

# **PAA's-DRN & Alberta's Wildfire Disaster**

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## **Learning Objectives for DRN over time**

- **Gaining knowledge & skills in promoting ethical contributions to DRN**
- **Supporting local Psychological Association's involvement in crisis responses**
- **Strengthening DRN frameworks as part of CPA & PAA's Strategic Plan inclusive priorities**

# **What is needed for effective DRN?**

- **Partnerships- why, who , what , how, when?**
- **Memorandum(s) of Agreement**
- **User –friendly Form for Association volunteers**
- **Clear pragmatic logistics of communication & assignments**
- **Professional Development**
- **Leadership , reviews, monitoring & adjustments**

# **CPA Code of Ethics for Psychologists (3<sup>rd</sup> Edition)**

- **Principle II: Responsible Caring**
- **Ethical Standards – General Caring II.1**

**“Protect & promote the welfare of clients...”**

**II.2 “Avoiding harm to clients...research participants, employees, supervisees, students, trainees, colleagues and others”.**

# CPA Code of Ethics (cont'd)

- **Competence of Knowledge**
- **2017 Companion Manual (4<sup>th</sup> Edition):**
- **Respect for the dignity of persons and peoples;**
- **Responsible Caring;**
- **Integrity in relationships;**
- **Responsibility to society**

# CPA Code of Ethics (cont'd)

- **II.12 “Engage in self-care activities that help to avoid conditions (e.g., burnout, addictions) that could result in impaired judgment and interfere with their ability to benefit and not harm others”.**
- **II Confidentiality (1.43 – 1.45)**
- **II Extended Responsibility (1.46)**

# APA Ethical Principles

- **2.01 Boundaries of Competence**

- (a) “Psychologists provide services, teach and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised practice, consultation, study or professional experience”.

(including 2010 Amendments)

# What Psychologists Do on Disaster Relief Operations

**“Psychologists help those in disaster circumstances to build their skills of resilience to move from feeling helpless to having a more long-term, realistic perspective. The process can include taking small steps toward concrete goals and connecting with others as they learn to cope with disaster’s logistical and emotional challenges”. (APA, April 2014)**



# APA Ethical Principles (cont'd)

- **2.02 Providing Services in Emergencies**

“In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available”.

# **APA ECTF 2020-2023**

- **Draft Principles- new**
- **Human and Civil Rights**
- **Interrelatedness of People, Systems, and the Environment**
- **Social Justice**

# Human Rights & Inclusion

- UN- HR : “ Universal legal rights that protect individuals & groups from those behaviors that interfere with freedom & human dignity”.
- APA. (2021). Inclusion: “ An environment that offers affirmation, celebration, & appreciation of different approaches, styles, perspectives, & experiences, thus allowing all individuals to bring their whole selves...& to demonstrate their strength & capacity”.

# Adults/youth-Trends in global migration

- Large percentage of foreign-born residents (Canada: 20%, US 14%)\*
- Approximately 1 in 4 people landed immigrants or permanent residents in Canada\*\*
- International migration has been intensifying (100 million more migrants in 2015 than in 1990)\*\*\*
- Children/youth (under 18 ys): 51% (over 11 million) of the refugee population in 2016\*\*\*\*

\*United Nations Department of Economic and Social Affairs (UN DESA). (2015). **International Migrant Stock: The 2015 Revision**. United Nations, New York.

\*\*Statistics Canada 2021

\*\*\*International Organization for Migration (2018). **World migration report 2018**.  
[https://publications.iom.int/system/files/pdf/wmr\\_2018\\_en.pdf](https://publications.iom.int/system/files/pdf/wmr_2018_en.pdf)

\*\*\*\*United Nations High Commissioner for Refugees (UNHCR). (2016). **Global Trends: Forced Displacement in 2015**. UNHCR, Geneva. [www.unhcr.org/576408cd7.pdf](http://www.unhcr.org/576408cd7.pdf)

# Strategic Plan (SP)

- **What is the Vision of your Organization?**
- **What is the Mission?**
- **Is there a monitoring communication strategy?**
- **What is the impact of the SP in your Organization?**
- **How does it impact your role & work?**
- **Review [cpa.ca/cpas-2020-strategic-plan/](https://cpa.ca/cpas-2020-strategic-plan/)**
- **Advocacy resources [cpa.ca/sections/educational/advocacy-and-outreach-resources/](https://cpa.ca/sections/educational/advocacy-and-outreach-resources/)**

# APA (2021), 4 levels of Racism

- Structural racism
- Institutional racism
- Interpersonal racism
- Internalized racism
- How applicable are the 4 levels to Newcomers/SP/DRN in general?

# COVID intersectional factors – then and now

- **SES, health, conditions, supports**
- **MH & academic achievement/income**
- **Academic gaps/identification/accommodations**
- **Systemic barriers, advocacy resolutions- programs**
- **The developmental trajectory– transitions**
- **School partnerships/impact on Newcomers**
- **Access to technology / language barriers**
- **Development skills- program implementation**
- APA. (2020). Policy Statement- Psychology's Understanding of the Challenges Related to the COVID-19 Global Pandemic in the United States. <https://www.apa.org/topics/covid-19>
- Skye W., F. Stifel et al.,. (2020). Assessment During the COVID-19 Pandemic: Ethical, Legal, and Safety Considerations Moving Forward, *School Psychology Review*, 49:4, 438-452.



# Equity of access including DRN planning?

- Who is left behind? Why?
- Who is not at the planning solutions table? Why not?
- Who is advocating for Equity of outcomes? How?
- Who makes shared decisions about program plans?
- Who monitors a transparent process?
- Who makes sure that lessons are learned?
- Who impacts future goal setting?

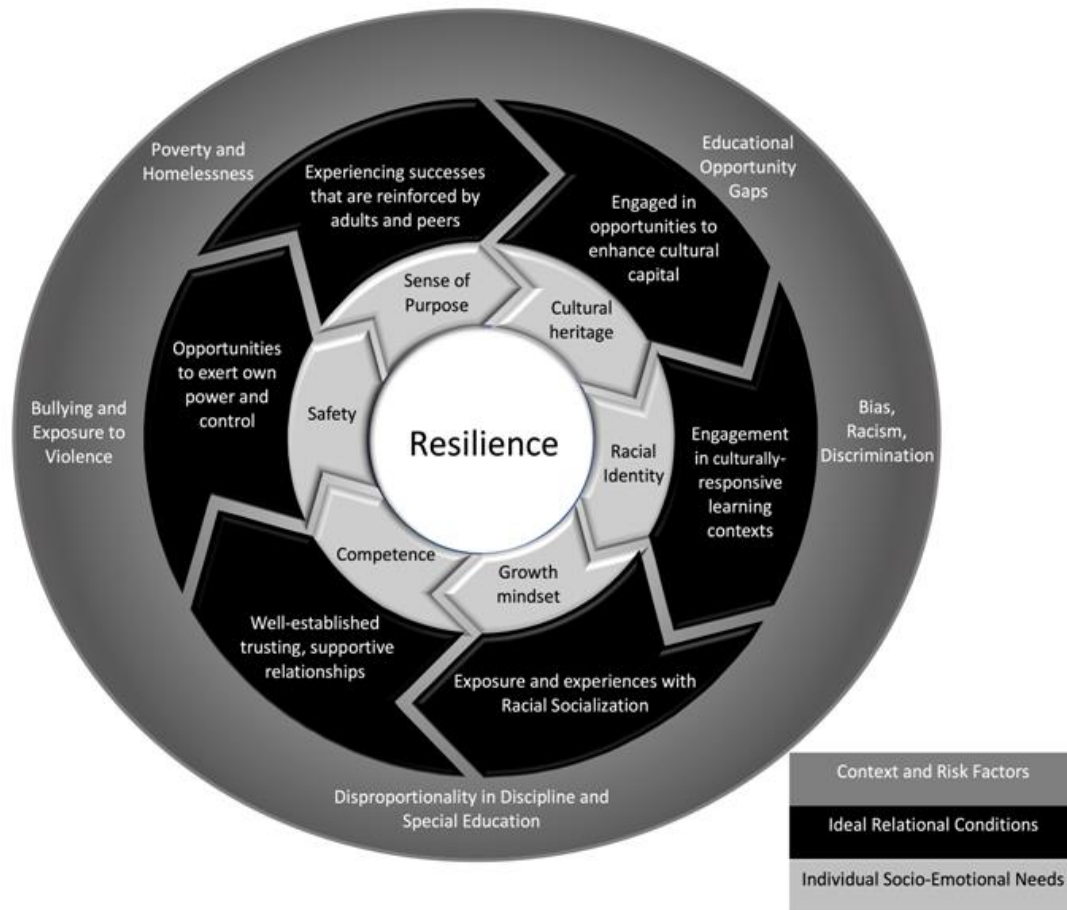


# Resilience and the role of the environment

# Resilience Models

- ❑ 7 Elements of resilience competence, confidence, connection, character, contribution, coping, control (Ginsburg & Jablow, 2011)
- ❑ Nurturing & maintaining Resilience ( Ungar, 2018)
- ❑ A cultural- Ecological Model ( Jones, 2021)

# Jones (in Cole & Kokai, 2021) \*



# DRN Goals

- **1. Coordination and provision of services (some/all pro bono) to systems and communities impacted by disaster and/or crisis situation(s).**
- **2. Distribution of updated information and access to DRN mental health training for members.**
- **3. Support and consultation with other members in their provision of disaster response services.**
- **4. Upholding of professional standards regarding disaster mental health care.**
- **5. Collaboration with other organizations providing disaster relief services and short-term volunteer community interventions.**

# Developing DRN Committee

- **Priority on Association Board Agenda**
- **Establish Planning committee – Executive Functions steps- goals, action plan, monitoring, adjusting**
- **Plan partnerships for collaboration- organizations; non-governmental voluntary consortium; including those with expertise , interest in emergency psychosocial planning**
- **Pre-service & in-service opportunities for members**
- **Develop a questioner / form for Association volunteers**

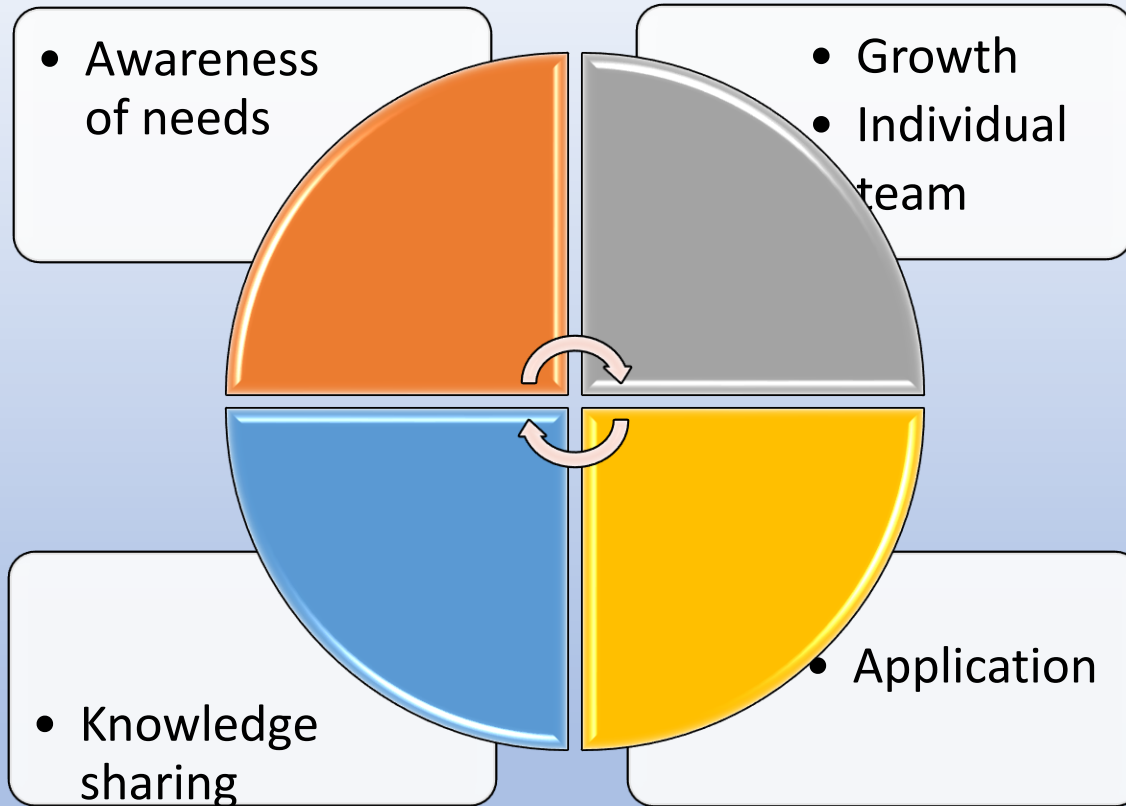
# Updated Website Resources

- Website national and international resources:
- Section I – inform members & site visitors about DRN activities, and the process of becoming an assigned member or a volunteer. This can assist individuals and groups in the establishment of local committees or multidisciplinary partnerships.
- Section II- Posted recent resources can be organized by categories for user friendly ‘hand-on’ information. The section may include categories on preparedness; roles and response; diverse cultural training; self-care; communication/technology; man-made and natural disaster resources.
- Section III- General Updates- from time to time, additional applicable information can be posted concerning national and international DRN information

# Collaborative Consultation- DRN

- Working in multidisciplinary teams (strengths & challenges)
- Effective communication- NGOs
- Practice & facilitate self-care
- Helpful resources to share:
- School Mental Health Assist at -<http://smh-assist.ca/>
- PFC-Preteen multi-lingual tip sheets
- [www.Stress Strategis. Ca](http://www.StressStrategis.ca)
- The National Child Traumatic Stress Network

# Reflections on learning





# Traumatic Events

- **Type I – Short-term**

- Unexpected overwhelming events
- Devastating events, limited duration
- Events recalled in detail (natural disaster)
- More likely to lead to PTSD symptoms (hyper-arousal, intrusive thoughts)
- Likely to lead to re-experiencing events
- Quicker recovery more likely
- Can trigger earlier stress, fears

# Traumatic Events cont'd

- **Type II – Sustained and repeated stressors**
  - **Series or exposure to a prolonged traumatic event (likely human design)**
  - **Chronic, multiple, long-standing**
  - **Trauma reoccurs, victim feels helpless**
  - **Dissociation can become a way of coping**
  - **May lead to feelings of guilt, shame, poor sense of self**
  - **More likely to lead to long-standing, characterological and interpersonal problems**
  - **May lead to detachment from others, restricted affect**
  - **Dissociative responses include denial, numbing, withdrawal, use of substances**
  - **Poorer recovery**

# PTSD – Goals of Interventions

1. Normalize and legitimize experiences
2. Support and tolerance of post-traumatic reaction
3. Process or rework meaning of events
4. Recognition of stress reactions and process of grief
5. Address stress and early signs of maladaptive behaviour
6. Enhance responsiveness of social support network

# PTSD – Stages of Recovery

1. Restoration of a stable safety net
2. Integration of memories related to the traumatic events
3. Grieving over the lost, stable past
4. Reconnecting to the self in the present
5. What is “Post Traumatic Growth” here?
6. Learning to trust and plan for a better future
  - Safe environment
  - Recounting, retelling events
  - Constructive activities for children

# **Diversity Considerations – in DRN**

- 1. Practice ethically while capitalizing on your competence, knowledge & skills**
- 2. The power of language**
- 3. Translation/interpretation services**
- 4. Equity of access to services**
- 5. The power of perceptions vs facts**
- 6. Risk factors/experiences/demonstrations**
- 7. Consultation/knowledge translation**
- 8. Verbal & non-verbal communication & application**
- 9. Help restore a sense of control over daily lives**

# Guidelines/Resources

- APA. (2019). Guidelines for Psychological Practice for People with Low-Income and Economic Marginalization.  
<https://www.apa.org/about/policy/guidelines-low-income.pdf>
- APA. (2017). Multicultural Guidelines: An Ecological Approach to Context, Identity, and Intersectionality.  
<http://www.apa.org/about/policy/multicultural-guidelines.pdf>
- APA. (2020). Psychological First Aid Resources.  
<https://www.apa.org/practice/programs/dmhi/psychological-first-aid/resources>.
- -Paiva-Salisbury, M.L., & Schwanz, K.A.(2022). Building compassion fatigue resilience. *Journal of Health service Psychology*,48, 1, 39-46

# Helpful Resources I

- American Psychological Association (APA)
- [www.apa.org/practice/programs/dmhi/index](http://www.apa.org/practice/programs/dmhi/index)
- [www.apa.org/helpcenter/index.aspx](http://www.apa.org/helpcenter/index.aspx)
- [www.apa.org/helpcentre/talking-to-children](http://www.apa.org/helpcentre/talking-to-children)
- [www.apapracticecentral.org/ce/self-care/acca-promoting.aspx](http://www.apapracticecentral.org/ce/self-care/acca-promoting.aspx)
- [www.apa.org/international/resources/info/emergency-statement](http://www.apa.org/international/resources/info/emergency-statement)

# HR II

- U.S. Department of Education: Helpful Hints for School Emergency Management
- [www.rems.ed.gov/docs/hh-vo13issue3.pdf](http://www.rems.ed.gov/docs/hh-vo13issue3.pdf)
- Substance Abuse Mental Health Services Administration
- [www.samhsa.gov](http://www.samhsa.gov)
- [www.store.samhsa.gov/system/files/sma14-4888.pdf](http://www.store.samhsa.gov/system/files/sma14-4888.pdf)
- [www.store.samhsa.gov/system/files/sma13-4775.pdf](http://www.store.samhsa.gov/system/files/sma13-4775.pdf)



# HRIII

- National Association of School Psychologists (NASP)
- [http://www.nasponline.org/resources/crisis\\_safety/index.aspx](http://www.nasponline.org/resources/crisis_safety/index.aspx).
- <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/natural-disaster-resources>

# HR IV

- Canadian Psychological Association (CPA)
- [www.cpa.ca/public/emergency/resources/](http://www.cpa.ca/public/emergency/resources/)
- [www.cpa.ca/docs/files/publications/factsheets/psychologyworksheets-PTSD.pdf](http://www.cpa.ca/docs/files/publications/factsheets/psychologyworksheets-PTSD.pdf)

# HR V

- Treatment and Services Adaptation Center (TSA)
- [www.traumaawareschools.org/pdf](http://www.traumaawareschools.org/pdf)
- World Health Organization (WHO)
- [www.who.int/mental health/emergencies](http://www.who.int/mental_health/emergencies)
- [www.who.int/mental health/emergencies/guidelines\\_iasc\\_mental health\\_psychosocial](http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial)

# HR VI

- A Systematic Review of Public Health Emergency Operations Centres (EOC)
- [http://www.who.int/iris/bitstream/10665/99043/1/WHO\\_HSE\\_GCR\\_2014.1\\_eng.pdf](http://www.who.int/iris/bitstream/10665/99043/1/WHO_HSE_GCR_2014.1_eng.pdf)
- Public Health Emergency Operations Centre Network
- [http://apps.who.int/iris/bitstream/10665/85378/1/WHO\\_HSE\\_GCR\\_2013.4\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/85378/1/WHO_HSE_GCR_2013.4_eng.pdf)

# HR VII

- Management of health programmes: Emergency preparedness
- <http://www.who.int/management/programme/ep/en/index1.html>
- Mental Health and Psychosocial Support in Emergencies
- [http://www.who.int/mental\\_health/emergencies/en/](http://www.who.int/mental_health/emergencies/en/)
- Toolkit for humanitarian settings
- [http://www.who.int/mental\\_health/resources/toolkit\\_mh\\_emergencies/en/](http://www.who.int/mental_health/resources/toolkit_mh_emergencies/en/)
- Mental health and psychosocial support in emergencies

# HR VIII

- Mental health and psychosocial support in emergencies
- [http://www.who.int/mental\\_health/resources/emergencies/en/](http://www.who.int/mental_health/resources/emergencies/en/)

National Center for PTSD

[www.ptsd.va.gov](http://www.ptsd.va.gov)

National Child Traumatic Stress Network (NCTSN)

[www.nctsn.org](http://www.nctsn.org)

[www.nctsn.org/sites/default/files/resources/flyer/help-kids-cope-flyer-o.pdf](http://www.nctsn.org/sites/default/files/resources/flyer/help-kids-cope-flyer-o.pdf)

# HR IV

- American Red Cross
- [www.redcross.org](http://www.redcross.org)
- Canadian Red Cross
- [www.redcross.ca](http://www.redcross.ca)

# Training Scenario I

- **As a school psychologist, you have received basic training in Disaster Response Network (DRN) applicable to your school district. The student body comprises a large cohort of immigrants. You have been selected to become a member of the central Crisis Intervention Team, and have been allotted some service time to respond when called upon. Over a short span of time, several tragic events have occurred. Floods caused part of the region to lose electricity, and a main bridge collapsed near a high school. Several students suffered from shock, and two were injured while running away. On the news, students learned that a popular coach died while rescuing a drowning toddler and bringing him to safety. The coach was later caught in flood currents.**



# Training Scenario II

- **You are a volunteer in your DRN home State in the U.S.A., and practice both school and clinical psychology at the local school and part-time at a hospital. You have previously received training in Psychological First Aid. At present, you are taking a summer course at a university in a large European city. Other students and faculty have been discussing the plight of refugee families who transition through the area. You learn about local and NGOs trying to facilitate short-term supports, especially given the summer heat waves and surrounding forest fires. You question if you should be become involved.**

# Consider Qs I

- **What are your dilemmas in short-term decision-making?**
- **Have you provided man-made and natural disaster services before?**
- **Are you overwhelmed by the multiplicity of challenges?**
- **What are the multicultural and linguistically diverse considerations for you?**
- **Do you know how to consult with First Responders in local communities? Is electronic communication accessible? Are NGOs involved?**
- **Having worked with translators/interpreters before, can your DRN reach them?**
- **What are some “do’s and don’ts”?**

# Consider Qs II

- **How can you plan for self-care in order to keep your stress level manageable?**
- **Is your team debriefing about compassion stress/ burnout/ vicarious trauma?**
- **Who is your support network in the field? Do you participate in pre-deployment operational debriefings? Interim summary debriefings?**
- **How can you set a clear goal for aid given your competency?**
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# Communication tools

- Use IASC -Examples:
- - Do's – “focus on priorities identified by communities and keep the message short, focused and concrete”.
- -Don'ts – “Do not include too many messages at one time, as this can confuse or overwhelm people”.
- (p. 165, IASC, 2007 [mhpss@who.int](mailto:mhpss@who.int))

# Where do you want to be? Where are you ( implicit bias/ self/ role)?

Race & Diversity

Culture

Gender identity

Ethnicity

SES

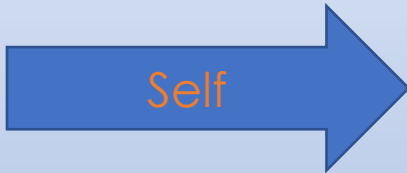
Age

Color

Sexual Orientation

Disability

Nationality/Citizenship



# **Post Traumatic Growth**

- Appreciation of life**
- Relationships with others**
- New Possibilities in life**
- Personal strength**
- Spiritual change**

**(R. Tedeschi et al, 2018)**

# DRN

- **What is the role of DRN service providers in school and community services?**
- **PREPaRE (Prevent, Reaffirm, Evaluate, Provide intervention and Response, Examine)**
- **Brock, S. E., Nickerson, A. B., Louvar Reeves, M. A., Conolly, C. N., Jimerson, S. R., Pesce, R. C., & Lazzaro, B. R. (2016). *School crisis prevention and intervention: The PREPaRE model* (2nd ed.). Bethesda, MD: National Association of School Psychologists.**

# Team Work

- Driskell, J.E., Salas, E., & Driskell, T. (2018). Foundations of teamwork and collaboration. *AP, 73 (4), 334-348.*
- Cole, E., & Brown, R. (2003). Multidisciplinary school teams. In E. Cole & J. A. Siegel (Eds.), *Effective Consultation in School Psychology* (2nd revised and expanded ed., pp. 24-44). To: Hogrefe & Huber.
- Power, N. (2018). Extreme Teams...During major emergencies & Disasters. *AP, 73(4), 478-490.*
- Romano D.J. (2021). Responding to Mass Shootings: Intervention Considerations following the Disaster Cycle. In E. Cole & M. Kokai (Eds). *Mental health consultation and interventions in school settings: A scientist-practitioner's guide*. Hogrefe Publishing GmbH



# Coping with Stress to Promote Resiliency

- Plan early and proactively:
  - You know your stress
  - You can learn anti-stress techniques
  - You need flexible and individualized techniques
  - Relaxation alone will not be effective
  - Acknowledge that early stress alters our ability to cope with stress
- APA (2020). Building your resilience.
- <https://www.apa.org/topics/resilience>

# Self-Care I

- (APA) - online resources for psychologists as part of their professional responsibilities at <https://www.apaservices.org/practicece/self-care/acca-promoting> . Guided by its *Ethical Principles of Psychologists and Code of Conduct* (2002, Principle A), it states that: “Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work”.

# Self-Care II

- ReachOut Australia(2019) . A collection of tips for mental health professionals and those they service, at [https:// schools.au.reachout.com/articles/self-care-for-professionals.org](https://schools.au.reachout.com/articles/self-care-for-professionals.org).
- (NASP) has posted Podcasts , links and articles concerning self-care for school psychologists at [www.nasponline.org/resources-and-publications/resources/](http://www.nasponline.org/resources-and-publications/resources/)
- The [UCLA Mindful Awareness Research Center](http://www.uclahealth.org) resources [www.uclahealth.org](http://www.uclahealth.org) . Free Guided Meditation on the site at [www.uclafreeguidedmeditation.org](http://www.uclafreeguidedmeditation.org).
- The Society for Psychotherapy, <https://www.societyforpsychotherapy.org> highlights the importance of promoting self-care and wellness.

# Reflections

Consider the following all along:

1. What are your ethical obligations in a volunteer role? Do you have a plan for self-care?
2. What are your dilemmas? Who do you consult with ? In person/on-line?
3. What are the multi-cultural/ diversity/ developmental considerations for you?
4. What are the “do’s and don’ts”? Why?
5. Can you contribute? How? Who are your partners? Why? Why not?

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- Cole, E. (2015). Transcultural adaptation of immigrant & refugee families. *Baltic J. of Psychology*, 16 (1,2), 83-89.
- Cole, E. (2015). Understanding PTSD in children & adolescents. *Baltic J. of Psychology*, 16 (1,2), 90-97.
- Shih, M. et al. (2013). Working to reduce the effects of discrimination: identity management strategies in organizations. *American Psychologist*, 68(3), 145-157. <http://psycnet.apa.org/journals/amp/68/3/145/>
- American Psychological Association (2019). Special issue- Racial trauma: Theory, research, and healing. *American Psychologist*, 74 (1).
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(2017). **Multicultural Guidelines.**

-R.G. Tedeschi, J. Shakespeare-Finch, K. Taku, *et al.* (2018).

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Routledge , [10.4324/9781315527451](https://doi.org/10.4324/9781315527451)

[SKSM-Psychology Canada : Parenting resilient children Booklet \( chair E. Cole\).](#)

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- Ungar, M. (2018).What works: A manual for designing programs that build resilience. [www.resilincereserch.org](http://www.resilincereserch.org)**