

MOOC 1 – Unit 4 Management in Emergency Chapter 2 Crisis stage

Developed by Association of Clinical Psychologists (CZ)

Crisis Stage

TOPIC DESCRIPTION

- **Crisis** is a perception or experience of an event or situation as an intolerable difficulty that exceeds the person's current resources and coping mechanisms.” (James and Gilliland, 2001)
- This chapter is focused on better understanding of some approaches to use in crisis stage.



Learning Unit Outcomes

BICEPS
model

CISO
model

CISM
model

CISD
model

BICEPS Model - Introduction

- BICEPS is a human social behaviour model developed by Paloma Medina.
- Similar to SCARF it applies an evolutionary lens to understanding human social behaviour.
- BICEPS argues that 6 core needs are at the heart of human social behaviour.
- Most behaviour is then done in pursuit of those needs, and when threatened, a fight-freeze-flight response is triggered





BICEPS Model - Knowledge

- Psychosocial assistance in the urgent phase is best summarised by the rule of urgent assistance called BICEPS (Vymětal, 2009).
- There are six core needs researchers find are most important for humans at work. Not all are equally important to everyone. You might find that equity and belonging are most important to you, but choice and status are most important to your employee.
- Getting to know them and coaching them is a shortcut to making others feel understood and valued.
- **Belonging**
- **Improvement/ Progress**
- **Choice**
- **Equality/ Fairness**
- **Predictability**
- **Significance**





BICEPS Model – Competences

Belonging

- Community: A feeling of friendship and closeness with a group, or being part of a tight community of any size.
- Community well-being: People are cared for, the whole group feels happy and healthy.
- Connection: Feeling kinship and mutual understanding with another person.

Improvement/ Progress

- Progress towards purpose: You are helping to make progress towards an important goal for the company, your team or your own career/ life.
- Improving the lives of others: You see how your work helps improve things for others.
- Personal growth: Learning/ seeing fast growth in yourself in skills that matter to you.



BICEPS Model – Competences

Choice

- Choice: Having flexibility, the chance to have more control over key parts of your world.
- Autonomy: Having clear ownership over a domain where you can do as you wish, without asking for permission.
- Decision-making: The ability to make decisions about the things that matter to you.

Equality/ Fairness

- Access to resources (money, time, space, etc) feels fair/ equitable.
- Access to information feels fair: All groups/ people have access to information that is relevant to them.
- Equal reciprocity: You support each other equally.
- Decisions are fair and everyone is treated as equally important.



BICEPS Model - Competences



Predictability

- Resources: There's enough certainty about resources (money, personnel hours, space) so you can focus on your job or goals.
- Time: There's certainty about when things will occur/ when you can prepare for them.
- Future challenges: You can anticipate and thus can prepare for future challenges.
- Direction: Goals, strategy, and direction stay consistent and don't change too often/fast.

Significance

- Status: You hold a title/ role that honours your worth among your peers/ your industry.
- Visibility: Your work is highly visible to people that matter.
- Recognition: Your work is recognized and appreciated in ways that feel good.

CISO Model - Introduction

- When we are not able to take preventative actions, we should focus on “damage control” actions designed to minimize the damage and to prevent any further damage from continuing in maladaptive strategy. We should focus on all resources needed to make the situation better or prevent further damage (Devlin, E. S., 2007).





CISO Model - Knowledge

Understanding your business

- What services does your enterprise provide?

Understanding risk

- Understanding the nature of risks and being able to communicate their potential impact to your intervencion can be a valuable tool.

Understanding your environment

- It is essential that you obtain a solid understanding of the federal, state, and international laws that affect your work.



CISO Model - Knowledge

Understanding your organization

- To understand your role is to obtain a copy of your organization chart.

Understanding your organizational dynamics

- Can tell you a great deal about how much support you can expect to find for your programme.

Understanding your enterprise culture

- It is the combination of multiple factors that create a specific atmosphere within an organization.



CISO Model - Competences

- Person who provides psychological first aid should consider taking the following steps:
 1. Take charge of the situation quickly.
 2. Gather all the information they can about the crisis and attempt to establish the facts and make the situation clear.
 3. Tell their story to the appropriate groups that have a vested interest in the client, namely, the family, friends, coworkers, roommates, teachers, and the employer.
 4. Take the necessary actions to fix the problem.



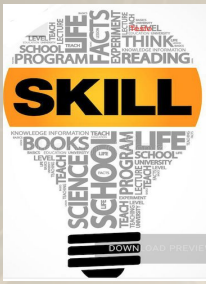
Look at Tip number 3 Stress and its impact





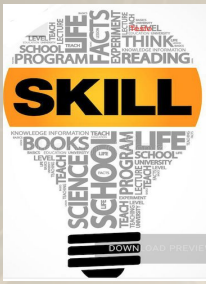
CISM Model - Knowledge

- CISM is a multicomponent crisis intervention system consisting of several crisis intervention components, which functionally span the entire temporal spectrum of a crisis. CISM interventions could be focused on the pre-crisis, acute crisis and post-crisis phase too. CISM also has options for interventions which can be used for working with groups, individuals, families and organizations. The seven most important components of CISM are defined on next slides (Everly, G.S. & Mitchell, J.T. 1997).
- CISM is considered comprehensive because it consists of multiple crisis intervention components, which functionally span the entire temporal spectrum of a crisis.
- As crisis intervention, generically, and CISM, specifically, represent a subspecialty within behavioural health, one should not attempt application without adequate and specific training. CISM is not psychotherapy, nor a substitute for psychotherapy. CISM is a form of psychological "first aid".



CISM - Skill

1. Pre-crisis preparation. This includes stress management education, stress resistance, and crisis mitigation training for both individuals and organizations.
2. Disaster or large-scale incident, as well as school and community support programs including demobilizations, informational briefings, “town meetings” and staff advisement.
3. Defusing. This is a 3-phase, structured small group discussion provided within hours of a crisis for purposes of assessment, triaging, and acute symptom mitigation.



CISM - Skill

4. Critical Incident Stress Debriefing (CISD) refers to the “Mitchell model” (Mitchell and Everly, 1996) 7-phase, structured group discussion, usually provided 1 to 10 days post crisis, and designed to mitigate acute symptoms, assess the need for follow-up, and if possible provide a sense of post-crisis psychological closure.
5. One-on-one crisis intervention/counseling or psychological support throughout the full range of the crisis spectrum.
6. Family crisis intervention, as well as organizational consultation.
7. Follow-up and referral mechanisms for assessment and treatment, if necessary



CISM Competence

- Anybody would not attempt the complex task of intervention without complete training in specific crisis method. CISM crisis intervention is not psychotherapy. It is just first aid and other types of healthcare could come later. In the end, none of CISM interventions is designed to stand alone. Efforts to implement and evaluate CISM must be programmatic, not unidimensional (Mitchell & Everly, in press).
- While the roots of CISM can be found in the emergency services professions dating back to the late 1970s, CISM is now becoming a "standard of care" in many schools, communities, and organizations well outside the field of emergency services (Everly & Mitchell, 1997).





CISM

Critical Incident Stress Management (CISM): The Seven Core Components

(Adapted from: Everly and Mitchell, 1997)

Intervention	Timing	Activation	Goals	Format
Pre-crisis preparation	Pre-crisis phase	Anticipation of crisis.	Set expectations, improve coping, stress management	Group,
De-mobilization & staff consult (rescuers). Group Info. Briefing for civilians, schools, businesses.	Post-crisis; shift disengagement	Event driven.	Inform, consult. Allow psychological decompression. Stress management.	Large Group, Organization
Defusing	Post-crisis (within 12 hours)	Usually symptom driven.	Symptom mitigation. Possible closure. Triage.	Small Group
Critical Incident Stress Debriefing (CISD)	Post-crisis (1 to 7 days)	Usually symptom driven. Can be event driven.	Facilitate psychological closure. Symptom mitigation. Triage.	Small Group
Individual Crisis Intervention (1:1)	Anytime. Anywhere.	Symptom driven.	Symptom mitigation. Return to function, if possible. Referral, if needed.	Individual
Family CISM	Anytime.	Either symptom driven or event driven.	Foster support, communications. Symptom mitigation. Closure, if possible. Referral, if needed.	Families, Organizations
Follow-up, referral	Anytime.	Usually symptom driven.	Assess mental status. Access higher level of care.	Individual, Family

Critical Incident Stress Debriefing (CISD) - Introduction

- Debriefing is applied from the 1st day to the 4th week after the Emergency, the goal here is to close the events, alleviate the symptoms and possible transfer to further care." (Vymětal, 2009)
- The CISD intervention has always been conceived of as one component within a larger functional intervention framework.
- Psychological debriefing will help mitigate long-term poor functioning, which otherwise is "likely" to occur and is a "foreseeable" consequence of the event.
- And, lastly, with employees less likely to suffer long-term psychological consequences following the debriefing, the workforce will be healthier - and a healthy workforce is a more productive workforce.



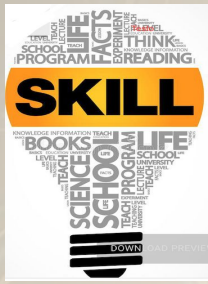
Look at tip 5 **What not to do in PFA communication**





CISD Knowledge

- In acute phase the main issues about decision making are to manage speed to improve rapid intervention, to solve problems and prevent further damages. In this stage decision has two characteristics: **timeliness** and **quality**.
- After understanding the current disaster situation, in the role of decision manager you have to react immediately to reduce the damage.
- **Past experiences** create a knowledge base that should assist the decision making process of an ongoing disaster relief operation. The underlying principle is to identify previous relief cases with the most similar disaster situation to the current one and recommend the actions successfully taken in the old cases to decision-makers.
- Emergency decisions have **their beginnings in pre-crisis stage**, the number, type, and magnitude of decisions and problems that must be addressed during an emergency are a direct outgrowth of decisions that were (or weren't) made during the planning process.



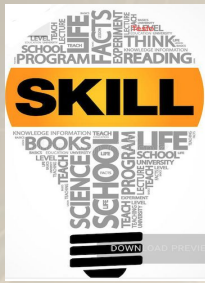
CISD Model – Skills

Phase 1 – Introduction

- This is the stage when the participants are assured of the confidentiality of the meeting, they are introduced to the rules. Participation in the discussion is voluntary. A good introduction sets the spirit of the session, focusing on problematic areas and encourages active participation.

Phase 2 – Facts

- Excessive detail is not recommended. It is easier to speak of what happened before they describe how the event impacted them. The good question used to start the fact phase is “Can you give me a brief overview of what happened in the situation from your viewpoint? We are going to give everybody a chance to speak. If you do not wish to say anything just remain silent, we will go onto the next person.”



CISD Model – Skills

Phase 3 – Thoughts

- The thought phase is focused to switch from cognitive to the affective domain. It is easier to speak of one's thoughts than to focus immediately on the most horrible parts of the situation. The recommended question in this part is “What was your first thought when you realized you are in a situation? Again we will go around the room to give everybody a chance to speak if they wish. If you do not wish to say something, you may remain silent.”

Phase 4 – Reactions

- The reaction phase is the main Critical Incident Stress Debriefing. Here the members share what was the most difficult moment for them and what were the feelings during it, so it is a discussion of the most difficult part of an emergency in a controlled environment, which means there are no big emotional fluctuations. The icebreaker question is “What is the very worst thing about this event for you personally?”



- Leader of the group can ask, “How has this tragic experience shown up in your life?” or “What cognitive, physical, emotional, or behavioural symptoms have you been dealing with since this event?”

- The psychologist will provide participants with information on how to manage stress, who and how they can contact, how to talk about emergencies with, for example, family, coworkers, etc. For example, if the CISM was managed because of a suicide of a coworker, you should talk about suicide issues.

- At this stage, participants can ask any questions and then the session is evaluated by the group leader. Final information, recommendation, guidance, and thoughts are presented to the group. Handouts with some useful information for example about stress management or how to find next more specific help may be distributed.



CISD - Competences

- In sum, no one CISM intervention is designed to stand alone, not even the widely used CISD. Efforts to implement and evaluate CISM must be programmatic, not unidimensional (Mitchell & Everly, in press).
- CISD was designed to be only one component of a comprehensive multicomponent crisis intervention program referred to as Critical Incident Stress Management
- The goal of early intervention is to prevent long-term, psychological and functional impairment. Interventions at this level are goal-oriented, explicit and evidence-based.
- Moreover, the effective delivery of these interventions requires specialised clinical training



Look at Tip number 4 Self-Care Techniques



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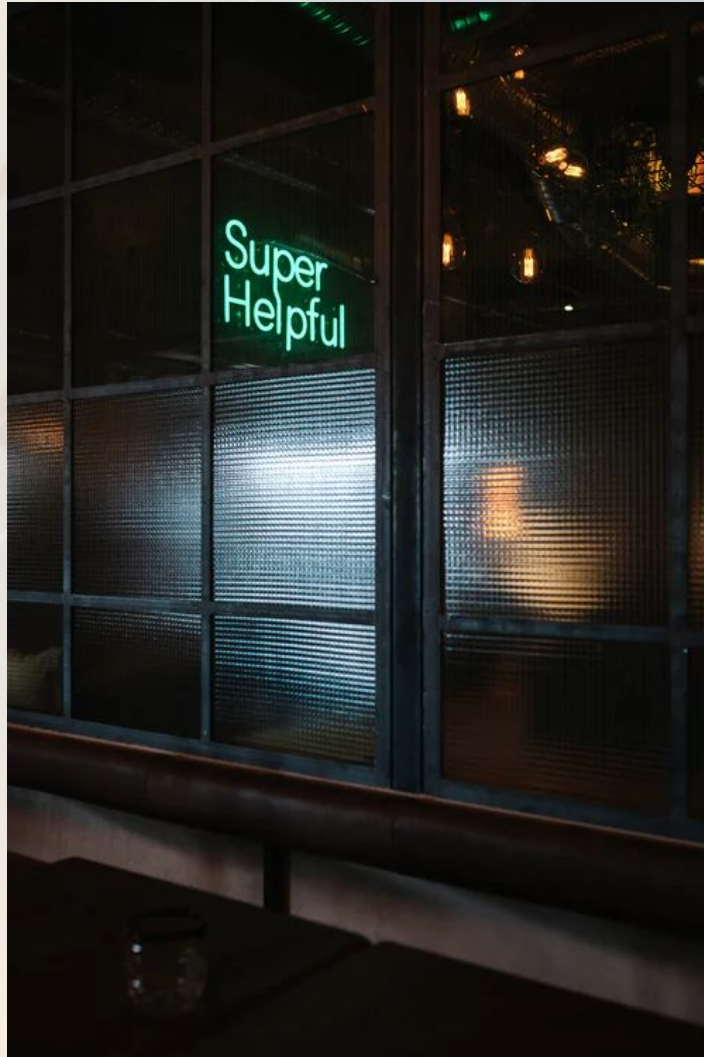
Conclusion

SUMMARY

- In this presentation, we have briefly tried to summarize some models (BICEPS, CISO, CISM and CISD) suitable for crisis intervention. Models can be used after proper specialist training and we do not recommend using them without it.
- After learning these methods, there is also the possibility of working in an eclectic way. For further study, we recommend studying the relevant literature to better understand the techniques of these methods.



Thank you for your attention



**Psychological
Early
Intervention**