Engaging Social Workers in Disaster Risk Reduction Across the Curriculum

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CSWE IASSW NACASSW

Disaster Planning, Management and Relief

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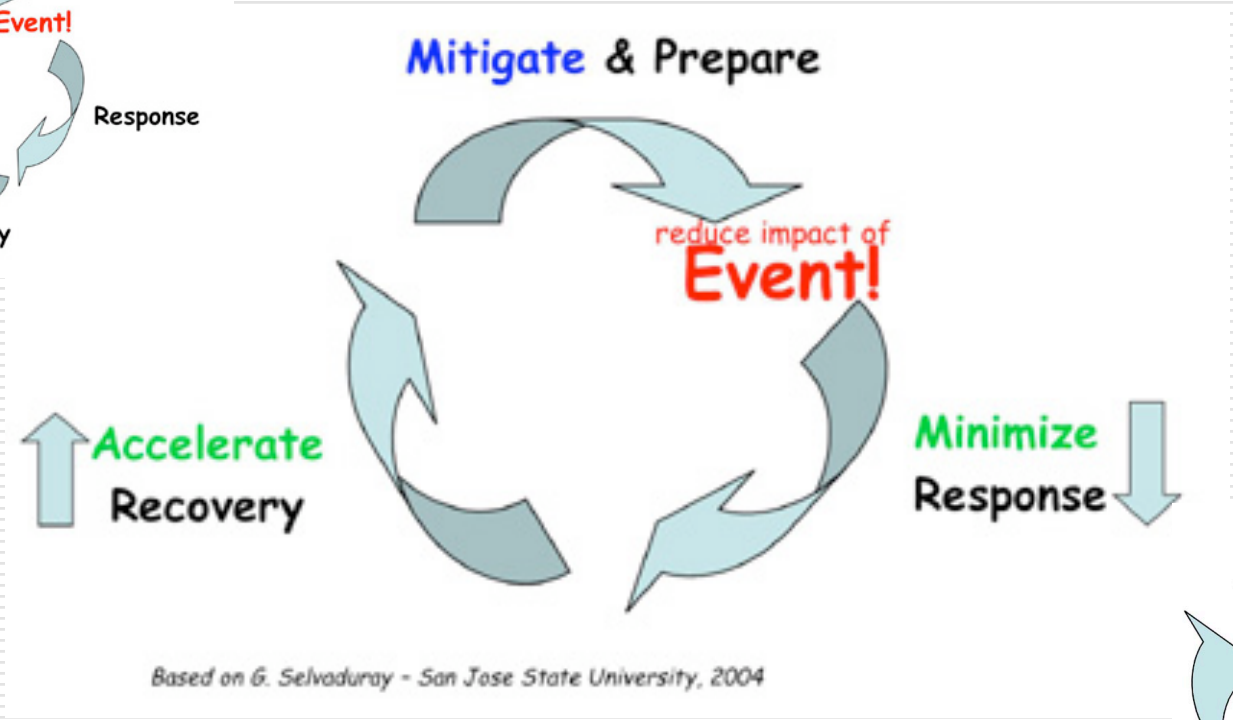
Speaker's background

- MSW - Univ. of Houston (P&A) Ph.D. - UCLA (Urban Planning) Urban Disaster Mitigation and Preparedness: Causes of deaths and injuries in the 1999 Kocaeli earthquake - implications for public education
- Assist Prof. Field Coord, USC SSW (1985-1990)
- 1990-1999 School Board in CA, comm. org. in child abuse prevention, educational advocacy consultant
- 1999-2006 Turkey, Central Asia
  - Istanbul Project Impact / BDA in Turkish Schools USAID/OFDA and 20 other ngos etc.
  - GeoHazards International - Central Asia Earthquake Safety Initiative, India Lifeline Safety Initiative
- Risk RED - risk reduction education for disasters
  - ProVention Consortium Applied Grants Programme

Disaster Cycle or Disaster Risk Reduction Cycle?



Social Justice Perspective

- Forms of Oppression
  - **Exploitation**
  - **Marginalization**
  - **Powerlessness**
  - **Cultural Imperialism**
  - **Violence** Young, 1990
  - **Knowledge Denial** Laws, 1994

- Justice will/should not seek to eliminate all risk, nor seek to make us *all equally vulnerable*, but rather *reduce helplessness and eliminate unnecessary and avoidable losses*.

(Hypothesis 1A: oppression kills people, not disasters.
... test this in New Orleans....)

Redressing Knowledge Denial & Respecting People's Intelligence

- Disasters teach what can ***happen*** but *not* what we must ***do*** about it. *"Be Prepared"* needs to have ***content repeated*** *(and make no assumptions).*
- Seek local/indigenous knowledge ***first***. There is very rarely only one way to do things, and there's no reason it should be our way.
- People will do ***most*** of this themselves, when they ***know what*** *and* ***how***.
- Build a "Culture of Safety" with mitigation and preparedness as continuous embedded practices (washing our hands, brushing our teeth, seatbelts, life jackets).

“Fatalism” is not a cultural value it is the result of oppression

- Equanimity, ‘karma’, “the wisdom to know the difference” may be a values, and mild fatalism is may be the benign expression of this.
- HOWEVER, a link between *attitudes* and risk reduction behavior has *not* been made. So proceed as if there is no link.
- Look behind “FATALISM” for OPPRESSION

Resiliency Innoculation begins with "Basic Disaster Awareness" Knowledge

- risk awareness and hazard mechanisms
  - not just earthquakes - but structural awareness
- what to expect and what to do
  - before
  - during
  - after
- Individual, organizational, and societal shared responsibilities.

Positive Factors for Resiliency

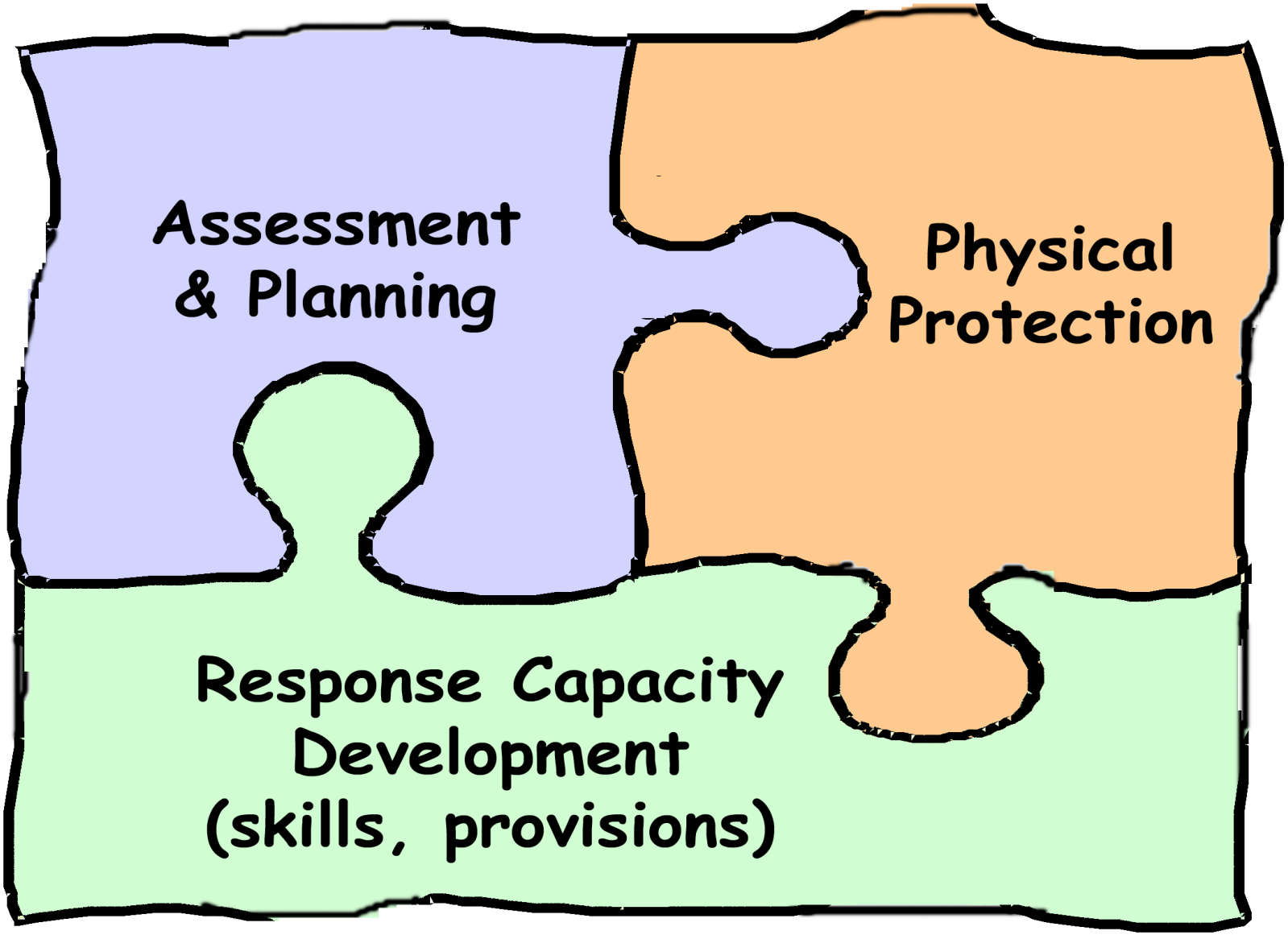
Conditions that help people to bounce back from tragedy, trauma, risks and stress

1. **Caring and support**
2. **High expectations for success**
3. **Opportunities for meaningful participation**
4. **Positive bonds**
5. **Clear and consistent boundaries**
6. **Life skills**

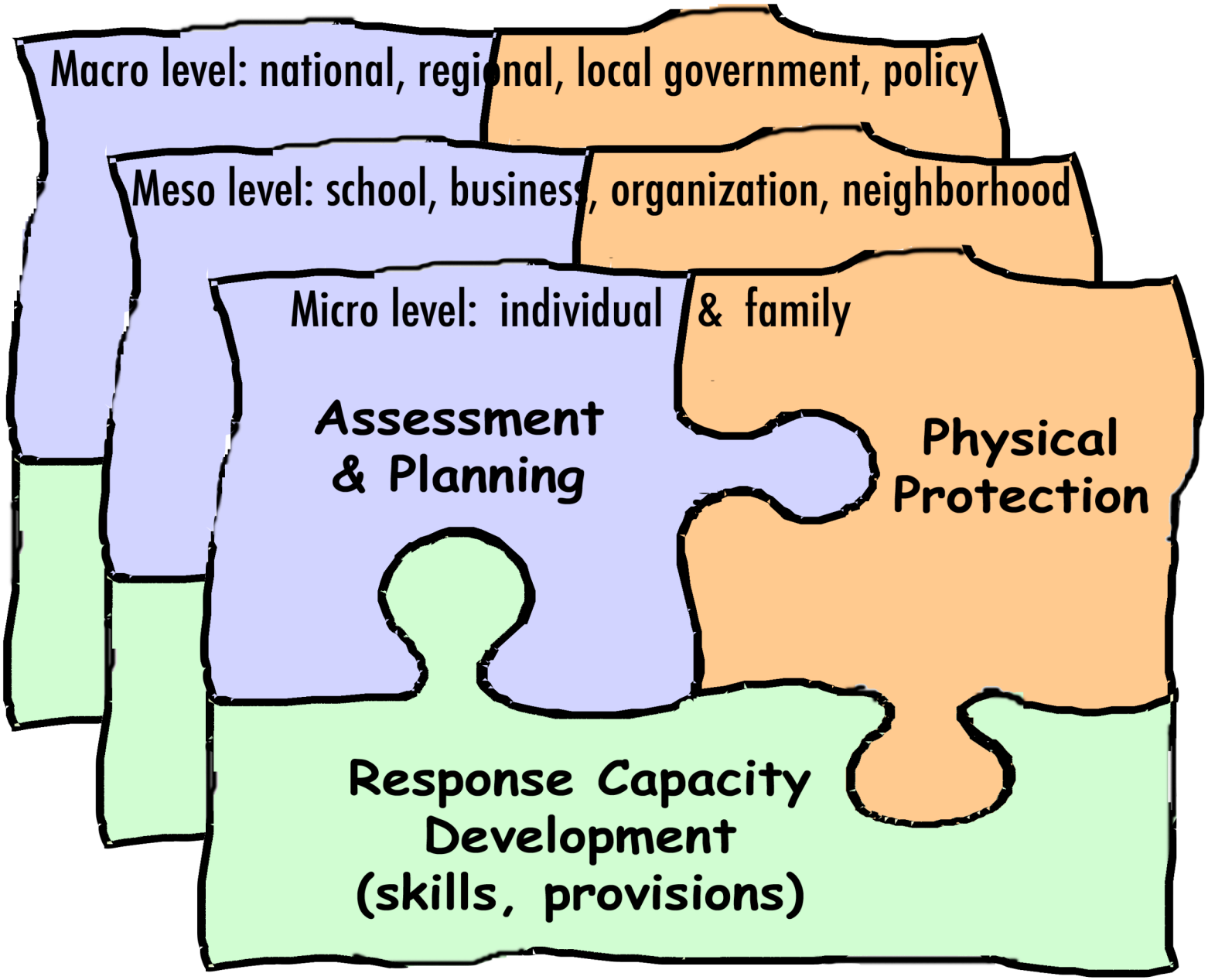
Henderson, 2005

- + imagination, rehearsal, risk reduction, contingency planning and preparedness.

Disaster Mitigation: The Tasks



Disaster Mitigation: Spheres of Action



ASSESSMENT & PLANNING

Micro	Meso	Macro
• Earthquake Hazard Hunt • Land-Use Awareness • Individual & Family Awareness • Micro-tremor studies • Micro-zone characteristics • Bore hole data • Family Disaster Plan • Risk-sharing/insurance purchase • Evacuation Awareness	• Business Impact Assessment • Building Inventory • Bore Hole Inventory • Neighborhood Risk Awareness • Local Risk Mapping • Land Use Enforcement • Insurance Availability • Scenario Impact Assessment • Organization/Neighborhood Mitigation & Emergency Plan • Business Continuity Plans • School Continuity Plan • Evacuation Plan • Drop,Cover, Hold & Exit Drills	• Hazard Mapping • Risk Mapping • Regional Risk Awareness • Early Warning System • Rapid Response System • Land-use Policy • Insurance Policy • Taxation Policy • Communication Policy • Risk-sharing Policy • Mutual Aid Plan • Geographic Info Systems • National Disaster Mitigation Plan • Emergency Management Plan

PHYSICAL PROTECTION

Micro	Meso	Macro
• Renter/Buyer Structural Safety & Risk Awareness • Selective occupancy/purchase • Building vulnerability assessment • Building Maintenance & Repair • Building Retrofit • Non-Structural Mitigation • Fire Extinguishers Maintained • Exit Routes Marked • Emergency Lighting • Seismic-Resistant Building Design • Seismic-Resistant Building Construction Worker Knowledge • Code-enforcement Worker Knowledge	• Land-use Policy Enforcement • Building Design Standards • Construction Standards • Standards & Code Training • Construction/Occupancy Permits • Retrofit Methods • Condominium/Organizational Building Maintenance & Repair • Buildi ngRetrofReplaceme (schools, hospitals etc.) • Multi-family Building Retrofit • Building Condemnation • Non-Structural Mitigation • Fire Extinguisher Sale & Service • Infrastructure Retrofit, Design & Redundancies • Hazards Identification	• Hazard Assessment • Land-use Policies • Building Codes & Standards • Engineer/Architect Licensing • Earthquake Engineering Research • Relocation of Existing Facilities • Critical Facilities Retrofit • Public Buildings Retrofit & Replacement Program • Residential Retrofit Incentives & Financing • Contractor Licensing • Property Acquisition • Infrastructure Standards • Firefighting System • Non-Structural Mitig Policies

RESPONSE CAPACITY DEVELOPMENT

Micro	Meso	Macro
• Fire Suppression Skills • First Aid Skills • Drop, Cover, Hold Drills • Building Exit Drills • Turning Off Utilities • Wireless Communication • Psychological First Aid • Hazard Assessment • Neighborhood Data Collection • Water (4L/person/day) & Food • Flashlight & batteries • Shoes by Bed • First Aid Kit • Cooking Supplies,Clothing,Cash	• Fire Suppression Skills • On-site, Non-Medical Mass Casualty Triage Skills • First Aid Skills & Supplies • Medication & Medical Supplies • Emergency Medical Skills • Light Search & Rescue Skills • Shelter Care Skills & Supplies • Mass Nutrition Skills & Supplies • Rapid Damage & Hazard Assessment • Mobilization/Organization of Convergent Responders • Incident Command Systems • Relief Supplies Storage and Distribution System • Communication & Information-Sharing Systems	• Firefighting Skills • Professional USAR Skills • Response Standards • Geographic Info Systems • Organization of Emergency Medical Response • Organization of Shelter Response • Building Damage Assessment • Incident Command Systems • Relief Distribution System • Water/Food Supply Policy • Response Supplies Policy • Technical/Heavy USAR equip. • Debris Removal Equipment

Family / Organizational Disaster Plan Checklists

Family Disaster Plan

Check when completed. Bold items, and a minimum of 5 additional items are required for instructor candidates

	ASSESSMENT & PLANNING
☐	**We held a family meeting.**
☐	**We identified the safest places in the house and in each room. (Away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire.)**
☐	**We identified exits and alternative exits from our house and building.**
☐	**We searched for and identified non-structural hazards in our environment.**
☐	**We know our out-of-area contact person(s) and phone number(s): It's:_____**
☐	We know where we would reunite Inside the house:_____ Outside the house:_____ Outside the neighborhood:_____
☐	We made our copies of important documents, and key addresses and phone numbers. We have one set with our out-of-area contact and/or we keep one in our earthquake bag.
☐	**We know that we will only use the telephone in case of physical emergency after an earthquake. We will use radio and television for information.**
☐	We plan to review our plan again every 6 months.
☐	We are spreading the word to everyone we know.
	PHYSICAL PROTECTION
☐	Our building has been designed and built according to seismic codes, or it has been inspected by a qualified engineer, and required repair or retrofit has been completed.
☐	We maintain our building, protecting it from damp, and repairing damage when it occurs.
☐	**We have fastened tall and heavy furniture, appliances, large electronics, propane gas tanks, lighting fixtures and other items that could kill us or our children, correctly, to wall, beam, ceiling or floor.** _____ _____
☐	We have put latches on kitchen cabinets, secured televisions, computers and other electronic items, and hung pictures securely on closed hooks to protect ourselves from things that could injure us, or would be expensive to replace. _____

Workplace, School or Organization Disaster Plan

Assign responsible person or group to each task. Check and date when completed.

	ASSESSMENT & PLANNING]
☐	We hold staff, school, or organization meetings to develop and review our disaster mitigation, preparedness and response plan, regularly. We have considered the emergencies that could affect us (natural & environmental disasters, organized or deliberate disruption, loss of utilities and services, equipment and system failures, information security incidents) We have considered and prioritized employee, visitor, customer, operational, service, revenue liability and good will risks.
☐	We have assessed and are addressing physical risks posed by buildings, building non-structural elements and building contents.
☐	We have a plan for reducing hazards, improving life safety, employee training, financial planning and managing post-earthquake operations.
☐	We have conducted a business impact analysis considering regional impacts, impacts on suppliers, market change, internal resources, impacts on customers, outside assistance. We have considered key business processes and dependencies, operational impact and maximum downtime, critical equipment, mission critical records, communication network and system requirements.
☐	We have plans for alternate locations to continue operations
☐	We have insurance coverage to pool economic risks.
☐	We have site and neighborhood maps and have identified alternate staging and evacuation locations.
☐	We encourage employees, volunteers and customers to prepare for disasters at home.
	PHYSICAL PROTECTION
☐	Our building has been located appropriately, designed and built according to seismic codes, or it has been inspected by a qualified engineer, and required repair or retrofit has been completed.
☐	We maintain our building, protecting it from damp, and repairing damage when it occurs.
☐	We have fastened tall and heavy furniture, secured computers, televisions and other electronic equipment, supplies, propane gas tanks, water tanks, lighting fixtures and other items that could kill, injure, impair continuation of business or services, or destroy cultural heritage.

Please turn over...

consensus
consensus
consensus
...please don't make it up

Assessment & Planning

	We held a family disaster planning meeting, identified our risks and used this checklist for our planning. (household, extended family, or family of one)
	We identified the safest places in the house and in each room in case of earthquake, fire, or hazardous materials release. (Away from windows, large and heavy objects that can fall, and objects like heaters that can cause fire.)
	We identified exits and alternative exits from our house and building.
	We searched for and identified non-structural hazards in our environment.
	We know our out-of-area contact person(s) and phone number(s): (ideally cell phone for text messaging) **It's:**
	We know that we will only use the telephone in case of physical emergency after an earthquake. We will use radio and television for information.

assessment & planning cont'd.....

	We know where we would reunite Inside the house: Outside the house: Outside the neighborhood: and we have a secret message drop location outside our house
	We made our copies of important documents, and key addresses and phone numbers. We have one set with our out-of-area contact and/or we keep one in our earthquake bag.
	We plan to review our plan again every 6 months.
	We are spreading the word to everyone we know.

Physical Protection

☐	**We have fastened tall and heavy furniture, appliances, large electronics, lighting fixtures and other items that could kill us or our children, to wall stud or stable surface.**
☐	**We know never to light a match, lighter, or any other flame after an earthquake until we are sure there is no danger of escaping gas anywhere around.**
☐	Our building has been designed and built according to seismic codes, or it has been inspected by a qualified engineer, and required repair or retrofit has been completed.
☐	We maintain our building, protecting it from damp, and repairing damage when it occurs.
☐	We have put latches on kitchen cabinets, secured televisions, computers and other electronic items, and hung pictures securely on closed hooks to protect ourselves from things that could injure us, or would be expensive to replace.
☐	We have a fire extinguisher and maintain it once a year.
☐	We have secured family heirlooms and items of cultural value that could be lost to future generations.
☐	We have limited, isolated, and secured any hazardous materials to prevent spill or release.
☐	We keep shoes and flashlights with fresh batteries, by our beds.
☐	We have protected ourselves from glass breaking with heavy curtains or window film

Response Capacity: Supplies & Skills

☐	**We know how to use a fire extinguisher.**
☐	**We know how to turn off our electricity, water and gas.**
☐	We have gathered survival supplies in our home and made up evacuation bags for our home and car. (including 1 gallon of water per person per day and food for 3 days, prescription medications, water, high energy food, flashlight, battery, first aid kit, cash, change of clothing, toiletries and special provisions we need for ourselves, including elderly, disabled, small children, and animals.)
☐	We know principles of incident command systems or standard emergency management systems for organizing post-disaster self-help in our community.
☐	We have learned first aid, light search and rescue, fire suppression, wireless communication or community disaster volunteer skills.

Personal and Organizational Empowerment

- Every social worker should be trained and prepared to be a community responder - to be part of the solution, rather than part of the problem.
  - fire extinguisher / first aid/ / CERT-ICS /
- Minimally we need to work on our own school, agency and individual faculty, staff and students develop personal and institutional resiliency.
  - ‘disaster-resistant universities’
- To be ethical role models, we have to walk the walk, humbly, acknowledging that we too are vulnerable.

Organizational Empowerment in Field Agencies

- Macro assignment
  - Learn and/or help develop or communicate your agency's disaster preparedness plans
    - building evacuation drill
    - emergency supplies
    - safety and security measures
    - evacuation location, relocation site
    - mutual aid plans
    - arrange participation in response-skills course

Practice Concepts to Add to What Social Workers Already Know

- Disasters = loss / severed continuities
  - individual / family / community / societal perspective
- Normal reactions under abnormal circumstances
- Psychological first aid: promoting safety, calm and connectedness, self-efficacy, and hope
- Risk, attachment/loss/change
- Community Risk Assessment (not *FOR*, but *WITH*)

...the exercise is a *process* exercise.

- Community-based Disaster Risk Mitigation
- Incident Command Systems

Getting outside the box
Cross-disciplinary links

- Organisational Networks & Gray Lit
  - Natural Hazards Center, Boulder July Workshop
  - ISDR HPN ADPC PAHO World Bank UNCRD
  - Listservs
- Journals:
  - Disasters, IJMED, Nat Haz Rev. Risk Analysis,
- John Twigg (2004 Humanitarian Practices Network, Good Practice Review V.9 downloadable)
- Social Workers not in social work journals:
  - Alan Kirschenbaum (Disaster Preparedness: A Conceptual and Empirical Reevaluation, IJMED, 2002)
  - Mark Lindell (household adoptions of hazards adjustments)