UWA/AIRS DISASTER TRAINING SERIES

Trainers Manual | 2-1-1 Volunteer Surge Management Training

AIRS

United Way • AIRS 2-1-1 Get Connected. Get Answers.

United Way

Estimated Training Time: 8 - 9 hours including 2-15 minute breaks and 1 hour meal break

Facilitator: One (1) facilitator if all participants have already developed a disaster preparedness/business contingency plan (can be made a pre-requisite for training). Two (2) facilitators if participants do not have experience with disaster preparedness plans.

Training Materials Required:

- 2-1-1 Volunteer IMPACT PowerPoint, computer and LCD Projector
- Student training manual
- Flip chart and markers
- Blank index cards
- Masking tape
- Training evaluations
- Copy of Disaster Preparedness Plan
- Copy of Mutual Aid Agreement
- Disaster telephone service cards provided by UWA

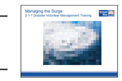
Space required: large room with tables seating 4-6 persons; easy to move chairs

SECTION 1 OVERVIEW

Presentation Time: 5 minutes for lecture – 2 minutes per participant for introductions 35 minutes

Presentation Style: Introduction Discussion/Participation & Lecture

Presentation Tools & Materials: Name Tags, Color markers, stickers. PowerPoint Slide #1.



Introductions:

1. As participants arrive, ask them to write their first name and to choose stickers or draw a picture of the disaster scenario in their area that concerns their organization the most.
2. To begin introduction process ask participants to introduce themselves by telling the group their name and describe the picture they chose or drew and why they picked it.

Section Objectives:

- Clarify why participants are attending the training
- Provide a context for the training

Lecture:

The training course was developed as a supplement to materials already in place to assist 2-1-1s in preparing for and responding to disasters. It was also developed in response to experiences and the inevitable need for strong, flexible and well-prepared 2-1-1s. Appendix A contains a list of available disaster preparedness tools specifically designed for I&R services.

The need for the training became apparent following the 2004/2005 hurricane seasons as the series of storms tested the 2-1-1s ability to respond in Florida, Mississippi, Louisiana and Texas. During those disasters, I&R professionals from unaffected areas were asked to assist 2-1-1 centers in affected areas with providing services to victims and families. These services were delivered on-site, at remote sites and virtually through technological links. Feedback following those experiences indicated additional pre-disaster planning, training and tools were needed to better prepare for effective management of an influx of I&R professionals and volunteers to assist in caller and data management following a disaster. The professionals also recommend scenario based training for new and experienced I&R staff on a year-round basis.

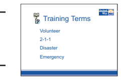
Surveys conducted in the winter of 2007 revealed that the I&R professionals at disaster sites, as well as those who deployed from unaffected areas, were profoundly impacted by the work they performed. They wanted their work to be of highest quality possible and to have the greatest impact. United Way of America (UWA) and the Alliance of Information & Referral Systems (AIRS) recognize that 2-1-1s are now being considered a key social utility during disaster—THE place for FEMA, American Red Cross and other disaster serving agencies to refer victims for disaster resource information and referrals.

Thank the National Human Services Assembly for the IMPACT: A Fund for Change Through Volunteerism grant to develop the training curriculum and ensure the dissemination of the materials. It is also important to recognize that this is a collaborative project seeking and receiving strong leadership from, Federal Emergency Management Agency (FEMA), Covenant House Nineline, National Emergency Numbering Association (NENA - 9-1-1), and an impressive array of local, regional and statewide 2-1-1 and United Way professionals. It is their experiences and input that have filled the contents of this training curriculum.

Presentation Time: 15 minutes for lecture – 5 minutes for review discussion 20 minutes

Presentation Style: Lecture, Discussion (review)

Presentation Tools & Materials: Participant manual, PowerPoint Slide #2, Handouts #1 & 2.



Section Objectives:

To introduce terminology for understanding the context of the training

To review the layout of the training

Section Instructions - Lecture

The term "Volunteer"

For the purpose of this training manual the word "volunteer" will refer to those persons who are not permanent staff of a 2-1-1 managing the disaster I&R services. The word "volunteer" will include:

- Professional I&R/Resource personnel deployed from other 2-1-1 centers
- Pre-trained or pre-qualified persons, who through previous arrangements have been screened, trained or prepared to assist the 2-1-1 in a disaster
- Virtual I&R/Resource personnel assisting in answering disaster calls or updating disaster resources from an area via technological linkages
- Spontaneous volunteers the I&R deems as qualified to assist in a 2-1-1 setting

Note: If any of these groups are being paid or if the 2-1-1 is entering into a mutual aid agreement where reimbursement to a lending agency will be required, it is recommended that a term other than volunteer be used. Volunteer denotes donated services that are not reimbursable and could result in the 2-1-1 not being able to bill for the expenses related to the use of those professionals.

The term "2-1-1"

It must be said that the dialing number 2-1-1 is one of the most effective tools an I&R can use following a disaster. The ease of remembering a three-digit dialing number becomes a strong commodity. If an I&R is located in an area affected by a disaster and is not currently using 2-1-1 as their telephone dialing number, the disaster may become the catalyst for moving that area into the 2-1-1 dialing system. For the purpose of this training manual the term "2-1-1" will be used interchangeably with the term "I&R".

The term "disaster"

The word "disaster" and "incident" have been used interchangeably in the literature, in part because there are events that are caused by nature, some man-made and some that remain uncategorized. In this manual, the word "disaster" will be used and is defined as:

An occurrence, either natural or manmade, that causes human suffering and creates human needs that victims cannot alleviate without assistance.[1] A disaster overwhelms the local communities' capabilities to respond and results in fatalities, human suffering and property loss.

A natural or manmade event that negatively affects life, property, livelihood or industry often resulting in permanent changes to human societies, ecosystems and environment. Disasters manifest as hazards exacerbating vulnerable conditions and exceeding individuals' and communities' means to survive and thrive.[2]

The word "emergency" is used to describe a sudden unforeseen crisis (usually involving disaster) that requires immediate action. In this training manual emergency is generally considered short-term while a disaster is considered a longer-term issue.

Similar to any other defined social service there is a language of acronyms. Appendix B contains the definitions of those most commonly used acronyms.

The curriculum will cover a large array of disaster volunteer management and preparedness information. It does not intend to imply that ONE person in an organization should be responsible for carrying out all aspects of the training. Quite the opposite, the manual recognizes that in recent disasters 2-1-1s have tried to assign additional roles to persons already burdened by the disaster resulting in eventual burnout. It is intended to illustrate that careful planning in advance can ease those burdens and enhance a high quality 2-1-1 community response.

Review:

Have participants provide the review areas. Prompt them to include the key terms and refer to Appendix B.

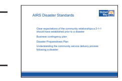
[1] www.google.com/url?sa=X&start=11&oi=define&q=http://wps.prenhall.com/chet_langan_preparing_1/0,9681,1613226-content,00.html
[2] www.google.com /url?sa=X&start=3&oi=define&q=http://en.wikipedia.org/wiki/Disaster

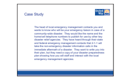
SECTION 3 PREPARATION FOR 2-1-1 DISASTER VOLUNTEER MANAGERS

Presentation Time: 10 minutes for group discussion, 15 for reporting out, 5 minute for case study 30 minutes

Presentation Style: Lecture, Discussion (review)

Presentation Tools & Materials: Participant manual, PowerPoint Slides #3 & 4, Handouts #3 & 4





Section Objectives:

Increased knowledge about disaster preparedness

Increased knowledge of the AIRS and UWA disaster tools

Begin Section training with breaking out into small groups—no more than 5 persons per group. If it is a group of more than 20, have each group respond to 2-3 of the questions.

Have the groups respond to the following discussion questions—provide the questions on a handout for each group.

1. Does your 2-1-1 have a written disaster preparedness plan and/or a business contingency plan?
2. Does the organization's business contingency plan outline how the 2-1-1 could accommodate an increased need for an additional 10-50 personnel to answer calls and manage data?
3. Is the organization aware of the threshold where additional outside support would be needed and recognize the request for said support is appropriate business planning versus an inability to effectively function with existing staff?
4. Is your 2-1-1 accredited through AIRS?
5. Has your 2-1-1 implemented AIRS Standards 21-27 - known as the AIRS Disaster Standards?
6. Has your 2-1-1 populated the disaster taxonomy in the resource database?
7. Does your 2-1-1 have a plan or procedure to change the contingency plan should it become unworkable?
8. Do you have a personal/family disaster plan?

Remind participants about the AIRS Accreditation Standards, the Disaster Standards (provide handout # 4), Disaster taxonomy, Disaster Preparedness Plan and where to find these (Appendix A).

Remind participants of the importance of a personal plan.

Case Study:

Have participants consider this individually and record answer in their manual.

The head of local emergency management contacts you and wants to know who will be your emergency liaison in case of a community-wide disaster. They would like the name and the home/cell telephone numbers to publish for use by other key disaster relief agencies. They have heard through their state and federal emergency management contacts that 2-1-1 will take the non-emergency disaster information calls in the immediate aftermath of a disaster. They want to write you into their plan, but they need a copy of your disaster preparedness plan showing how you will staff and interact with the local emergency management agencies.

Do you know what an emergency liaison is?
Do you know how to determine who the most effective staff person would be to perform that role?
Do you have a plan you can provide them?

Action Plan:

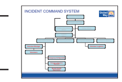
What is the first step you will take when you get back to your organization?

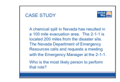
SECTION 4 UNDERSTANDING THE INCIDENT COMMAND SYSTEM

Presentation Time: 5 minutes to set-up & present the skit, 10 minute lecture, 5 minute small group discussion, 10 minute group presentation, 3 minute case study 45 minutes

Presentation Style: Skit, Discussion, Lecture

Presentation Tools & Materials: Participant manual, PowerPoint Slides #5 & 6, Handouts #5 & 6





Section Objectives:

- Become familiar with federal terminology regarding the Incident Command System
- Illustrate the 2-1-1 role in Incident Command System

Begin session with skit. Ask for three volunteers. Provide each one with a script with their role name at top - Handout # 5

Upon completion of skit, ask participants what they think they heard.

Use this exercise to illustrate the importance of learning the language of disaster management.

Following the terrorist attacks of September 11, 2001, the President signed a series of Homeland Security Presidential Directives (HSPDs) that were intended to develop a common approach to preparedness and response. One HSPD is of particular importance, HSPD-5.

HSPD-5, Management of Domestic Incidents, identifies steps for improved coordination in response to incidents. It requires the Department of Homeland Security to coordinate with other Federal departments and agencies and State, local and Tribal governments to establish a National Response Plan (NRP) and a National Incident Management System (NIMS).

NIMS provides a consistent framework for incident management at all jurisdictional levels, regardless of the size, cause or complexity of the incident. NIMS requires that Incident Command System (ICS) be institutionalized and used to manage all domestic incidents. Thus it is critical a 2-1-1 understand and, if possible, use the terminology and structure of the ICS. A recommended training to help understand the ICS system is FEMA ICS-100. It can be found on-line and is free of charge.[3]

Put PowerPoint slide # on the screen and ask participants to name who in their community may play each role. After reviewing the responsibilities of each position, ask participants where 2-1-1 would fit.

ICS calls for an emergency management structure made up of an Emergency Manager and four sections: Operations, Planning, Logistics, and Finance.

[3] www.fema.gov

Operations are responsible for the provision of service both on-site and off-site, as well as gathering and disseminating resource information.
Planning is responsible for developing a plan to carry out the mission of the agency during the disaster. They monitor activities, identify problems and develop plans to address problems.
Logistics is responsible for procuring materials that operations need to implement and carry-out the plans to meet the mission.
Finance is responsible for maintaining all financial records related to the disaster, as well as gathering cost estimates and damage estimates.

In small groups, provide the participant groups with the ICS role names and have them match them with the responsibilities, then layout into the organizational chart. Handout # 6

Case Study:

A chemical spill in Nevada has resulted in a 100 mile evacuation area. The 2-1-1 is located 200 miles from the disaster site. The Nevada Department of Emergency Resources calls and requests a meeting with the Emergency Manager at the 2-1-1. Who is the most likely person to perform that role?
The Executive Director
Chief Operating Officer
Director of 2-1-1
Director of Finance

Either the Chief Operating Officer or the Director of 2-1-1 depending on how the organization is structured. Most ICS training manuals recommend against the Executive Director acting as Emergency Manager because their skills will be needed to manage the on-going business of the organization. The Director of Finance will most likely be focused on tracking disaster related costs.

Action Step:

What is your level of knowledge and how do you plan to learn what you need to know?

SECTION 5 ANALYSIS OF NEED

Presentation Time: 5 minutes for the Discussion questions, 30 minutes for reporting, 5 minutes for lecture, 5 minutes for review — 60 minutes

Presentation Style: Discussion, Lecture

Presentation Tools & Materials: Participant manual, PowerPoint Slide #7, Handout #7, flip chart & paper, markers

Section Objectives:

- Identify where in the planning process the participant's organization is at present
- Identify what the next steps in developing a comprehensive plan
- Visualize how the participant's organization could prepare for a volunteer surge of up to 50 persons

Present the discussion questions:

Raise your hands if your organization has a written disaster plan.

Raise your hand if your organization has tested its Disaster Response Plan in the past year.

Raise your hand if the plan includes accommodating a surge in call volume and the need for additional staff to respond to those calls?

Has the organization considered a disaster that would have an impact requiring relief and recovery services for a three to six month period?

Divide the group up by who answered each question: no written plan, a written plan, a written plan that is practiced and a written plan that accommodates for a surge. Provide them with the matrix questions (Handout # 7) and have them record where they are and the ideas they have for next steps. Have them report out two of the most important steps they want to take when they go home.

Lecture:

Imagine the most common disaster likely to occur where your organization is located. Think about tornadoes, floods, wildfires, hurricanes...the kinds that result in loss of homes and businesses. Think about the number of persons that could call a 2-1-1 if the number was distributed by emergency management personnel and the media. Would the 2-1-1 be able to manage the surge of calls and the ever changing myriad of disaster resources? Now imagine the type of disaster that could affect your entire region. What would your organization do to assist your partners in the region?

The group discussions are designed to help you visualize, prepare and implement such a response.

Following September 11th, 2001, the Governor of Connecticut determined 2-1-1 was the way to assist citizens in obtaining information regarding services for victims of the tragedy and their families. The Governor agreed to deploy 50 government health and human service workers, as well as communications equipment to support the effort.

The 2-1-1 in Monroe, LA became the staging site for responding to victims in the aftermath of Hurricane Katrina. The 2-1-1 call volume required close to 50 volunteers a day to effectively manage calls and resources. The call volume was sustained at a high level for months and is still operating at over 100% more than that handled by the agency's pre-disaster three person staff.

A surge requiring additional personnel to answer calls and manage resources can occur in any community. An unexpected advertisement of the 2-1-1 promoting a specific in-demand service can spike call volume in seconds. Normally the spike will last no longer than 72 hours and call volume returns to normal. It is important to look at how the 2-1-1 prepares for those types of spikes. There may be resources your organization already uses that help in planning.

A part of the planning process not articulated by existing and experienced 2-1-1s is determining the threshold at which the organization can no longer manage the calls without additional assistance. Deciding the threshold ahead of time will prepare the organization for making the call to request assistance. This decision as a part of a pre-determined plan has two benefits:
It can, in part, alleviate some of the feelings of inadequacy; and increase the feeling of managing the disaster rather than it managing the organization.
Consider the following situations:
When the call volume has been sustained for more than three days and staff is handling more than a hundred calls each per day?
When the abandonment rate reaches 10%, 25% or 50% for more than 24 hours?
When the staff begin showing the effects of stress (anger, giddiness, fatigue, depression)?

Review what the key ideas that came from the reporting process.

Action Plan:

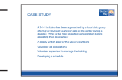
Add to the list of ideas you developed in the small group discussion:
Who do you need to speak with first about the development of the next part of your organization's plan.

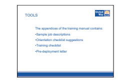
SECTION 6 PREPARING FOR VOLUNTEER RECRUITMENT

Presentation Time: 15 minutes for the checklist, 10 minutes for the case study and review 25 minutes

Presentation Style: Discussion, Lecture

Presentation Tools & Materials: Participant manual, PowerPoint Slides #8 & 9, Handout #8, flip chart & paper





Section Objectives:

To determine what needs to be in place prior to recruiting volunteers

Section Workshop

Divide participants into groups composed of others from their organization or if there is only one per organization, group participants at their tables. Explain they are going to complete a checklist of pre-recruitment steps. Use handout # 8.

Ask participants how they rate their volunteer management preparedness based on the checklist.

Case Study:

A 2-1-1 in Idaho has been approached by a local civic group offering to volunteer to answer calls at the center during a disaster.
What is the most important consideration before accepting their assistance?
A clearly written plan for the use of volunteers
Volunteer job descriptions
Volunteer supervisor to manage the training
Developing a schedule

A plan for how the organization will use volunteers should be in place before volunteers are recruited.

Ask participants to list what benefits and barriers they anticipate in utilizing volunteers during a disaster.

Review the steps for pre-recruitment planning.
A written plan for where and how volunteers will be utilized is the first step in planning.
Have volunteer tools prepared before a disaster occurs. The 2-1-1 will not have time to focus on developing volunteer tools once a disaster has hit, so have them prepared before a disaster occurs.
Thoughtful preparedness will not eliminate all volunteer management needs during a disaster, but it will provide structure in the chaos.
Written orientation, training and checklists prepared in advance will remind staff of areas of risk management that could be overlooked during a disaster.
Review state laws regarding volunteer liability and check to make sure your organization's insurance covers volunteers on premises as well as worker's compensation.

Action Plan:

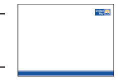
Who has the authority at the organization to put these pieces in place?

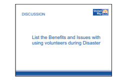
SECTION 7 RECRUITMENT

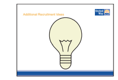
Presentation Time: 15 minutes for brainstorming, 10 minutes for large group discussion 30 minutes

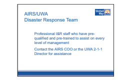
Presentation Style: Small & large group discussion

Presentation Tools & Materials: Participant manual, PowerPoint Slides #10, 11, 12, 13, flip chart & paper









Section Objectives:

- To locate and recruit qualified volunteers
- To develop a recruitment process that results in qualified and trained volunteers prior to a disaster

Break into discussion groups. Ask participants to consider what types of volunteers their organization will be needing (roles) and where to find volunteers that meet those criteria. Ask if they have considered any groups that may be mandated to assist.

Report back to larger group—if not discussed, add the ideas of Mutual Aid Agreements and/or Memorandums of Understanding. Examples of these can be found in Appendices.

Large group discussion: What other attributes would they want to recruit? List those on flip chart and provide the list from the training manual:

Flexibility

Sense of humor

Grace under pressure

Compassion

Knowledge of telephone and computer software/hardware

Able to work in chaotic work environments

Willing to work long hours for low/no pay

Follows instructions well

Experience

Discuss UWA/AIRS Disaster Response Team

Action Plan:

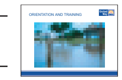
What are three things to remember when recruiting for disaster volunteers?

SECTION 8 PROCESSING/ORIENTATION/TRAINING VOLUNTEERS

Presentation Time: 15 minutes for brainstorming, 15 minutes for reporting out 30 minutes

Presentation Style: Small & large group discussion

Presentation Tools & Materials: Participant manual, PowerPoint Slides #14 & 15, flip chart & paper



Section Objectives:

- Develop additional skills in matching volunteers to appropriate positions
- Develop an effective orientation & training for volunteers following an incident

Section Instructions:

Using newsprint, print out the following topics:

Managing applications from local, out-of town and virtual volunteers—develop ideas for how this could happen efficiently following an incident.

Credentialing, background checks & reference checks— what are ways these could be expedited?

Pre-orientation—attach Appendix D—what else would we want volunteers from out of town to know?

Orientation—list what should be covered in an orientation vs. the training

Training—list what should be covered in the training

Virtual volunteers—list ways to manage orientation and training with virtual volunteers

Each group reports their ideas, the trainer records and adds ideas from the training manual

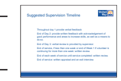
Action Plan:

What is already in my place in my organization and what could I do when I return to my organization to better prepare for processing, orienting or training volunteers?

Presentation Time: 10 minutes for large group discussion, 10 minutes for lecture, 10 minutes Q&A 30 minutes

Presentation Style: Large group discussion, lecture

Presentation Tools & Materials: Participant manual, PowerPoint Slide #16, flip chart & paper



Section Objectives:

Develop tools and processes for evaluating volunteers

Section Instructions:

Begin with the case study on the PowerPoint

A supervisor received reports that a volunteer is becoming confrontational with victims calling into the 2-1-1. After speaking with the volunteer, you learn they have been told there are no more resources and they have not been trained on what to say to the callers. The volunteer is frustrated and feels helpless to assist the victims. What should the supervisor's feedback include?

1. Acknowledgement of the frustration of unmet needs
2. A reprimand for mishandling calls
3. Dismissal of the volunteer
4. A review of the daily training and briefing process

Ask the participants, what should have been in place to see that this incident did not occur?

Ask the participants, who is accountable for ensuring the volunteers have the training they need?

Lecture:

This is a step often overlooked in volunteer management. If the organization provides a job description, an orientation and training, in stands to reason it would want to ensure the volunteer was performing the services as requested and trained to perform. During a disaster there is generally more work than can be physically completed by the staff at hand. Therefore it is prudent to have easy-to-use performance appraisal forms that can provide the organization with the means to address high performers as well as substandard performers. If the organization has a performance appraisal process that would easily migrate over to the evaluation of volunteers, use it. If not, a performance appraisal checklist can be found in Appendix D.

The assigned supervisor should use the job description and the performance appraisal tool during training. This helps both the supervisor and the volunteer clearly understand what will be expected of them and how it will be measured. It also creates an opportunity for dialogue about what may be perceived as unrealistic expectations or unattainable objectives.

I&R professionals' surveyed following deployment to disaster sites indicated this was one of the most frustrating parts of their experience. They did not know what was expected, they were not always sure who their supervisor was and they felt abandoned by the organization during their shifts. Most did not get direct feedback about their performance other than "thank you" and could not determine if they were being thanked for just being present or if they had accomplished meaningful work. This could be true at some organizations regardless of whether a disaster has occurred. Performance appraisals should occur on a regularly scheduled basis. Supervision is often the first task that is set aside during an emergency, but it is also the worst possible step to eliminate, as it manages the human resource risks of the organization. A suggested schedule is below:

Throughout day 1 provide verbal feedback

End of Day 2; provide written feedback with acknowledgement of good performance and areas to increase skills, as well as a means to do so.

End of Day 3, verbal review is provided by supervisor.

End of service, if less than one week or end of Week 1 if volunteer is continuing for more than one week, written review.

End of each week of service until service completed, a written review.

An end of service provides a written appraisal and an exit interview.

A recommendation is that if the I&R professional is "on-loan" from another organization an arrangement should be made to provide the home 2-1-1 with a copy of a performance appraisal at the end of the volunteer service, especially if the deployed volunteer is being paid by their home 2-1-1.

It is critical to the well-being of staff and volunteers that they know and receive recognition for the challenging work they accomplish each day during a disaster (more about this topic is in Section 10).

Supervision extends past the time the volunteer leaves the site. Each volunteer should receive an exit interview and an opportunity to anonymously critique their experience. Each volunteer should receive a follow-up telephone call after returning home and depending on the severity of the disaster every week to two weeks for several months. Quarterly follow-up calls for up to a year after they return home is also advised.

Each volunteer should receive formal recognition for their work prior to leaving the site, if possible or within two weeks after their departure.
Virtual volunteers could receive daily e-mail or IM messages of thanks and their home supervisors should be receiving regular performance appraisals. More discussion on managing virtual volunteers can be found in Session 10.

A copy of performance appraisals should be kept in the volunteer's HR file. The DRT will request feedback on the performance of any professional they deployed to an incident site.

Ideas for disaster volunteer and staff recognition can be found in Appendix G.

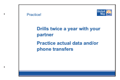
Action Plan:

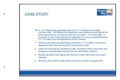
Upon returning, determine how your organization conducts performance appraisals and develop a volunteer appraisal plan that will work within the current structure.

Presentation Time: 10 minutes for large group exercise, 5 minutes for lecture, 15 minutes discussion, 5 minutes for case study 35 minutes

Presentation Style: Group exercise, large group discussion, lecture

Presentation Tools & Materials: Participant manual, PowerPoint Slides #17,18,19, Handout #9, flip chart & paper





Section Objectives:

Learn ways to incorporate the use of virtual volunteers in a disaster response.

Session Instructions:

Using handout # 9 cut out the issues and the examples lay them out and have the participants match them to each other and share thoughts when competed.

Lecture:

Throughout the training materials there have been references to the use of virtual volunteers to help in managing costs. This can be a successful strategy when coupled with strong planning and training. The use of virtual volunteers can occur by entering into a Mutual Aid Agreement with another 2-1-1 or specialized I&R, or it can occur by using one or more individuals working from their homes or another remote site. The technological issues are becoming much easier to overcome. Some of the lesser known challenges cited by 2-1-1s who have assisted affected organizations virtually include trust between the parties, consistent standards of service delivery, supervision, managing problems, communication and de-briefing. Some of these areas are addressed in Section 7 under Mutual Aid Agreements.

1 What agency would be a logical partner in an agreement to assist through virtual technology?
2. What attributes would be important to consider in developing those agreements?
3. At what point would your organization reach a threshold of the number of calls or resources that could be effectively managed? This should be considered whether you are the disaster affected organization or the support organization.
4. How will you prepare staff to manage work coming to them from another organization?

Review case study in large group discussion

The 2-1-1 in Maine has partnered with the 2-1-1 in Alabama to handle overflow calls. The Mutual Aid Agreement was developed and signed two years ago and only one practice drill has occurred - 13 months ago. A hurricane in now in the gulf and the Alabama 2-1-1 has contacted Maine's 2-1-1 to make sure the agreement will be honored. What are the most important steps for Maine 2-1-1 to take to ensure the agreement will work successfully if the Hurricane hits?

A. Verify the threshold for transferring calls; ascertain if there have been any changes in call specialist training, test the call transfer protocol.
B. Review all parts of the agreement and see if there have been any major changes.
C. Plan for a short drill for both parties to review and test the agreement

With the imminent arrival of a disaster, the parties may want to review the agreement first and then schedule a short drill to prepare both organizations.

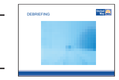
Action Plan:

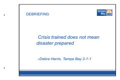
Who will you speak to regarding virtual volunteer capabilities when you return home? What questions do you want to have answered?

Presentation Time: 10 minutes for large group exercise, 5 minutes for lecture, 15 minutes discussion, 5 minutes for case study 1 hour, 15 minutes

Presentation Style: Lecture, large group discussion, small group discussion, Recording of calls

Presentation Tools & Materials: Participant manual, PowerPoint Slides #20, 21 22, flip chart & paper, CD recordings





Section Objectives:

Increase knowledge of need for debriefing in disaster response.

Learn steps for applying de-briefing processes in the 2-1-1 post-disaster setting

Increase knowledge of the stress reactions during and following a disaster response

Section Instructions: Lecture & Introduction to discussion

Following every disaster more research emerges about crisis incident de-briefing or trauma de-briefing. It is a practice that has played an important role in assisting first responders and disaster responders to manage the death, injury and devastation they experience in their routine jobs. American Red Cross and FEMA have recognized the emotional and physical toll of being a witness to death and destruction. I&Rs and Crisis Intervention Centers train their staff to become aware of stressors and in some centers, policies and procedures are in place for assisting professionals who experience particularly horrific calls. For example, some 2-1-1 centers require staff to meet with a supervisor after handling a suicide call and before taking the next call. The supervisor monitors the staff's reaction and determines if the staff person needs time to process the call and their emotional response. Those 2-1-1s who have experienced disasters and the resulting call surges state emphatically that disaster calls are different. Debra Harris, the 2-1-1 Manager for Tampa Bay area and a trained Crisis Responder said "crisis-trained does not mean disaster-prepared." Karen Hyatt, a veteran American Red Cross mental health professional and the Co-Chair of the AIRS Disaster Response Team said "Seasoned disaster workers with American Red Cross and FEMA know in advance that the assignment you are prepared to perform seldom ends up as what you find yourself doing". This describes disaster I&R.

There are many ways the impact of the disaster work manifests in 2-1-1 workers. Let's list what some of those reactions might be.

Large group discussion:

Capture the effects of working in a disaster. Then ask what do these effects mean to you as an organization?

Ask the following questions if the participants need more prompting.

1. What are the emotional and physical stressors you hear daily from 2-1-1 callers?
2. What would be the similarities and differences between daily 2-1-1 calls and disaster related calls?
3. How many times has the 2-1-1 been involved in managing callers who have lost loved ones or have children or family members missing? How would the 2-1-1 staff react if they took 100 missing persons calls per day?

4. Volunteers add a new dimension to managing a 2-1-1 center. Have you considered how you would manage the behavior of someone new in the center that is being impacted by the trauma of disaster calls?
5. Consider how a disaster could impact you. Describe the different ways you would react in calling the 2-1-1 seeking assistance.

Play the recording of disaster related calls. What emotional and physical reactions did they hear from the 2-1-1 Specialist?

Small group discussion:

Brainstorm techniques for preventing/intervening on disaster stress related symptoms.

Have the participants focus on:

1. Before the volunteers arrive at the disaster site
2. While they are working in the disaster 2-1-1
3. After the volunteer returns home

Action Plan:

What can you observe about your organization and how it assists employees and volunteers manage call induced stress?

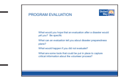
What would you improve, how would you improve?

SECTION 12 PROGRAM EVALUATION

Presentation Time: 15 minutes for large group exercise 15 minutes

Presentation Style: Large group discussion, small group discussion

Presentation Tools & Materials: Participant manual, PowerPoint Slide #23, flip chart & paper



Section Objectives:

- Increase the knowledge for reviewing organizational processes
- Develop processes for evaluating volunteer and volunteer management procedures

Section Instructions:

Brainstorming, capture information on flip chart:

What would they hope that an evaluation after a disaster would tell you? Be specific

What can an evaluation tell you about disaster preparedness plans?

What would happen if you did not evaluate?

What are some tools that could be put in place to capture critical information about the volunteer process?

Action Plan:

Determine how your organization would evaluate a new or existing program to determine its effectiveness.

END OF TRAINING

Presentation Time: 15 minutes for large group discussion, 10 minutes to complete written evaluation 25 minutes

Presentation Style: Large group discussion, Lecture

Presentation Tools & Materials: Flip chart, PowerPoint Slide #24, Evaluation, Handout #10

Section Instructions:

Ask the participants to name the action step they will take immediately upon returning to their organization.

Recognize the organizations that participated in developing the training manual

Ask the participants to complete the evaluation