EMERGENCY PREPAREDNESS & INCIDENT COMMAND SYSTEMS IN RESIDENTIAL
LIFE AT UNIVERSITY OF CALIFORNIA AT LOS ANGELES

BY

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THESIS

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**Abstract**

Currently the Office of Residential Life (ORL) at University of California at Los Angeles' supports the safety and well being of over 10,000 students living in on-campus housing. It is vital to have efficient safety and security protocols in the event of an emergency or natural disaster. Even though there are policies, procedures and training for Professional staff within the department, the first responders are required to collaborate with several other agencies such as the University police department, community service officers, residential hall access monitors, counseling and psychological services, emergency medical services and many other external agencies to react quickly to student emergent or day to day needs.

The major issue is that at this time there is not a standard incident management system that allows all organizations involved to respond or communicate in a uniform manner. Student Staff and/or Professional staffs generally are called to respond in emergency incidents, although UCLA is interested in implementing the use of Incident Command Systems (ICS) to help improve incident response, especially as it relates to natural disaster preparedness. The Resident Directors, whom lead emergency response in ORL are required to be trained on Disaster Preparedness, to improve emergency response. Table top exercises were implemented winter quarter to educate the staff on the basics of ICS followed by an evaluation of the Resident Directors knowledge of ICS, emergency response as well as readiness to take action in the event of emergency. It was found that most Resident Directors were ready to respond, but had little to no understanding of ICS. It was concluded that professional staff and student staff needed more training prior to the opening of fall 2011, so the safety and security committee implemented training sessions throughout August and September to help in the process.

## Acknowledgements

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**Chapter 1 Introduction**

**Introduction**

The Office of Residential Life (ORL) is a Student Affairs department located within On-Campus Housing. The Residential Life staff — comprising some 45 full-time staff, 300 student staff, plus 16 Faculty-in-Residence — is responsible for counseling, advising, programming, room assignments, conduct, discipline, emergency response, computer labs, and student computing education. The HHS staff is responsible for dining services, maintenance, housekeeping, front desk, access control systems, and financial management for over 10,000 live-in students  (About Residential Life, para. 2, 2011).

Based on the needs of a large quantity of live in students and staff the Office or Residential Life  has a Safety and Security Committee that comes together with campus and community partners to coordinate effective and efficient Emergency preparation and response.  After consulting with the ORL Assistant Director and chair of the Safety and Security committee concerning the needs of the Professional staff and students it was found that the Residents Halls Directors and Assistant Directors all have basic training on responding to lower level emergencies, although the critical elements, key players, task, contact persons etc are not clear. Therefore, there is a need for additional training for entry level and mid-level employees as it relates to Incident Command Systems in Higher Education, specifically in Residential Life.

The purpose of this project will be to operationalize the emergency response task for ORL's  first responders to student illness/campus epidemics, suicidal ideations, severe weather, death reporting and contacting students, as well as alcohol transportation, listing the key players, each person's  role and task as well as whom will take care of what task. This will also include Professional staff training and possibly a table top demonstration/training on executing the plans

for the Resident Directors. This will require the facilitator to acquire the following certifications:

CERT & ICS in Higher Education.

<center>**Certificates**</center>

**Description of Certificates**

**Emergency Preparedness Team Training & Development Tasks:**

- CERT Training: 7- three-hour sessions, list the components, 21 hours

- Red Cross/Hope International Mass Care Training: 8 hour intro to shelter development

- IS-100 & 200.HE Introduction to the Incident Command System, ICS-100, for Higher Education

- Training manual development and Spring TTD for Professional staff of UCLA Office of Residential Life - Residential Education

  - Develop Emergency Protocols and Procedures

  - 2 hour training on emergency response for first responders to suicide, death reporting and contacting students, as well as alcohol transportation, listing the key players, each person's  role and task as well as whom will take care of what task.

**Detailed Timeline:**

- Mass care training:  December, 2010, No certificate

- CERT Certification:  January 13-February 17th, 2011

- UCLA Safety and Security Meetings: February -17th – May 15, 2011

- IS-100 & 200 Online Certification: March 27th – April 8, 2011

- Mid-level Professional Team Training and Development Presentation

- Operationalize protocol and procedure booklet: March 16 – May 15, 2011

- Staff Training September 2011

**Red Cross/Hope International Mass Care Training**

**Introduction to Disaster**

This course provides basic information about disasters and its effect, outlines the role of agencies in disaster relief, and introduces American Red Cross Disaster Services to the public. This is a prerequisite to take any class listed below if you would like to become a disaster volunteer.

**Community Emergency Response Teams (CERT)**

"The Community Emergency Response Team (CERT) Program educates people about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations" (PerformTech Inc., 2011, para.5).

Jan 13  -  Lesson 1  -  Earthquake Awareness; Personal and Family Preparedness

Jan 20  -  Lesson 2  -  Disaster Fire Suppression

Jan 27  -  Lessons 3 & 4  -  Disaster Medical Operations and Mass Casualty Incidents

Feb 3  -  Lesson 5  -  Light Search and Rescue Operations

Feb 10  -  Lesson 6  -  Team Organization and Disaster Psychology

Feb 17  -  Lesson 7  - Terrorism and Homeland Security

**IS-100 & 200 Online Certification:**

Introduction to the Incident Command System, for Higher Education

**Course Description.**

ICS 100.HE, Introduction to the Incident Command System for Higher Education, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training.  This course describes the history, features and principles, and organizational structure of ICS.  It also explains the relationship between ICS and the National Incident Management System (NIMS). This course uses the same objectives and content as other ICS courses with higher education examples and exercises (FEMA, 2011, para. 3)

**IS-200.b - ICS for Single Resources and Initial Action Incidents**

ICS 200 is designed to enable personnel to operate efficiently during an incident or event within the Incident Command System (ICS). ICS-200 provides training on and resources for personnel who are likely to assume a supervisory position within the ICS (FEMA, 2011, para. 1)

**Course Objectives.**

At the completion of this course, you should be familiar with:

- ICS applications in incidents at higher education institutions
- ICS organizational principles and elements
- ICS position and responsibilities
- ICS facilities and functions
- ICS planning.

**Emergency Preparedness Team Training & Development Tasks:**

- CERT Training: 7- three-hour sessions, list the components, 21 hours

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## Chapter 2 Readiness Assessment for the Office of Residential Life

**Purpose of the Assessment**

"One of the critical functions of the Office of Residential Life (ORL) is to respond to routine and emergency situations within On-Campus Housing.  It is imperative that ORL staff follow proper protocols and procedures when responding to incidents.  It is recognized that each situation will have its own unique perspectives.  These protocols were developed as a road map to meet the multidimensional needs of the resident(s).  They were also created to help maintain the safety and security of our residents.  Through ORL's close relationships with housing and other campus colleagues (CSOs, UCPD, EMS, UCFD), we will maintain open lines of communication and continue to develop collaborative systems" (ORL Professional Staff handbook, 2010, p.4).  Incident Command Systems is a standardized, on-scene management tool to improve communication for meeting demands of small or large scale emergencies or non emergency situations. Some of the most important features ICS has to offer ORL and their campus partners are common terminology, management by objective, Chain of Command, Incident Action Plan, accountability and mobilization" (FEMA, ICS 100,  2011).

Resident Directors and Resident Assistants are usually the first responders in disasters, other emergencies and non-emergency situations in a residential community. On the "Incident Command Systems is one of the most critical components of a disaster preparedness system" (*Disaster Planning Drills and Readiness Assessment, 2003, para 1*).  It will be necessary to assess the readiness of the leaders of the residential community to respond in emergency situations as well as how to apply ICS to their daily duty rotations. The following assessment focuses on the Resident Director or Incident Commanders readiness to assume responsibility as well as their preparation for a disaster.

## Resident Director Assessment Tool & Results

| UCLA Office of Residential Life Resident Director Assessment | | | |
|---|---|---|---|
| Emergency Preparedness & Incident Command Systems 2011 | | | |
| **Questions** | **Yes** | **No** | **Not Sure** |
| Are you ready to assume accountability? | 9/11 | | 2/11 |
| Do you know the procedure on your campus for being mobilized/assigned to an incident? | 8/11 | 1/11 | 2/11 |
| Do you know the procedure for check-in? | 6/11 | | 5/11 |
| Do you have a checklist to help ensure that you receive all needed information? | 5/11 | 3/11 | 3/11 |
| Do you know what ICS forms your institution uses? Do you have copies of these forms? | 3/11 | 6/11 | 2/11 |
| Have you assembled a travel kit containing any special technical information (e.g., maps, manuals, contact lists, and reference materials)? | 6/11 | 5/11 | N/A |
| Have you prepared personal items needed for your estimated length of stay, including medications, cash, credit cards, etc.? | 6/11 | 5/11 | N/A |
| Have you made arrangements to take care of your personal and home matters? | 2/11 | 7/11 | 2/11 |
| Do you know the demobilization procedures? | N/A | 7/11 | 4/11 |

**Comments & Action Steps:**

**Rieber Court:**
- Print updated rosters for RT twice per quarter (already done once per quarter)
- Prepare personal emergency kit for family
- Review other case studies from different universities to research best practices

**Sun Sprout:**
I would love more information on this whole process

**Hedrick Court:**
I took the ICS courses a few summers ago, but don't remember too much to be honest.

**Southside:**
- After filing out this form, I feel that I have a lot to learn in this area.
- Will read the Redbook
- I feel much unprepared for emergencies. Much of it is due to my own lack of initiative. Based on the Resident Director Assessment it was concluded that Resident Directors

throughout the Office of Residential Life are prepared to take accountability and assume a

leadership role in the state of an emergency.  This group of professional staff members is clear of

what their job expectations are and are ready to act or react, although they are unfamiliar with the

terminology used for CERT and ICS. All Resident Directors are required to complete CERT

within two years of their appointment into their Career position, although ICS training is optional

for all and underutilized. This assessment gives the Safety and Security Committee the

opportunity to work together with campus partners, the ICS point staff from ORL and the

Resident Directors to improve duty response. Case Studies based on incidents that are most

probable in this environment will be developed and used as Table top exercises to help Resident

Directors process, evaluate and improve their emergency response protocols.

## Chapter 3 ORL Case studies

**Tabletop Exercise for Professional Staff**

**Instructions**:

Using the Acute Gastroenteritis on "the Hill" narrative report please apply what you know about the Office of Residential Life duty Process, Incident Command systems as well as CERT to improve the scenario for the future.

- Break up in 4 groups based on each Court Rieber Court, Hedrick Court, Dykstra-De Neve as well as Sun- Sproul.

- Assign a Duty RD or Incident Commander

- Review the Scenario, Incident briefing and organizational Chart

- Incident Commander use the assignment list to delegate roles or branch managers

- Utilize the map of Sproul hall to and ICS 201 form mapping/sketching tools to map to the scenario

- Use the questions below to guide your group

- Prepare a presentation of your findings, conclusions and suggestions for improvement for the group

**Situational Awareness**

- What do we know?

- What can we safely assume?

- Where and how will you acquire more information?

- What do you need to do right now?

- What are your immediate priorities?

**Notification and Mobilization**

- How will the situation be communicated to staff?

- What information is needed immediately?

- Who is needed where?

**Organizational Response**

- Who's the leader/in charge of the incident?

    - What groups need to be involved right now?

    - Who's the leader of ORL's operation?

- What functions/tasks are of utmost priority?

- What coordination is needed?

- What resident interests need to be protected?

**Working the Incident**

- How will ORL priorities be established?

- What are the short term goals and concerns?

- What factors influence your decision making?

- Is there anyone who is not in this room who needs to be for this event?

- What's the plan?

    - How was this plan developed?

**How will you communicate with:**

    - Each other?
    - Students?
    - Parents?
    - Campus EOC & Other Departments?
    - Media?
    - What information and messages need to be pushed out?

**Narrative Summary Report for Acute Gastroenteritis on "the Hill"**

**Summary**

**Issue:** A specific statement of the problem, plan or procedure that was observed.

**Problem:** Winter quarter 2011 a total of 66 unique students reported to the University of California at Los Angeles, Arthur Ashe Student Health Center with similar symptoms of the contagious disease, Acute Gastroenteritis effecting 8 On Campus Housing Residential Communities as well as off campus apartment dwelling students. Due to the significant impact to the On Campus Housing Residential Communities, the Office of Residential Life (ORL) spear headed a coordinated response to support the student population consisting of the following campus and community partners: ASHE, ORL, Environmental Health & Safety (EH&S), UCLA Medical Center (ER), EMS, and the LA County Public Health.

**Plan & Procedures:** Coordinated communication, Health Alert to students via email, fliers etc. Treatment at the ASHE Center or the UCLA Medical Center for severe cases. Housekeeping services were increased to keep all communal living spaces (lounges, water fountains, door knobs, rest rooms) clean; hand sanitizer was also placed in every dining hall and front desk. Finally Viral cultures were collected which were negative.

**Discussion:** A discussion of the issue and its specific impact on operational capability. Due to the close proximity or communal living of ORL, over 10,000 students living On Campus commuting back and forth from Main campus for courses, sharing a living space, lounges, dining halls and bathrooms many students would be at risk of contracting Acute Gastroenteritis if this incident was not regulated properly. A coordinated response and risk reduction plan would be necessary in this case.

**Corrective Action Recommendation:** Recommended course(s) of action to improve performance or resolve the issue to improve operational capability.

Immediately following the resolution of this case a debriefing session was held to evaluate the success of the coordinated response, what could be improved and what needed more attention for the future.

**Recommendations for the Future:**

Create Awareness of the issue, Utilize the Health Alert to notify the student body, De-escalate panic regarding the outbreak and Inform students about transmission/symptoms/care etc.

Acute Gastroenteritis on "the Hill"

**Monday, January 24th at 1:00 pm**

The Arthur Ashe Student Health Center was notified of the presence of Acute Gastroenteritis in Sproul Hall

**Tuesday, January 25th at 4:30 am, 6:50 am, 8:38 am and 9:00 am**

- Reports of vomiting in the 5th floor lounge and bathroom were given to the Resident Assistant.

- There were several reports of resident on the floor becoming grossly ill over the next 5 hours.

- The Resident Assistant contacts the Duty RD as well as informs his buildings Resident Director of the situation

- 13 student visits to Ashe, students living outside of Sproul, including Hedrick, Rieber, and University Apartments

**What roles play a part in this case?**

- Incident Commander, Liaison Officer, Safety Officer, Health Group, Search Group, and Investigation Group.

- The Incident commander is the only role that must exist in all situations and depending on the length of time, number of people affected, the scalability and the span of control.

Initially the Resident Assistant is acting as the ***Incident Commander*** or person in charge and leading this incident. When he/she contacted the Duty RD then his buildings Resident Director they assume responsibility of the situation as the more qualified Professional. Now the Resident Director will be considered the ***Incident Commander***. The RA reported the incident in detail to the RD orally and written via Incident report, this process is also called ***Briefing***. The Incident

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Commander is needed to implement the incident action plans or methods planned to manage the incident over a period of time.

The RD assuming control of the situation as a more qualified Professional is considered the process of ***Transfer of Command.***

**12:15 pm.** During lunch the RD of Sproul Hall ran into 2 ORL Assistant Directors that notified her Environmental health & Safety would be in her building and hazmat.

**2-5pm Ashe (Student Health Center) Operation Response**

- Treatment guideline

- Tracking information

- Ordering ORT (Pedialyte)

- Housekeeping notified increase cleaning of Ashe Restrooms.

- Website updated

- Ashe clinical staff notified

- Contact made with ORL, ER, EMS, LA County Public Health

- 3 viral cultures collected, negative to date.

- 6 More Students visit to Ashe Center

Due to the **c**omplexity, increasing size of the scope of this incident, impacting several students and residence halls and off campus housing it is necessary to activate other **Roles**, **Sections** and **Groups** to effectively manage the incident. Campus partners outside of the Office of Residential Life were also required to manage the incident. This incident required multiple roles, sections and groups due to the complexity of the issue, necessary involvement of campus partners and outside agencies so that the **Span of Control (manageable resources and subordinates)** was manageable for the Incident Commander.

*Operations Sections*: Lead by the RD whom is the Operations Section Leader as well as the Incident Commander in this incident.

*Liaison Officer:* The RD also acts at the Liaison Officer as she will be the communication hub representing ORL and coordinating the response with representatives from each agency with their representatives.

*Safety Officer:* The RD will also need to monitor the safety/hazard of the overall incident as it may severely impact the student community.

*Public Information Officer:* The Live-ON Assistant Director and Housing liaison normally has a higher rank within the Office of Residential Life than a Resident Director, although in ICS the most qualified person to assume responsibility as the Incident Commander for the situation may not be the individual with the highest rank. In this case the AD will be a member of the *Command Staff*, responsible for interfacing with the public and media or with other agencies with incident-related information requirements. Specifically ORL Housing partners, EH & S, UC Medical Center as well as the Ashe Center.

- *Staging Area* for possible triage in the Hall Study Lounge

- *Health Group* Ashe, UC Medical Center and EH & S

- **Search Group** UCPD

- **Investigation Group** Resident Assistants as they collect information/record which students are ill and where they currently live. They also report this information to the Duty RD or RD of the building.

**3pm ORL Continued Response**

- Resident Directors requested information for the RA of whom were the sick residents on their floor

**5-7pm ORL Continued Response**

- Notice went out to all students that live on the Hill at 5:00pm

- Tracking notices from RAs/RDs for each case were posted on all floors in Sproul Hall by 7pm.

The Resident Assistants (RA's) were required to report the list and location of students that were ill and confirmed cases were reported by the Ashe Center. The reports distributed and posted on the floors and throughout the other buildings is a form of Resource Tracking to keep people updated on the status of the situation.

**Wednesday, January 26th**

**11:00 am.** The Resident Director of Sproul hall notified the Residence Hall Manger

the need to request the extra housekeeping to help prevent further spreading of the illness.

Cleaning was: door knobs, elevators, lounges, water fountain, restrooms

*14 students visit the Ashe Center- Impacting Hedrick, Summit, Hitch, Dykstra, and off campus housing.

**3:00 pm.** All Resident Hall Managers (RHM) were notified that additional cleaning and information was to be provided Hillwide.

After 4pm Purell was made available at the Front Desk of the Buildings

Again this is a ***Complex*** incident which requires the Incident Commander to take on multiple roles the same general area and requires ***Unified Command.*** This incident requires multiple UCLA departments and outside agencies to work together crossing political jurisdiction for this incident, which is considered Unified Command.

**Thursday, January 27th**

*16 students visit the Ashe Center - Rieber, Canyon, Hitch, Dykstra, and Delta Terrace.

**Friday, January 28th**

*11 students visit to the Ashe Center - Housing information pending

**Tuesday, February 1st**

*7 visits to the Ashe Center - Housing information pending.

*Based on physicians notes a total of 66 unique students were confirmed to have Acute Gastroenteritis by Monday, February 1st.*

**Wednesday, February 2nd**

ORL, the Ashe Center, Housing and Hospitality and Environmental Health & Safety all met to debrief/hotwash after the situation.

**Narrative Summary Report for "A Search for a Suicidal Student"**

Issue: A specific statement of the problem, plan or procedure that was observed.

Problem: A distraught student who had left behind a suicide note in his bedroom could not be located. This incident was reported to the Resident Director On-Call (Duty RD), involving the University of California Police Department (UCPD), the resident assistant of the floor, and friends of the missing student.

Plan & Procedures: Over the course of the next few hours, Duty RD continued to provide information to UCPD Officers who were out in the surrounding community looking for the Summit Resident. Duty RD was been in constant communication with the students RA, floor mates, roommates and UCPD while the student's whereabouts were being located. The Duty RD was responsible for following up with UCPD, meeting with the student's roommates as the student was located.

Discussion: A discussion of the issue and its specific impact on operational capability. The Resident Assistant, friends and floor mates of this student were emotionally impacted by this situation. Duty RD provided counseling to each of the students involved that may have been distraught. Once found Duty RD was contacted, and since the student may have been a danger to himself he was counseled by the UCLA's Counseling and Psychological Services (CAPS) clinicians. The student would ultimately be transported and receive treatment at the UCLA Medical Center for his own safety.

Corrective Action Recommendation: Recommended course(s) of action to improve performance or resolve the issue to improve operational capability.

**Recommendations for the Future:** Duty RD was the only Resident Director on point for this situation and would have preferred more relief or transfer of responsibilities to lighten the psychological and physical impact of this situation to better serve the resident. The UCLA Residential Education staff debriefed in their regular scheduled meeting although this was without the support of campus partners or their CAPS liaison.

# A Search for a Suicidal Student

**Tuesday, May 31st at 1:40 am**

- Duty RD was contacted by a Summit Resident Assistant (RA) to report that UCPD was en route to Hedrick Summit to search for a student who had left behind a suicide note in his bedroom and could not be located.

Initially the Resident Assistant is acting as the ***Incident Commander*** or person in charge and leading this incident. When he/she contacted the Duty RD then his buildings Resident Director they assume responsibility of the situation as the more qualified Professional. Now the Resident Director will be considered the ***Incident Commander***. The RA reported the incident in detail to the RD orally and written via Incident report, this process is also called B***riefing***. The Incident Commander is needed to implement the incident action plans or methods planned to manage the incident over a period of time.

The RD assuming control of the situation as a more qualified Professional is considered the process of ***Transfer of Command.***

**2:00 am.**

- Duty RD continued to provide information to University of California Police Department (UCPD) Officers who were out in the surrounding community looking for the Summit Resident.

- Duty RD has been in constant communication with the students RA, floor mates, roommates and UCPD while the student's whereabouts is being located.

**4:00 am.** The student had still not been located

In this incident UCPD is acting as the ***Search Group*** as they attempt locate the missing student and the Duty RD is the ***Investigator or Investigation Group,*** collecting information from all

parties involved to report to UCPD. This is a great example of the Incident Commander taking charge on many different levels because this is NOT a _**Complex**_ incident. In this incident the Duty RD acts as the entire Command Staff because the _**Span of Control,**_ complexity and there is very little coordination necessary with outside agencies for less than 24 hours. Less than 7 people were impacted directly by this incident therefore the span of control was manageable for the Duty RD.

**Wednesday, June 1st**

**9:00 am**

- Duty RD followed up with UCPD this morning to get more information on the case.
- Detective Acada has been assigned this case and Duty RD is awaiting him to return his voicemail.
- Duty RD will be checking in with the student's roommate and will be meeting with the student as soon as he is located.

**11:00 am**

- Student the student was found behind the residents hall, rocking back and forth still distraught
- The Duty RD from the previous Night attempted to counsel the student and moved forward with contacting the Counseling and Psychological Services (CAPS) Office and UCPD.
- CAPS and UCPD decided to have the student transferred to the UC Medical Center for observation and treatment

At this time the _**1st Priority**_ of the Incident Commander is **life_saving_** or make sure that the resident can keep themselves safe! The Duty RD coordinating the response with UCPD, CAPS

as the Health and Safety personnel is an example of ***Unified Command*** since these 3 agencies (ORL, UCPD and CAPS) are collaborating to help this student and the students impacted.

**1:00 -2:30 pm**

Duty RD Andrew reported the situation in detail to the Residential Education Team (ADs, RDs and ARDs).

- They were able to process the situation with one another and support RD Andrew

- The group also came up with recommendations to better support the Duty RD as well as the students involved in this type of situation by involving CAPS, the Live-ON AD as well as another RD in their court or if the RD of the building  if they were not Duty RD.

In this incident the Duty RD, Resident Assistant, UCPD and CAPS were the only staff involved. It would be helpful for ***a Transfer of Command*** to have taken place so that the Duty RD would have a break or rest from such an emotional and physically draining incident. This may have more positively impacted the community if another RD or AD assumed the role as the Incident Commander.

**Chapter 4 Training and Programs**

**Programs for the Residence Halls**

**Emergency Preparedness #13216 (April 7<sup>th</sup>, 2011).**

Build emergency kits and learn about ways to be more prepared for earthquakes and more!

This program will educate residents about steps they can take to being better prepared for

emergency situations. There will be a presentation on which items should be included in an

emergency kit and why they are important to have. The residents will then build their own kits to

keep. This program will foster student development by teaching residents useful life skills in

dealing with such situations. This is especially relevant because they are becoming more

independent and living away from home.

**Emergency Preparedness Kits! #14120 (May 28<sup>th</sup>, 2011).**

Be prepared with your very own emergency kit made with things easily available to you!

Since there is no way to predict when an earthquake will happen, it is better to be prepared for

anything at any time. This program will allow residents to build an emergency kit that will last

an individual 2 days should they ever need it. All the essentials will be packed into a 'grab-and-

go' bag for easy storage and use. Residents will also be able to learn about other emergency

preparedness techniques, such as how to create an evacuation plan, what UCLA is doing to

protect its students, and how to become certified in CPR and First Aid. There will also be a

discussion about how disasters affect the population and how being prepared can help minimize

damage and fatalities.

**Build your own Emergency Kit #14132 (May 18<sup>th</sup>, 2011).**

Be prepared with your very own emergency kit made with things easily available to you!

Since there is no way to predict when an earthquake will happen, it is better to be prepared for

anything at any time. This program will allow residents to build an emergency kit that will last an individual 2 days should they ever need it. All the essentials will be packed into a 'grab-and-go' bag for easy storage and use. Residents will also be able to learn about other emergency preparedness techniques, such as how to create an evacuation plan, what UCLA is doing to protect its students, and how to become certified in CPR and First Aid. There will also be a discussion about how disasters affect the population and how being prepared can help minimize damage and fatalities.

### Midnight Pancakes + Emergency Prep #14241 (June 2$^{nd}$, 2011).

Take a break from studying for finals with some late-night pancakes and some information about preparing for emergencies.

During finals week, our residents suffer from extreme stress and sleep deprivation because they are constantly studying. This program will encourage them to take a break, which is good for their mental health and will help decrease testing anxiety.

In order to teach our residents a new life skill for the quarter, we will tie in elements of emergency preparedness into our program. We will make fliers for our residents describing the essentials of emergency preparedness. We will discuss recent national disasters, such as the earthquake in Japan and hurricane Katrina. We will also discuss the fallout of those natural disasters, as seen on the news and as discussed in the common book Zeitoun. To encourage our residents to pay attention to this aspect of the program, there will be a brief quiz that residents can fill out about emergency preparedness. If they take the quiz, they can be entered into a drawing for a free first aid kit.

We will have this program at 9:30pm on June 2nd in the lobby by our floor's elevators. Mateen

and I will prepare pancakes and purchase some beverages for the program. As the pancakes are being prepared, we will discuss emergency preparedness.

**The Measles Initiative, sponsored by the Red Cross #12400 (April 20th, 2011).**

The goal of the event is to raise money for measles vaccinations in developing countries. Some of these countries lack both the funds and/or the public health facilities to vaccinate their population. This program will entail a combination of live performances of different bands and a cappella groups coupled with live auctions of various donated gifts. The program will alternate between live performances and the live auction portion of the event.

During the live auction portion of the event, the Measles Initiative will be presenting information about the countries affected by measles. These presentations will incorporate various statistics and facts about measles, effectively educating residents about this disease in the 3rd world countries. For those not interested in the performances we also plan to have games, such as carnival games, in the background as another source of fund raising.

The event will be accepting suggested donations as well as any funds raised from the live auction. There will be no admission fee.

**EMS on The Hill #14250, sponsored by Emergency Medical Services (May 11, 2011).**

In collaboration with ORL, Red Cross, EMS will be giving live demonstrations, an ambulance tour, presentation, questions and answer in order to get residents of UCLA Residential Life and Residents Assistants more familiar and comfortable with their presence on the Hill during Emergency Response. This will also help with EMS recruitment for the Fall 2011-2012 school year.

**Safety & Security Programs**

**American Red Cross:  Be Red Cross Ready Program** (*Fall Quarter*).

A program instructing people what to put in, and how to assemble, an emergency kit in their home.  The program then goes on to explain how to create an emergency plan with your family members and how to execute it correctly.

*Future Plan*: This will be given to all Resident Assistants on *September 9, 2011* and students will have the option of signing up during moving in weekend.

**Shake Out, Don't Freak Out: (***Fall Quarter).*

The Great California Shake Out is a program that sets a date where all registered participants practice emergency techniques and plans for earthquakes.  Participants practice the "Drop, Cover, and Hold On" method of handling an earthquake situation, and then go on to practice the emergency plan specific to their location. At UCLA on "the Hill" there are over 10,000 residents that will be recruited to sign up for this event in the fall.

**Red Cross LA: Bruins.**

Site to buy first aid kits and emergency kits at a special price for UCLA students and staff.  RA's will be given first aid materials as well as a Grab and Go Emergency bag. These will be tools that they can use in an emergency to care for themselves as well as the 90 students they supervise. RA's specifically use this information programmatically to promote responsible citizenship and safe environment.

**Safety & Security Training Sessions for Student Staff Fall 2011**

   All student staff that will work as Resident Assistants or Student Leaders for the Office of Residential Life at UCLA is required to attend two full weeks of training in preparation for their role as first responders, programmers and community builders in the residential community. Training consists of revisiting student development theory, social justice, programming, funding, counseling, first aid, and emergency response modules. The Safety and Security committee works with campus partners as well as internal committee members to facilitate the training modules effectively to students and Professional staff. Below are the planned training sessions focused on safety, security and emergency response for Fall 2011 training.

   **September 6, 2011 1-6pm.**

1.) First Aid/CPR/Duty Protocol

2.) Be Red Cross Ready Program

3.) Smoke school / online fire tools

4.) Fire extinguisher training

5.) Grab & Go kits /Evacuation

6.)  Emergency / Earthquake Preparedness with Red Cross partners

   **September 10, 2011, 9-5 pm.**

Behind Closed Doors (Practical for Emergency Response)

   **September 12, 2011, 6-8 pm.**
Fire Drills for All Communities

## Chapter 5 Summary & Definitions

**Summary**

The Office of Residential Life at University of California in Los Angeles has worked to develop protocols and procedures to ensure the safety , security  growth and development of their students and professional staff. The major issue addressed in this Thesis is the lack of a standard incident management system that allows all organizations involved to respond or communicate in a uniform manner. The knowledge of the Resident Directors was accessed, reinforced through table top exercises as well as training sessions by the Safety and Security committee to implement basic emergency response training for all student staff.

The Resident Director assessment  revealed the necessity of the development of case studies based on real incidents at UCLA within on-campus housing to help the Resident Directors apply incident command systems to their normal protocols and procedures. For all 350 Resident Assistants and/or student staff  table-top and large-scale training related to first-aid, CPR, fire procedures, disaster and earthquake protocols were implemented during their September training. To follow-up with this training, the Red Cross in collaboration with the Office of Residential Life created *Be Red Cross Ready* as well as Part 2 to the disaster preparedness training for this Fall as a part of student staff continuing education. Student programs from the 2010-2011 school year, although executed successfully were isolated to less than half of the current on campus housing facilities.

Future recommendations for the continued improvement of Safety and Security within on campus housing including the development and implementation of a standard incident management system are the following: Continuing education for Resident Directors and campus partners on psychological safety, more table-top exercises, live-scale simulated disaster

preparedness and emergency response as well as similar simulations for student staff. For student programming it would be best to implement prevention/preparedness programs at least once a year per building, house or suite.

**Basic Incident Command Systems Definitions**

The following positions are considered key roles in disaster management in the ICS model. They may be seen as the "executive committee" and direct the rescue and recovery efforts:

INCIDENT COMMANDER (1C)

The *Incident Command* (1C) will coordinate overall emergency/disaster. It is the IC's responsibility to inform the Campus Emergency Operations Center (CEOG) of the effect of the disaster on the On-campus Housing Facilities and the condition of residents and staff.

This role is assigned to the highest ranking individual on scene. The Incident Command position can and will change hands as higher ranking and/or more experienced individuals arrive on site.

SAFETY OFFICER (SO)

This individual's role is to develop and recommend measures to the 1C for assuring personnel health and safety and to assess and/or anticipate hazardous and unsafe situations. The Safety Officer also develops the Site Safety Plan, reviews the Incident Action Plan for safety implications, and provides timely, complete, specific, and accurate assessment of hazards and required controls.

PUBLIC INFORMATION OFFICER (PIO)

This individual's role is to develop and release information, in cooperation with campus PIO, about the incident to the news media, incident personnel, and other appropriate agencies and organizations.

LIASION OFFICER (LO)

This individual's role is to serve as the point of contact for assisting and

coordinating activities between the 1C and various agencies and groups. Within

H&HS, this may be the person assigned to communicate with other UCLA agencies to

coordinate rescue/recovery efforts (UCLA Housing and Hospitality Services, 2010). The

following breaks down the different sections that report to the 1C that support

the rescue/recovery efforts. The head of each of these sections is called a "Section Chief."

Refer to the previous diagram for a visual graph of the chain of command

reporting structure in the ICS model.

OPERATIONS SECTION

This section is responsible for processing and prioritizing incoming emergency

reports and deploys staff in response to critical conditions. This section also

establishes field command posts (e.g. Front Desks)

 Example tasks:

- Takes incoming calls and reports via phone/radio/runners.

- Primary contact for field command posts (e.g. Front Desks)

- Acts as the "eyes and ears" for the group.

- Deploys staff/resources as directed by Planning Section.

PLANNING SECTION

This section is responsible for collecting, evaluating, display and disseminate

incident information and status or resources. This group manages information.

Example tasks:

- Updates status boards.

- In conjunction with 1C develops plans of rescue/recovery.

- Give information back to Operations Section to deploy staff.

LOGISTICS SECTION

This section is responsible for providing material support and services for the

incident response.

Example tasks:

- Ordering extra food/supplies.

- Establish contact with outside vendors.

- Monitors supply levels.

- Assisting campus with supplies requests.

FINANCE/ADMINISTRATION SECTION

This section manages the purchases and acquisitions of resources in conjunction

with the Logistics Section.

Tracks all incident related costs such as:

- Personnel (e.g. Labor, Overtime, Contract Labor)

- Equipment Costs and tracks use.

- Tracks resources used in emergency response.

- Manages documentation for Recovery Mission in conjunction with State/Federal

- (FEMA/DHS) officials

- Coordinates recovery payments

**Note that no section works independently! Also, one person may cover many roles!**

(UCLA Housing and Hospitality Services, Incident Command Systems Section, p.2, 2010).

**ICS Definitions**

ICS is based on the following 14 proven management characteristics that contribute to the strength and efficiency of the overall system (FEMA, 2011, ICS Definitions section).

- Common Terminology

- Modular Organization

- Management by Objectives

- Incident Action Planning

- Manageable Span of Control

- Incident Facilities and Locations

- Comprehensive Resource Management

- Integrated Communications

- Establishment and Transfer of Command

- Chain of Command and Unity of Command

- Unified Command

- Accountability

- Dispatch/Deployment

- Information and Intelligence Management

**Common Terminology:** ICS establishes common terminology that allows diverse incident management and support organizations to work together across a wide variety of incident management functions and hazard scenarios. This common terminology covers the following:

- **Organizational Functions:** Major functions and functional units with incident management responsibilities are named and defined. Terminology for the organizational elements is standard and consistent.

- **Resource Descriptions:** Major resources—including personnel, facilities, and major equipment and supply items—that support incident management activities are given common names and are "typed" with respect to their capabilities, to help avoid confusion and to enhance interoperability.

- **Incident Facilities:** Common terminology is used to designate the facilities in the vicinity of the incident area that will be used during the course of the incident.

Incident response communications (during exercises and actual incidents) should feature plain language commands so they will be able to function in a multijurisdictional environment. Field manuals and training should be revised to reflect the plain language standard.

**Modular Organization:** The ICS organizational structure develops in a modular fashion based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident. When needed, separate functional elements can be established, each of which may be further subdivided to enhance internal organizational management and external coordination. Responsibility for the establishment and expansion of the ICS modular organization ultimately rests with Incident Command, which bases the ICS organization on the requirements of the situation. As incident complexity increases, the organization expands from the top down as functional responsibilities are delegated. Concurrently with structural expansion, the number of management and supervisory positions expands to address the requirements of the incident adequately.

**Manageable Span of Control:** Span of control is key to effective and efficient incident management. Supervisors must be able to adequately supervise and control their subordinates, as well as communicate with and manage all resources under their supervision. In ICS, the span of control of any individual with incident management supervisory responsibility should range from

3 to 7 subordinates, with 5 being optimal. During a large-scale law enforcement operation, 8 to 10 subordinates may be optimal. The type of incident, nature of the task, hazards and safety factors, and distances between personnel and resources all influence span-of-control considerations.

**Management by Objectives:** Management by objectives is communicated throughout the entire ICS organization and includes:

- Establishing overarching incident objectives.

- Developing strategies based on overarching incident objectives.

- Developing and issuing assignments, plans, procedures, and protocols.

- Establishing specific, measurable tactics or tasks for various incident management functional activities, and directing efforts to accomplish them, in support of defined strategies.

- Documenting results to measure performance and facilitate corrective actions.

**Integrated Communications:** Incident communications are facilitated through the development and use of a common communications plan and interoperable communications processes and architectures. The ICS 205 form is available to assist in developing a common communications plan. This integrated approach links the operational and support units of the various agencies involved and are necessary to maintain communications connectivity and discipline and to enable common situational awareness and interaction. Preparedness planning should address the equipment, systems, and protocols necessary to achieve integrated voice and data communications.

**Incident Facilities and Locations:** Various types of operational support facilities are established in the vicinity of an incident, depending on its size and complexity, to accomplish a

variety of purposes. The Incident Command will direct the identification and location of facilities based on the requirements of the situation. Typical designated facilities include Incident Command Posts, Bases, Camps, Staging Areas, mass casualty triage areas, point-of-distribution sites, and others as required.

**Comprehensive Resource Management:** Maintaining an accurate and up-to-date picture of resource utilization is a critical component of incident management and emergency response. Resources to be identified in this way include personnel, teams, equipment, supplies, and facilities available or potentially available for assignment or allocation. Resource management is described in detail in Component III.

**Comprehensive Resource Management:** Maintaining an accurate and up-to-date picture of resource utilization is a critical component of incident management and emergency response. Resources to be identified in this way include personnel, teams, equipment, supplies, and facilities available or potentially available for assignment or allocation. Resource management is described in detail in Component III.

**Accountability:** Effective accountability of resources at all jurisdictional levels and within individual functional areas during incident operations is essential. Adherence to the following ICS principles and processes helps to ensure accountability:

- Resource Check-In/Check-Out Procedures
- Incident Action Planning
- Unity of Command
- Personal Responsibility
- Span of Control
- Resource Tracking

**Dispatch/Deployment**: Resources should respond only when requested or when dispatched by an appropriate authority through established resource management systems. Resources not requested must refrain from spontaneous deployment to avoid overburdening the recipient and compounding accountability challenges.

**Information and Intelligence Management:** The incident management organization must establish a process for gathering, analyzing, assessing, sharing, and managing incident-related information and intelligence.

**Unity of Command** means that each individual has a designated supervisor to whom he or she reports at the scene of the incident.

**Unified Command** allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.

**Chain of Command** refers to the orderly line of authority within the ranks of the incident management organization.

**Establishment and Transfer of Command:** The command function must be clearly established from the beginning of incident operations. The agency with primary jurisdictional authority over the incident designates the individual at the scene responsible for establishing command. When command is transferred, the process must include a briefing that captures all essential information for continuing safe and effective operations.

**ORL Speak**

**Here's a glossary of some ORLisms; if you ever get confused with acronyms or jargon, just ask for clarification.**

**AD** Assistant Director

**ARD** Assistant Resident Director

**ARHM** Assistant Residence Hall Manager

**CSO** Community Services Officer

**CSO Sup** CSO Supervisor

**CST** Computer Support Technician

**CSW** Community Service Worker

**EMTs** Emergency Medical Technicians

**EPC** Educational Programs Committee

**FC** Facilities Commissioner

**FIR** Faculty-in-Residence

**FSL** Fireside Lounge

**HHS** Housing & Hospitality Services

**IPC** Intercultural Programs Committee

**LCC** Learning Center Consultant

**MRS** Meeting Room Services

**OA** Office Assistant

**OCH** On Campus Housing

**OCHC** On Campus Housing Council

**OCHM** On Campus Housing Maintenance

**OTS** On-The-Spot Award

**PA** Program Assistant

**PDR** Private Dining Room

**PRB** Policy Review Board

**PSC** Program Support Coordinator

**PST** Program Support Technician

**RA** Resident Assistant

**RD** Resident Director

**RESTV** Residential Television 22

**RHA** Residence Hall Association

**RHEC** Residential Health Education Committee

**RHM** Residence Hall Manager

**RLCC** Residential Learning Center Consultants

**RLT** Residence Life Leadership Team

**RTS** Resident Technology Supervisor

**SAM 1** Student Access Monitor Supervisor

**SL** Student Leader

**STC** Student Technology Center

**UCFD** University of California Fire Department

**UCPD** University of California Police Department

**EMS:** Emergency Medical Services that Resident Assistants call upon when they encounter a resident with a potential or immediate health emergency.

**IN:** A position a Resident Assistant will hold when on duty staff for a night. As "IN", the student will serve as back-up for the RA who is "ON" duty.

**ON:** A position a Resident Assistant will hold when on duty staff for a night. As "ON", the RA is the duty RA and is responsible for the entire building from 7PM to 7AM. The duty RA is responsible for making a minimum of 3 complete rounds of their hall between 7pm and midnight on week nights and between 7pm and 1am on weekend nights. These rounds involve recording physical damage to the building, dangerous situations, and policy violations. The Duty RA completes a Duty Sheet, provided by the Front Desk. He/she also carries a radio with him/her at all times so that they may be reached by other staff members. ONs will also be called by the Duty RD each night to check-in and meet at their respective front desk

**Live on AD:** The Assistant Director who is currently living on "the Hill" within the residential community.

**Duty:** The RA staff in general is required to provide duty coverage on a rotational basis. Duty ensures the residents' safety and well-being while also noting any damage to the residential hall itself.

<div align="right">(UCLA ORL Handbook, Orlisms section, 2010)</div>

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## Appendix A: CERT Certificate

Completion of the Community Emergency Response Team (CERT) Program educates people about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills.

**FIRE DEPARTMENT**
## Certificate of Completion
be it hereby certified that

### Shalaurey Jones

has completed the Fire Department's official
COMMUNITY EMERGENCY RESPONSE TEAM
training. In the event of an earthquake or other disaster,
this member is qualified to serve as a civilian member of the
Community Emergency Response Team Program.

_____
Mayor

February 2011

_____
Councilperson, District ___5

_____
Fire Chief, Los Angeles Fire Department

**Appendix B: ICS 100 Certificate**

Completion of ICS 100.HE, Introduction to the Incident Command System for Higher
Education, introduces the Incident Command System (ICS) and provides the foundation for
higher level ICS training.

# *Emergency Management Institute*

**FEMA**

This Certificate of Achievement is to acknowledge that

**SHALAUREY L JONES**

has reaffirmed a dedication to serve in times of crisis through continued
professional development and completion of the independent study course:

**IS-00100.HE**
**Introduction to the Incident Command System**
**ICS-100 for Higher Education**

*Issued this 29th Day of April, 2011*

Vilma Schifano Milmoe
Superintendent (Acting)
Emergency Management Institute

0.3 IACET CEU

**Appendix C:  ICS 200 Certificate**

Completion of ICS 200 is designed to enable personnel to operate efficiently during an incident

or event within the Incident Command System (ICS).

# *Emergency Management Institute*



# FEMA

This Certificate of Achievement is to acknowledge that

## SHALAUREY L JONES

has reaffirmed a dedication to serve in times of crisis through continued
professional development and completion of the independent study course:

**IS-00200.b**
**ICS for Single Resources and**
**Initial Action Incident, ICS-200**

*Issued this 22nd Day of May, 2011*

Vilma Schifano Milmoe
Superintendent (Acting)
Emergency Management Institute

0.3 IACET CEU