

# Leading in a Crisis

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# Session Outline

Defining a Crisis

The Role of the Leader in a Crisis

Cases

Managing a Crisis

Developing your Resources

# Learning Objectives

At the conclusion of this session, participants will:

- Identify and categorize different types of crises (Levels 1-3).
- Define the role of a leader during a critical incident.
- Using a case-based approach, outline methodologies for responding to crises as a leader:
  - When a Student Commits Suicide
  - Managing a Potentially Violent Situation
  - When a Student Dies
  - When the program is placed on ARC probation
- Develop a management plan that considers the media world in which we live.
- Develop a network of internal and external resources to help during difficult times.

# The Crisis

- [http://youtube/mIA0W69U2\\_Y](http://youtube/mIA0W69U2_Y)

# Defining the Crisis

*THIS* model

Identify the *TYPE* of crisis, *HELP* needed for response, status of *INFORMATION* available, the potential *SCOPE* of damage.

# Defining the Crisis

## Four types of Crises

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<b>Immediate Crisis</b>	Occurs Quickly without Warning
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<b>Building Crisis</b>	Event Continues to grow to a Crisis
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<b>Continuing Crisis</b>	Assembles slowly over time and difficult to dissolve
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<b>Exploding Crisis</b>	A natural or man-made disaster with or without warning
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# The Stages of Exploding Crisis

<b>Stage of Crisis</b>	<b>TO DO List</b>	<b>Leadership Role</b>
ASSESSMENT	Identify Type of Crisis	Evaluate Impact of Crisis, Instill trust and lead with integrity, Be adaptive,
PLANNING	Identify Leaders (formal and informal)	Develop an Action Plan, Prioritize, Facilitate, Use intuition, Coordinate efforts
IMPLEMENT	Distribute Critical Information, Manage Stress, Work through Plan	Support Managers and Others, Communicate Effectively, Remain open-minded

# Effective Leader Behaviors

- Believe difficult times define leaders
- Constant planning and preparing for future
- Focus on the core organizational mission
- Communicate clearly and are highly visible
- Attack problems in small manageable pieces
- Gather data, analyze it and act decisively
- Model the way

# A quote

- “Managing a disaster requires practice. There is no substitute for it. Do you think that after 9-11 Rudy Guiliani addressed the city of New York extemporaneously? No, we practiced that speech with different iterations for a few years before 9-11.”

– Maria Bouffard, Director of Yale Emergency Management

# Cases

1. When a student commits suicide
2. When a student becomes potentially violent
3. When a student dies
4. When the program is placed on probation

# Disclaimer

Please note in order to protect the identity of certain individuals, the cases may have been altered slightly.

# **CASE ONE: SUICIDE OF A STUDENT**

# When A Student Commits Suicide

- 33-year-old male student
- At the beginning the spring semester of his second year in program; repeating first year
- Overdosed on prescription medications

# Pre-Matriculation History

- Bachelor's degree in Finance from big ten university with ~3.7 GPA.
- Worked successfully on Wall Street in the 1990's.
- Decided to change careers to do something more personally fulfilling.
- Worked in OR while taking remaining prerequisite courses

# History in Program

- Erratic academics; failed Anatomy, did well in other courses.
- Allowed to restart program a year later; academic performance still erratic.
- “Odd”, loner, quiet, shy
- Did not relate well to advisor, other faculty members
- Referred for counseling; he let us know that he was seeing a psychiatrist privately
- Met with PD on Feb. 13, was in a good mood, and told her everything was much better, and things were going to be alright.

# Valentine's Day

- When he did not show up for required OSCE and did not answer phone, PD alerted Dean and Security.
- Overdosed on prescription medications.
- PD met with a team including Dean, College President, Security, PR Director.
- President took lead but all were involved in decision making.

# Actions

- Local police were notified first since University was part of a local village.
- President notified family.
- PD, accompanied by Dean, made announcements to students
- Thursday of final's exam block so there was only one more exam; students were offered the opportunity to delay but none chose to do so.
- Clinical PA students and the rest of university were notified by email; students by PD, the rest by President.

# Further Actions

- Close contact with the family was maintained by both President and PD.
- Students were on vacation for a week following event.
- PD and Associate Dean attended funeral which was out of state.
- Students conducted memorial service after they returned from break.

# Moving Forward

- Honoring the Student – park bench with a plaque, paid for by donations, was placed near program.
- Class Involvement – counseling was provided to students; group discussions were held.
- Family Involvement – continued involvement by his sister; annual wreaths placed on the bench.
  - Shared the information that he had history of severe mental illness that had necessitated him leaving the stress of working on Wall Street.
- Suicide Prevention – university undertook training and awareness projects.

# **CASE TWO: A POTENTIALLY VIOLENT SITUATION**

# Managing a Potentially Violent Situation

- 23-year-old male student
- At the end of the didactic phase student is dismissed from the Physician Assistant Program after failing the Clinical Medicine III course twice
- Student arrested for disruptive behavior and trespassing

# Background Information

- Bachelor's degree in Biology, science GPA 3.88  
– 66 science credit hours, cumulative GPA 3.92
- 1,200 hours of healthcare experience
- Above average recommendations from professors and healthcare supervisor, noted to be a “high achiever”
- Above average rating from faculty interview

# Year One

- Student matriculates
- Difficulty transitioning from undergraduate to graduate education, frequent absences, limited friendships, struggles to maintain cumulative GPA of 3.0 and below average participation in small groups
- Meets with the Program Director states “faculty do not like him”
- Advisor recommends Student Counseling and Center for Academic Success
- Fails Clinical Medicine III course and takes a leave of absence

# Year Two

- Returns from LOA, enters with a new cohort of students, feels isolated, resents having to retake Clinical Medicine III course, does not follow-up with recommendations from advisor
- Successfully passes Competency Course after (2) attempts
- Fails Clinical Medicine III course for a second time
- Dismissed from the PA Program for failure to progress
- Program Director meets with the student to discuss the Program appeal process, student is angry and bitter

# Year Three

- During the Fall and Winter Semesters the following disruptive behavior occurs:
  - Student calls PA Program, Dean's and Provost offices repeatedly and demands to be reinstated
  - Student goes to the Registrar's Office to file a complaint about his dismissal, student is escorted off campus by Security
  - Student disguises himself and goes back to the Registrar's Office, student arrested for trespassing and disruptive behavior

# Program Response

- Year One
  - Program Director, Associate Program Director and Advisor worked together to support student's transition
  - Program seeks input from Student Counseling and Center for Academic Success
  - Progress Committee Tracks Behavior, faculty updated at faculty meeting
  - Associate Dean of Graduate Studies brought in the loop at the end of Year One

# Program Response

- Year Two
  - Program Director meets with student upon his return, advisor has regular meetings with student
  - Progress Committee continues to track behavior , faculty updated at faculty meeting
  - Associate Dean of Graduate Studies updated
  - Dean and Associate Dean of Academic and Student Affairs notified of dismissal and potential appeal
  - General Counsel notified of student's behavior at the end of Year Two

# Program Response

- Year Three
  - General Counsel brings in Campus Police Department, Chief of Security leads the response
  - Program Director and Associate PD provides timeline of escalating disruptive behavior
  - Provost, Dean, staff of Registrar's Office, PA faculty and staff informed of appropriate protocol in the event of a crisis
  - Campus Police Department brings in local police force

# **CASE THREE: A DEATH OF A STUDENT**

# When A Student Dies – Case Study

- 25-year-old matriculate
- Diagnosed with rare pediatric tumor
- Needs chemo and radiation just prior to starting class

# Policies/Procedures

- Deferments
- Frequent Absences
- FERPA and student wish for privacy

# Financial Implications

- Tuition insurance
- Financial aid
  - Death certificate

# Gathering Support/Process

- University support
  - Chaplain
  - Counseling office
  - Faculty
- Taking care of your own
  - Faculty and staff
  - Classmates

# Humanistic Implications

- Grieving is different in medicine
- Flexibility
- Challenges of Confidentiality
- Cultural nuances

# Moving Forward

- Honoring the Student
- Class Involvement
- Family Involvement

# **CASE FOUR: ARC-PA PROBATION**

# When a Program is on Probation

March 2003	PA Program on Probation
April 2003	Current Students notified
May 2003	Response due back to ARC

## Leadership Change

November 2003	Admissions Cycle
November 2003	Alumnus finds out
May 2004	Repeat site visit
September 2004	Normal accreditation restored

# 2003 Policies and Procedures

Current students must know

Incoming students must know

Prospective students must know ?

Communicate on Website

Communicate with University leadership

# Program Response

Current students had been informed and incoming class also was informed.

The waiting list helped with attrition.

Targets for communication

- Alumni had not been informed
- Not on website
- Prospective applicants had not been told.

# The Issues

Question of timing?

Who should inform whom?

What is the message?

How often should we communicate?

# Moving Forward

Alumni number 1 priority (the messenger)

Prospective students who had been invited for an interview were told. Several dropped out.

Alumni focus groups (gathering information)

Alumni kept abreast of progress

The question of audiences

Engagement of students, faculty and alumni

# Summary

There is no substitute for planning

Let's Review the Checklist Now

# Questions?

Thank you very much.

The Green background of these slides was chosen to support the victims of the Sandy Hook Elementary School Tragedy, December 12, 2012.