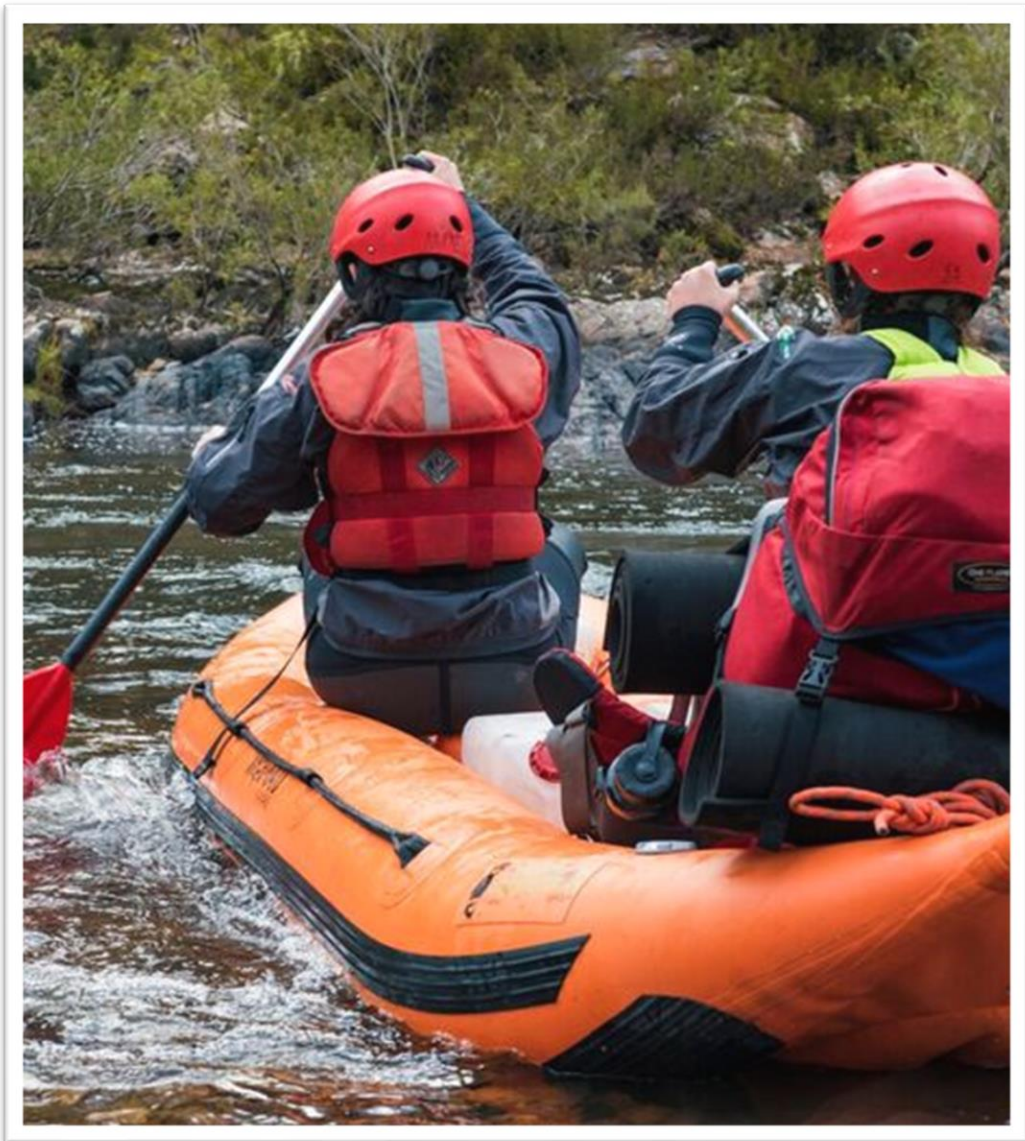




Contemporary Crisis Management Planning and Adaptability

*Deb Ajango M.S.
Clare Dallat PhD.*

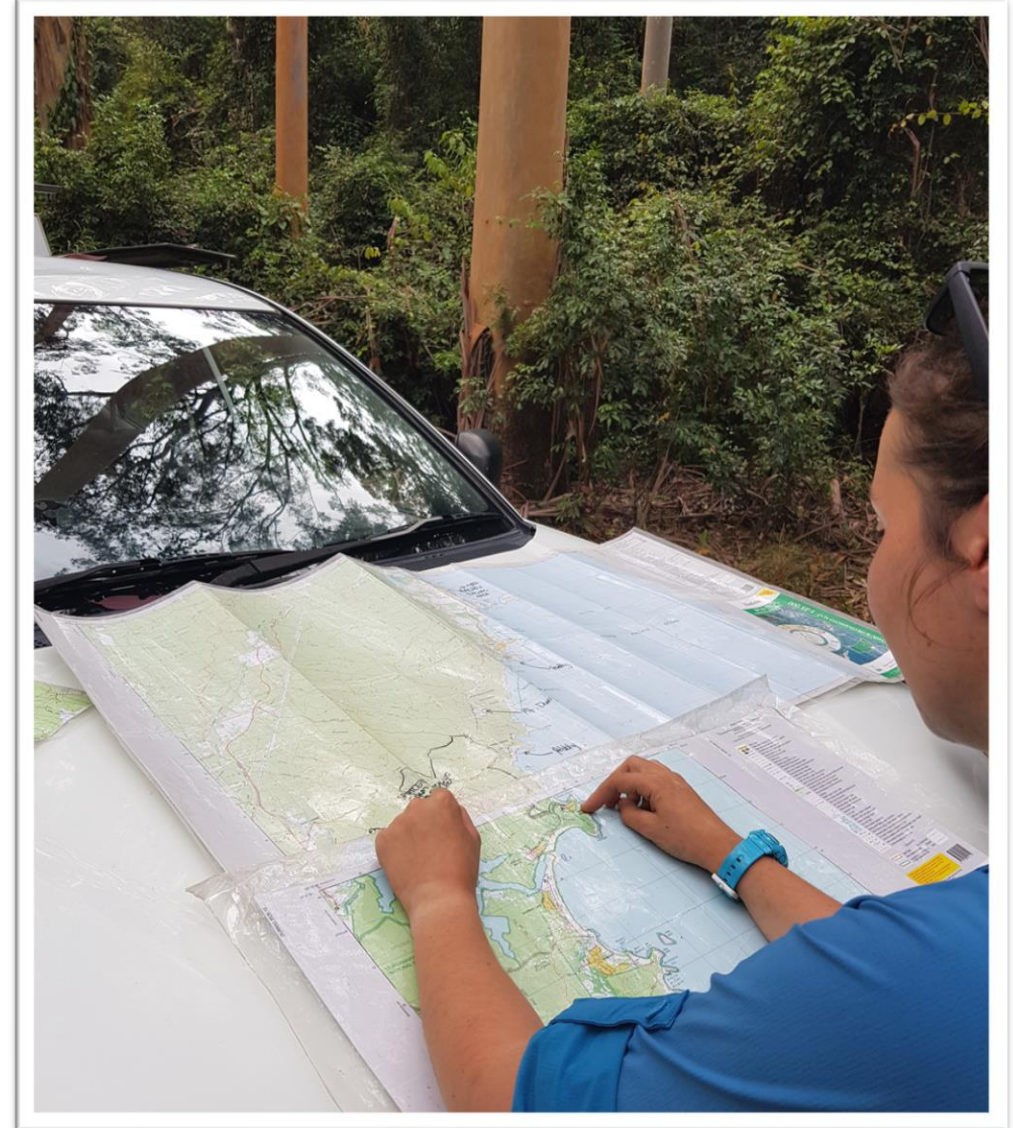
Introductions



Today's Content

This session includes discussion surrounding serious and critical incidents.

Please take care of your needs.



Intended Learning Outcomes

Clarify contemporary expectations of an organization prior to, during, and after a critical incident

Describe the impact of major stress events on the brain and how and why practice improves performance

Recognise the importance of contextually appropriate, current, and non-key-person dependent critical incident plans

Identify the range of actors who require your organization's attention and support following a critical incident.



Local Rationality

None of us go to work and say:

“Today’s the day to stuff it all up”.

Characteristics of a Critical Incident

Three features:

- Low probability
- Occurring with limited time to respond
- Characterised by ambiguity of cause, effect, and means of resolution (Hannah et al, 2009).



Ultimate Goals of Critical Incident Management

- To best support participants, staff and community (at a very difficult time);
- To learn, recover and improve what you do following very challenging events.



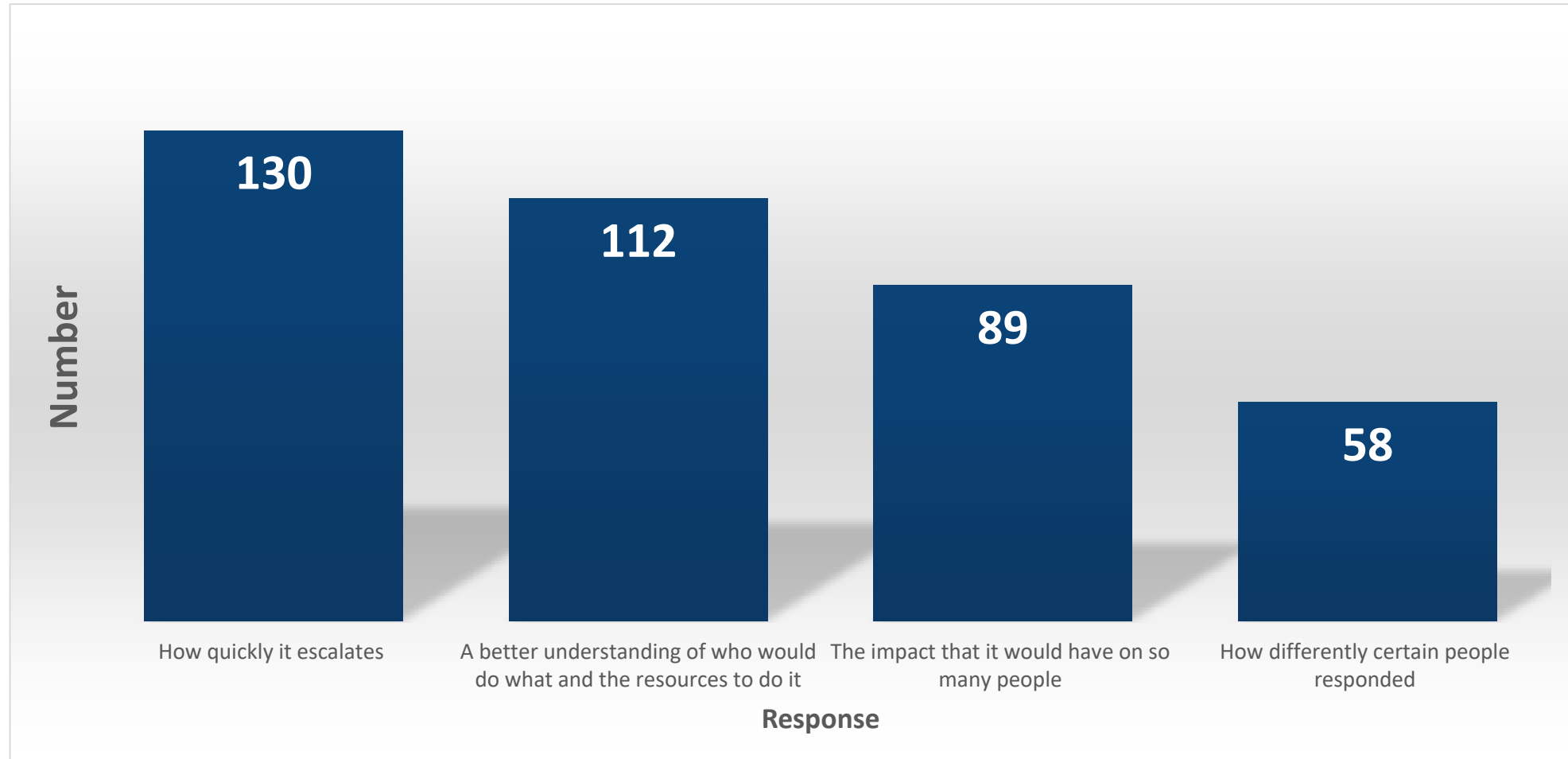
Have you found yourself responding, in a professional capacity, to a critical incident?

If yes, please consider briefly sharing:

What's one thing you wish you knew, could see, or could have done differently, prior?



What's one thing you wish you knew, could see, or could have done differently, prior? (n=389)



Phases of a critical incident



1. Managing the field incident
(minutes to hours)
2. Administrative communication
(hours to days)
3. Long term considerations

Phase 1: The First Call – Field to Management



- There's been a medical emergency, and a participant is seriously unwell.
- A field staff member is about to make the first call to their management.
- What would a perfect call sound like? What information would need to be exchanged? What is most important to exchange?

Vignette 1

Let's listen to the audio.



Evaluate how close to the bullseye this came.

- Did it hit the bullseye?
- Did it hit the target but miss the bullseye?
- Did it miss the target?



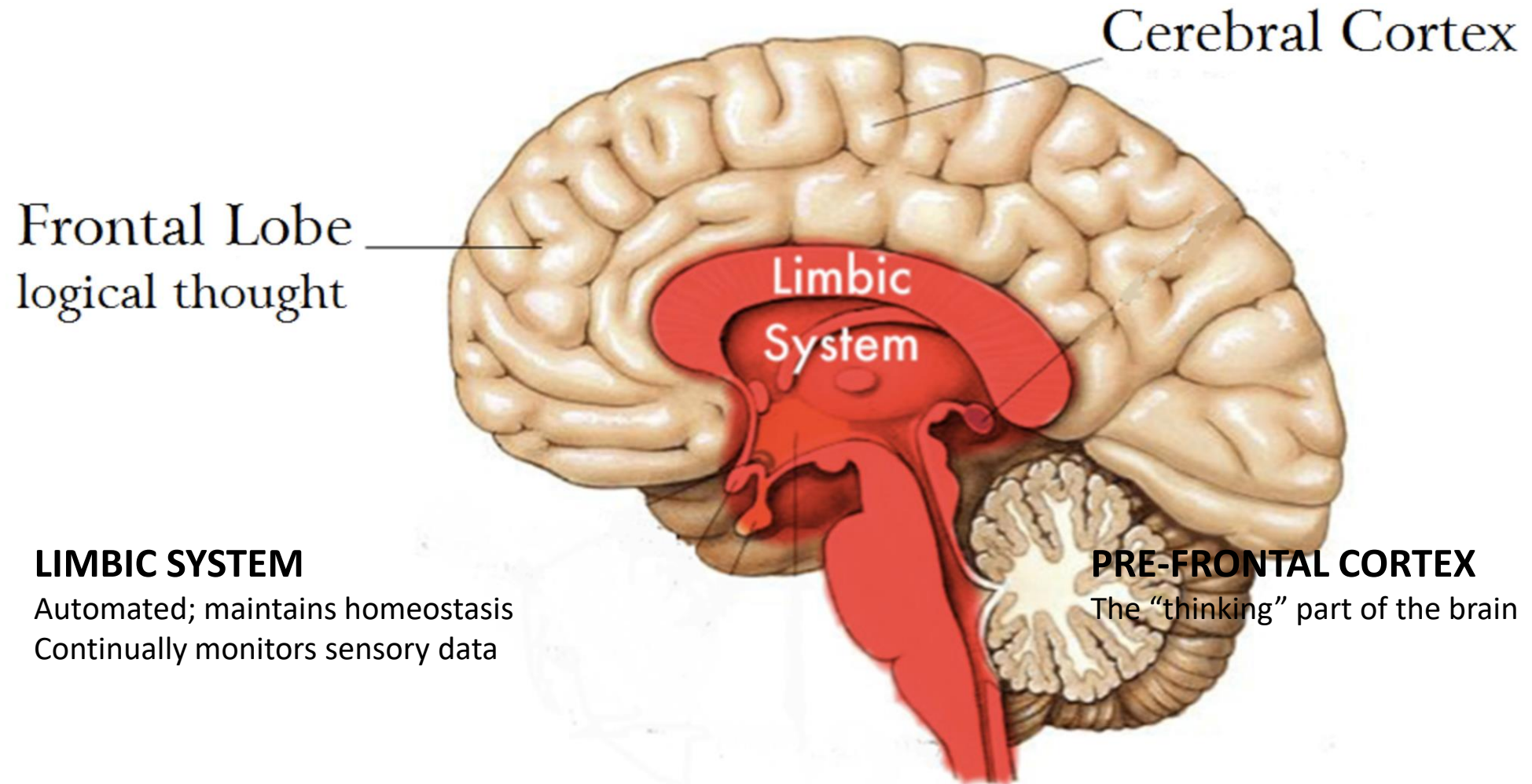
The Barriers to Performance

1. Stress

2. Lack of clarity



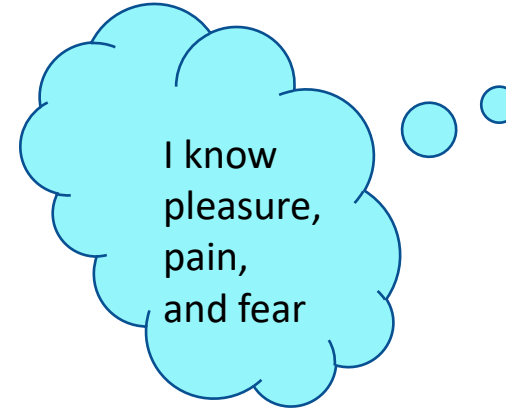
WE HAVE TWO BRAINS. EACH SERVES A DIFFERENT PURPOSE BUT THEY WORK IN UNISON.



LIMBIC SYSTEM

Automated; maintains homeostasis
Continually monitors sensory data

The AMYGDALA

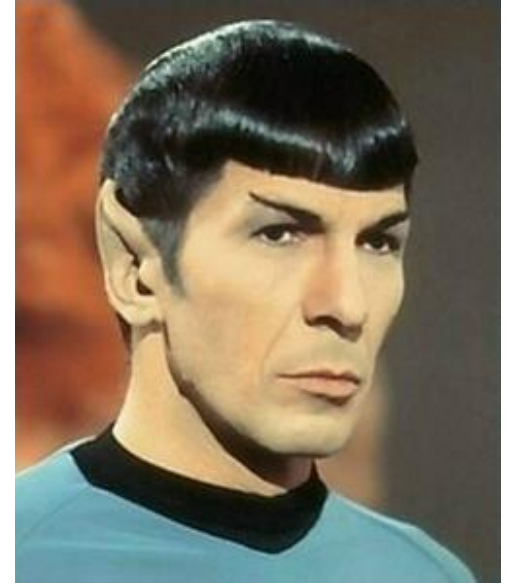


- It's primitive. Virtually all animals have one.
- It's super fast and acts like a car alarm.
- It looks for patterns and pattern recognition.

The amygdala continually alerts the pre-frontal cortex to potential threats and/or opportunities.

The PRE-FRONTAL CORTEX

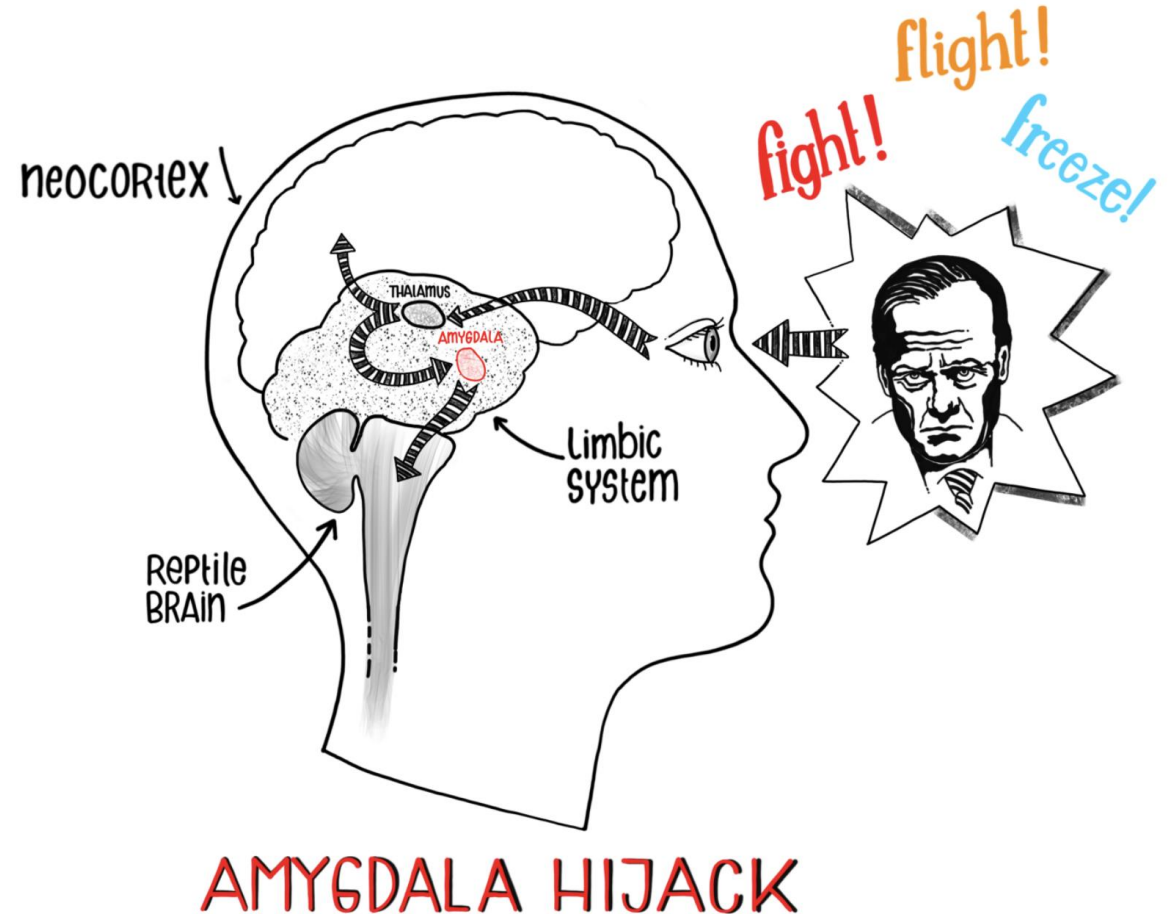
- It uses past learning to analyze and critically think.
- It helps keeps the limbic system from freaking out by offering logical suggestions.
- It requires significant energy to run and tends to bog down when overloaded.



DURING AN EMERGENCY ...

The amygdala responds in 0.01 seconds, well before any message reaches the cortex (0.04 seconds).

If the pre-frontal cortex does not respond sufficiently, more stress chemicals will be released.



An amygdala hijack tends to lead to one of four responses:

ONE ...

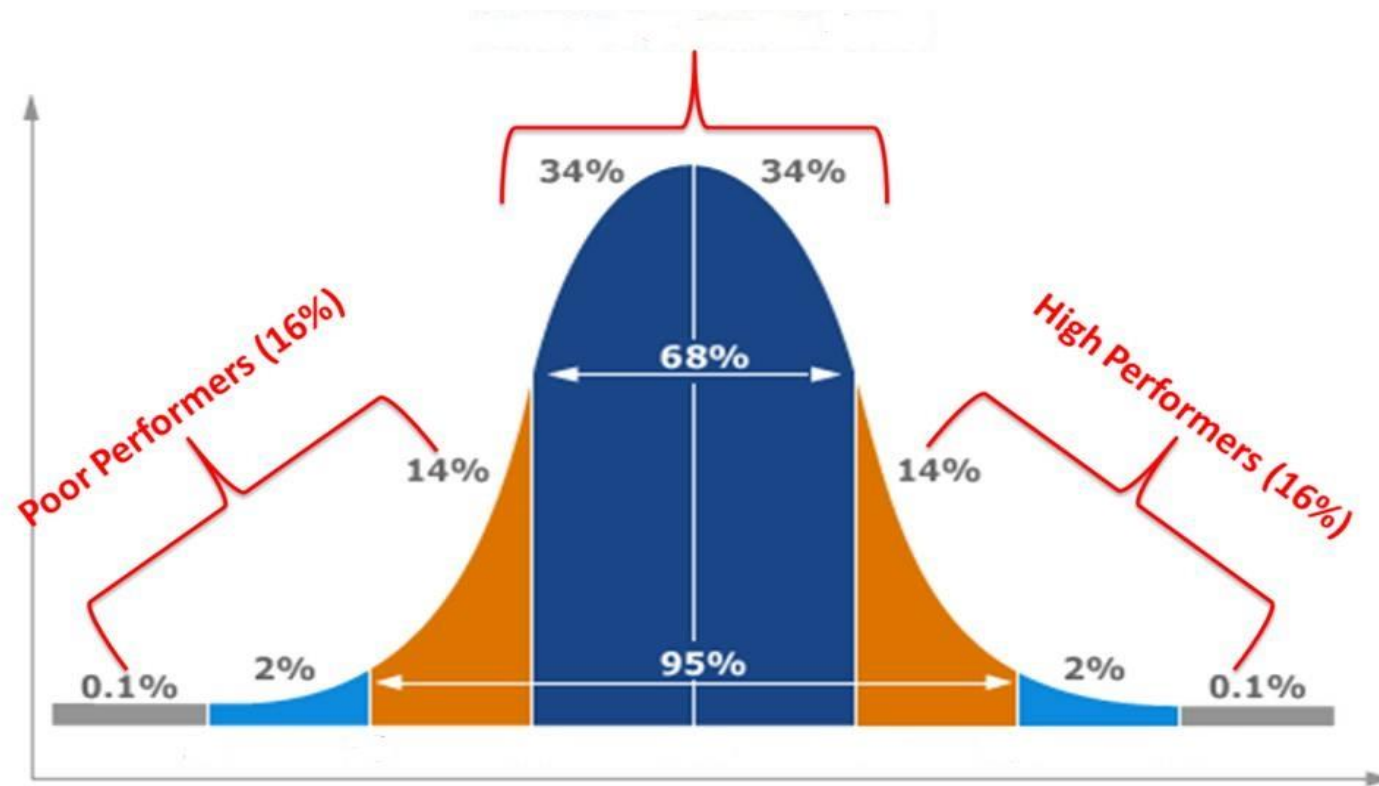


TWO ...



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How the responders, respond: typical performance of the average person under pressure



Research suggests that upwards of 85 percent of people will have cognitive and/or performance deficit in a crisis/emergency.

The Body Doesn't Lie...



The Barriers to Performance

1. Stress

2. Lack of clarity



The Critical Incident Contact Card

- Accessibility
- Familiarity
- Escalate Early, De-escalate Later

Critical Incident Contact Information

Have the following information ready to share or receive in an Critical Incident:

	Name and location of caller
	Nature and severity of emergency
	Name, status, and location of patient(s)
	Brief summary of what happened
	Status of everyone else
	What do you need at this time?
	Confirm details with other caller

2023



Effective information transfer under pressure



Definition of a Critical Incident

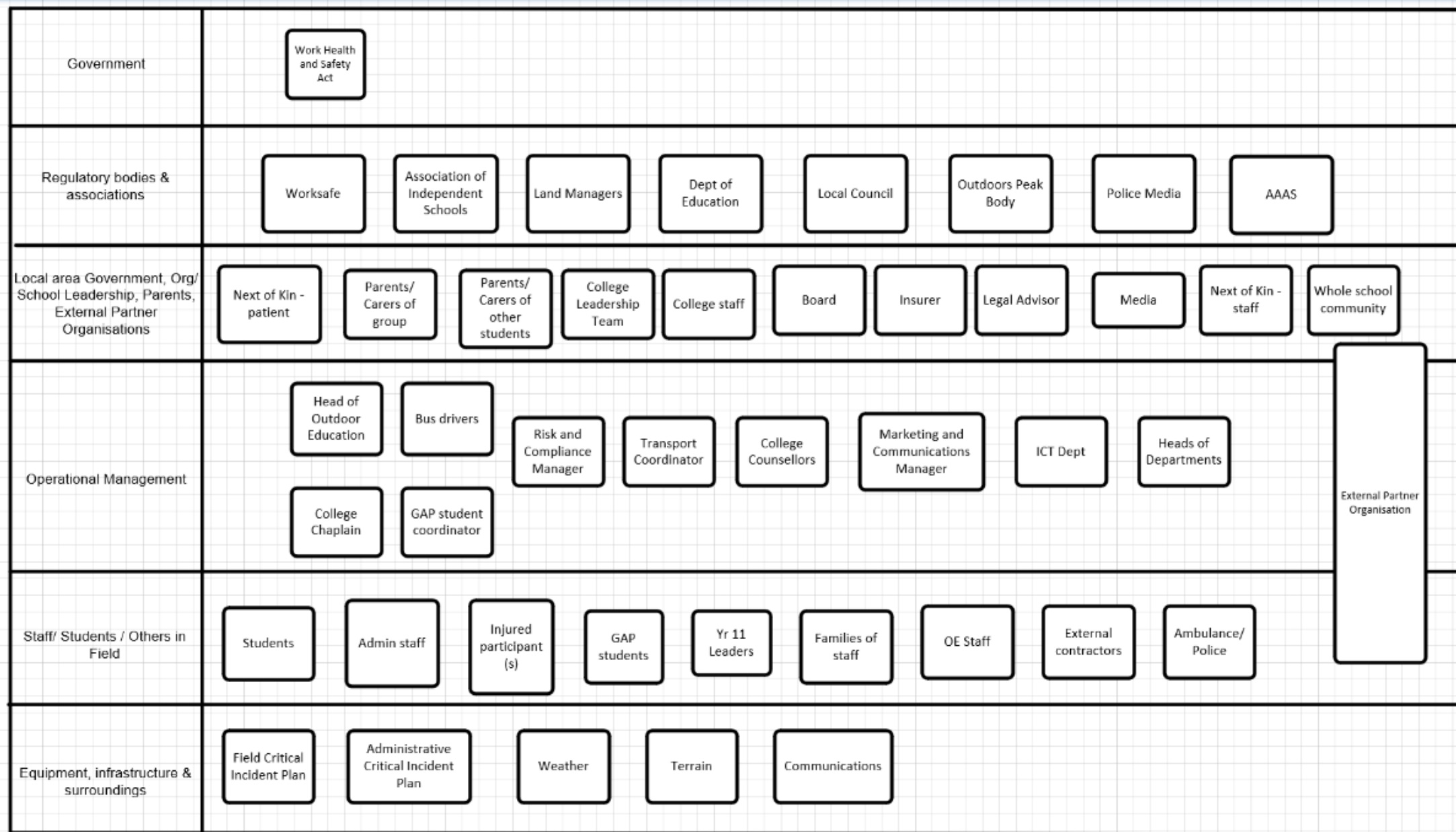


The Multiple Stakeholders Involved

In small groups, identify who requires your focus and support in a critical incident?

Start with the stakeholders who require immediate focus and support.





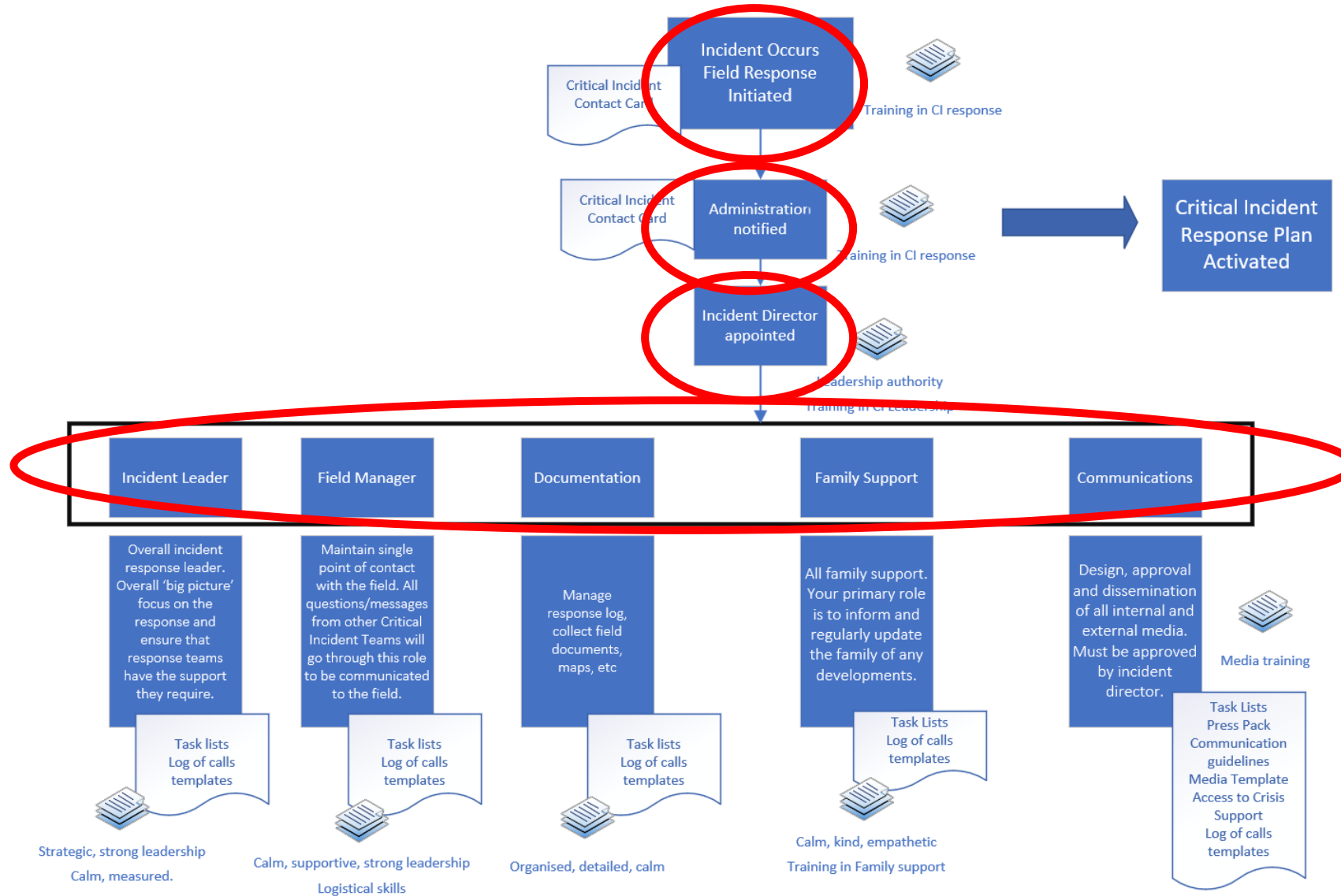
Critical Incident Management Plan

Key Features:

- Non-Key Person Dependent
- Efficient (time critical needs)
- Needs, Task and Role Focused
- Scalable (Up and Down)
- Flexible, not Fixed (e.g., Yes or N/A)
- Captures the 'Known Knowns'



SCA Critical Incident Response Plan



Phase 2: Management to Next of Kin/Media/ Others

Always the Number 1 need?

Information

Communicating to Next of Kin

- The way in which bad news is given will **always** be remembered by the recipient, whether delivered well or not (Madhav-Singh, 2019; McCulloch, 2004).
- Communication skills can be enhanced with training and practice (Wilkinson et al, 2002; Fellowes et al, 2004).

Anxiety makes us talk faster. The “Pause” is crucial.



Vignette 2

Informing Next of Kin.

Being Prepared for Media

- It's their job. Don't personalise it.
- “No comment” won't cut it.
- If we're not told and trained, expect anything to come out of our mouths.

Ensure you have something like this and practice it often:

“I'm not the best person to provide that information but here is the name and number of someone who can....”.

Communicating to the Media - Incident Message Structure

What we know... (confirm facts with empathy/concern)

What we don't know... (details, causes)

What we are doing about it... (demonstrate control)

What's next... (future updates, call to action)

-
- Importance of 'front of house'
 - Access to information – how confident are you remotely responding?
 - Plans and people date very rapidly
 - Partnerships are crucial – needs to be seen to be a united front
 - Single points of communication
 - Have media statements pre – outlined
 - Website/ social media platform updates/ reels – IT support
 - Staff members involved and their next of kin (Argenti, 2017)
 - Staff attrition/ long term emotional impact at all levels

Key learnings...

Planning your own scenarios – tips

- Resources from today will be provided on the WRMC website
- Identify what you are aiming to achieve in your training and planning
- Importance of practice and feedback
- Adding stress into your scenarios
- Creating realism



SafetyEd



THANK YOU!

clare@riskresolve.net
debajango@gmail.com