crisis plan, including the coordination of internal and external crisis workers following a school crisis; and, (2) serving on the crisis team, especially if the counselor can lend experience and expertise on crisis intervention and grief/loss counseling (McGlothlin, Jackson-Cherry, & Garofalo, 2010).

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During a crisis, professional school counselors are expected to:

- provide counseling for students;
- coordinate all counseling activities;
- communicate with teachers and parents;
- seek support from the crisis team; and
- contact neighboring schools (Riley & McDaniel, 2000; as cited in McGlothlin et al., 2010, p. 227).

3. What specific beliefs and attitudes, understandings, skills, and ethical concerns should be addressed during professional preparation to provide crisis prevention and intervention services? (1 page)

The world we live in has changed drastically in recent decades. Specifically, since the shootings at Columbine High School (1999), Virginia Tech University (2007), and more recently Sandy Hook Elementary (2012) to name a few, professional educators and administrators are now faced with not only teaching children, but also protecting them from drastic harm during emergency situations. The National Incident Management System Training Program (2011), created by the Department of Homeland Security (DHS) and offered through the Federal Emergency Management Agency (FEMA)'s Emergency Management Institute (EMI), is a thorough program in which school and community leaders can learn the important aspects of working together to “prepare for, prevent, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity” (page vi). The four FEMA courses we completed during this class opened my eyes to the impact I can make on my campus and in my community in terms of planning and protecting the students I will serve as a professional school counselor.

Additionally, we learned from McGlothlin, Jackson-Cherry, & Garofalo (2010) that “early interventions increase personal recovery from a disaster (Bonanno, Galea, Bucciarelli, &

Vlahov, 2007; Shalev, 2004; as cited on p. 215). That said, professional school counselors are the primary source on campus to provide psychological first aid (PFA) in the event of a crisis situation. PFA is a “systematic set of helping actions aimed at reducing initial post-trauma distress and supporting short- and long-term adaptive functioning” (McGlothlin et al., 2010, p. 215) and is an approach that is quickly becoming the “crisis intervention by choice in the wake of critical incidents such as trauma and mass disaster” (Everly, Phillips, Kane, & Feldman, 2006, p. 130; as cited in McGlothlin et al., 2010, p. 215). The overall goals of PFA are to “provide resources, education, and information to those in need; promote help-seeking behaviors (especially mental health services); provide empathy and support during the crisis; and aid in moving those in immediate crisis to a pre-crisis state of adjustment” (Everly & Flynn, 2005; as cited in McGlothlin et al., 2010, p. 216).

More specifically, professional school counselors must be able to “(a) rely on life experiences and emotional maturity to remain stable and consistent, (b) remain calm and poised in order to deescalate the situation, (c) use creativity and flexibility to adapt to rapidly changing situations, (d) maintain an energetic and resilient self to keep up with the rigor of working in a crisis situation, and (e) use effective clinical skills in a timely fashion in order to create a trusting and safe environment and suspend one’s values just for the crisis time in order to stabilize the client and refer him or her on to another professional” (James, 2008; as cited in Puleo & McGlothlin, 2010, p. 20).

4. Reflect on your learning experience related to crisis prevention and intervention, identity areas for personal development (1 page)

Through this course, I have learned the main reason for an incident response failure is not a lack of qualified personnel or resources, but rather inadequate management of the event.

Weaknesses such as lack of accountability, poor communication, lack of an orderly process, no

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management structure and no predefined methods of working with other organizations can prevent access to and delivery of effective crisis intervention strategies (FEMA, 2013).

To that end, I believe it is my responsibility as the school counselor to meet with administrators to ensure we have a crisis team on campus with clearly defined roles for each member. Additionally, I will want to know if a crisis plan exists and is ready to implement in the event of an emergency. To me, this means the campus crisis team has practiced various responses to different situations, including the participation of appropriate community organizations. According to McGlothlin et al. (2010), the campus crisis team “should meet at least two times per year to receive training and review the crisis plan. The plan should also be practiced at least three times per year to ensure that it will be effective when it is implemented. [...] These training sessions provide an opportunity for team members to become acquainted and share strategies to be implemented when a crisis occurs. Those sessions are also a time to assign specific responsibilities to each team member and to reassign responsibilities if staff or faculty have left their positions” (p. 228). It is important for me to seek out information about the crisis team and plan because if neither exists, there is plenty of evidence I can now share as to why that must change (and fast!)

Another area where I can grow as a crisis counselor is to put together a list of interventions and resources that meet the needs of individual students who may be experiencing personal crises such as grief or loss, suicidal ideations or abuse in some form. Of course, learning the specific nuances of handling these issues will come in time. Until then, I can continue my professional development by seeking out the opinions of trusted colleagues, reading journal articles related to crisis counseling and building relationships with organizations specializing in the ongoing care of children and adolescents who have experienced a traumatic event.

References

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- Federal Emergency Management Agency. (2013). *IS-100.B: Introduction to Incident Command System, ICS-100*. Retrieved from <http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is-100.b>
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Appendix A
FEMA Certificates of Achievement

Emergency Management Institute



FEMA

This Certificate of Achievement is to acknowledge that

DONNA A BURNS

has reaffirmed a dedication to serve in times of crisis through continued professional development and completion of the independent study course:

IS-00100.b

Introduction to Incident Command System

ICS-100

Issued this 14th Day of June, 2013



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IS-00700.a

National Incident Management System (NIMS)

An Introduction

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IS-00200.b

**ICS for Single Resources and
Initial Action Incident, ICS-200**

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National Response Framework, An Introduction

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