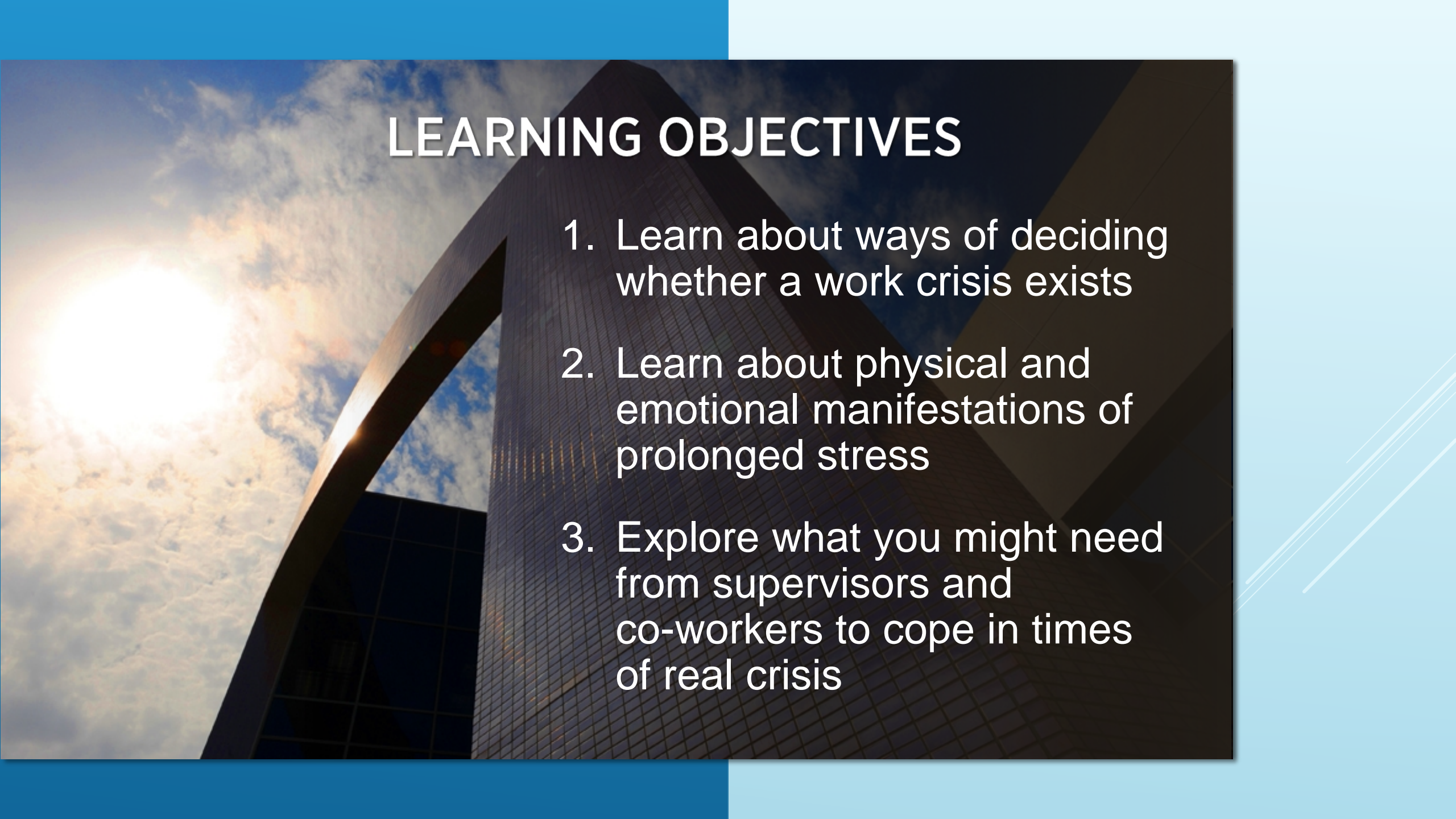


How Do We Know When It's Really a Crisis?

Questions to Frame Your Thinking
and Preserve Your Health

Dr. Marcelle Hayashida
Dr. Rameen Talesh



LEARNING OBJECTIVES

1. Learn about ways of deciding whether a work crisis exists
2. Learn about physical and emotional manifestations of prolonged stress
3. Explore what you might need from supervisors and co-workers to cope in times of real crisis

IMPETUS FOR TODAY'S PRESENTATION

“People seem to wear the number of crises they've dealt with on their campus as a badge of honor, but it's not something we should crow about,” argues Marcelle Hayashida.

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The Crisis-Industrial Complex

People seem to wear the number of crises they've dealt with on their campus as a badge of honor, but it's not something we should crow about, argues Marcelle Hayashida.

By [Marcelle Hayashida](#) // January 31, 2019

2 COMMENTS

While attending a symposium organized by the National Association of Student Personnel Administrators, I heard an interesting phrase from Enku Gelaye, vice president of student affairs and campus life at the University of Massachusetts, Amherst. She and Mamta Accapadi, vice president of student affairs at Rollins College, described a phenomenon that often presents itself in student affairs circles as the “crisis-industrial complex.”

Crisis is big business. There are organizations, services and firms that can help you prevent, mitigate or manage your campus crisis. You might have good reason to seek such services -- real crises occasionally do present themselves when you and your staff are unprepared and need professional guidance. But, that said, a careful consideration of when and whether to engage in the crisis-industrial complex is worthy of your time.

In fact, when senior student affairs professionals get together, we often feed the crisis-industrial complex. We see that happen when a staff member at one institution talks to a colleague at another one about the number of campus crises they've weathered in a given year and how heroically (or unheroically) they've responded. There probably was a time when having to deal with a multitude of crises felt (unnecessarily) shameful, but now people seem to wear the number of crises they have had to confront as a student affairs professional as a badge of honor. The more the number, the tougher we tell them to be. We tout their resilience, perhaps as a way of making them feel better about the fact that some institutions are simply more crisis-prone than others.



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EXAMPLES FROM YOUR OWN WORK

- ▶ Distressing posts on social media
- ▶ Telephone call from a parent
- ▶ A student threatens legal action

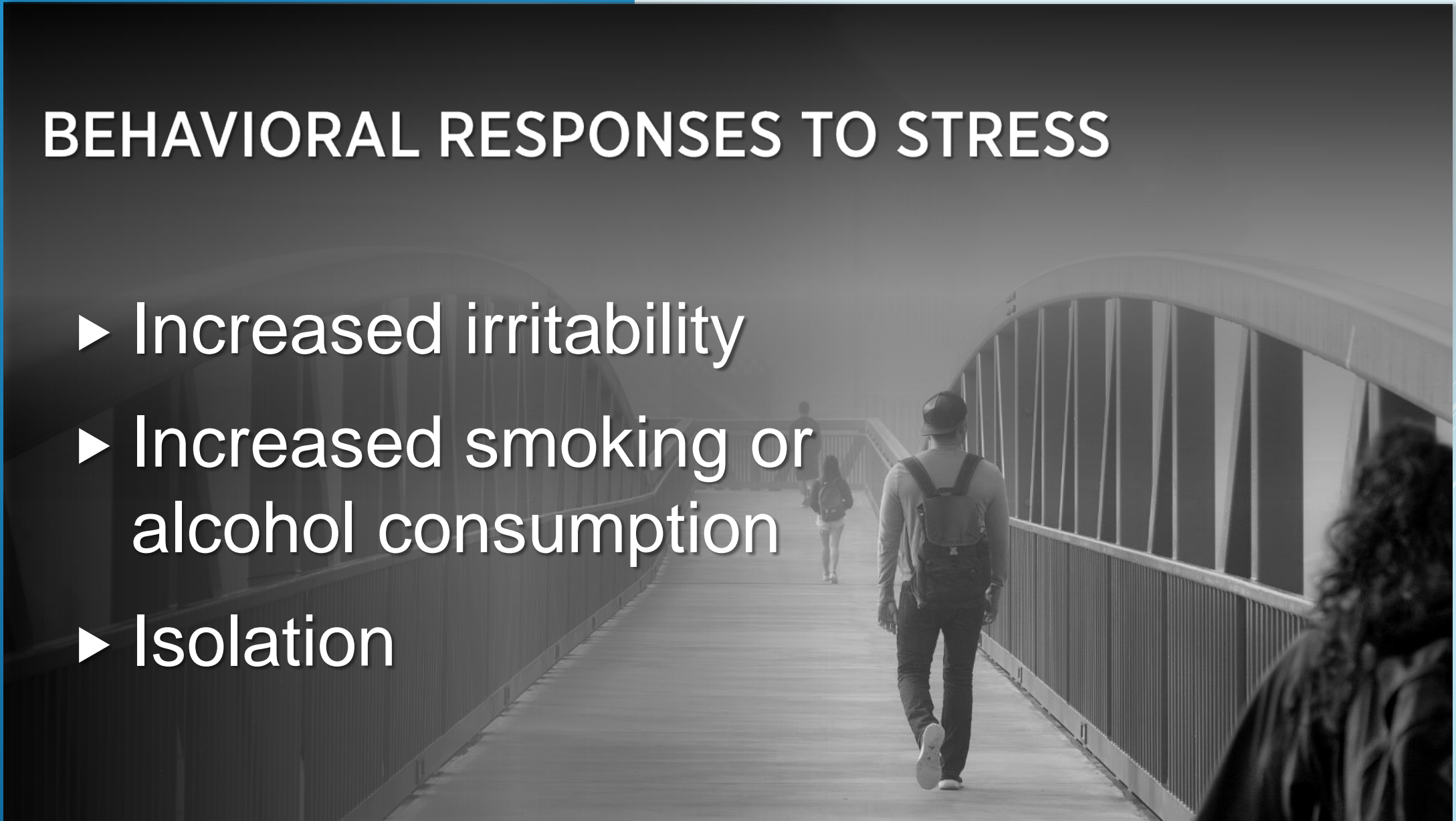


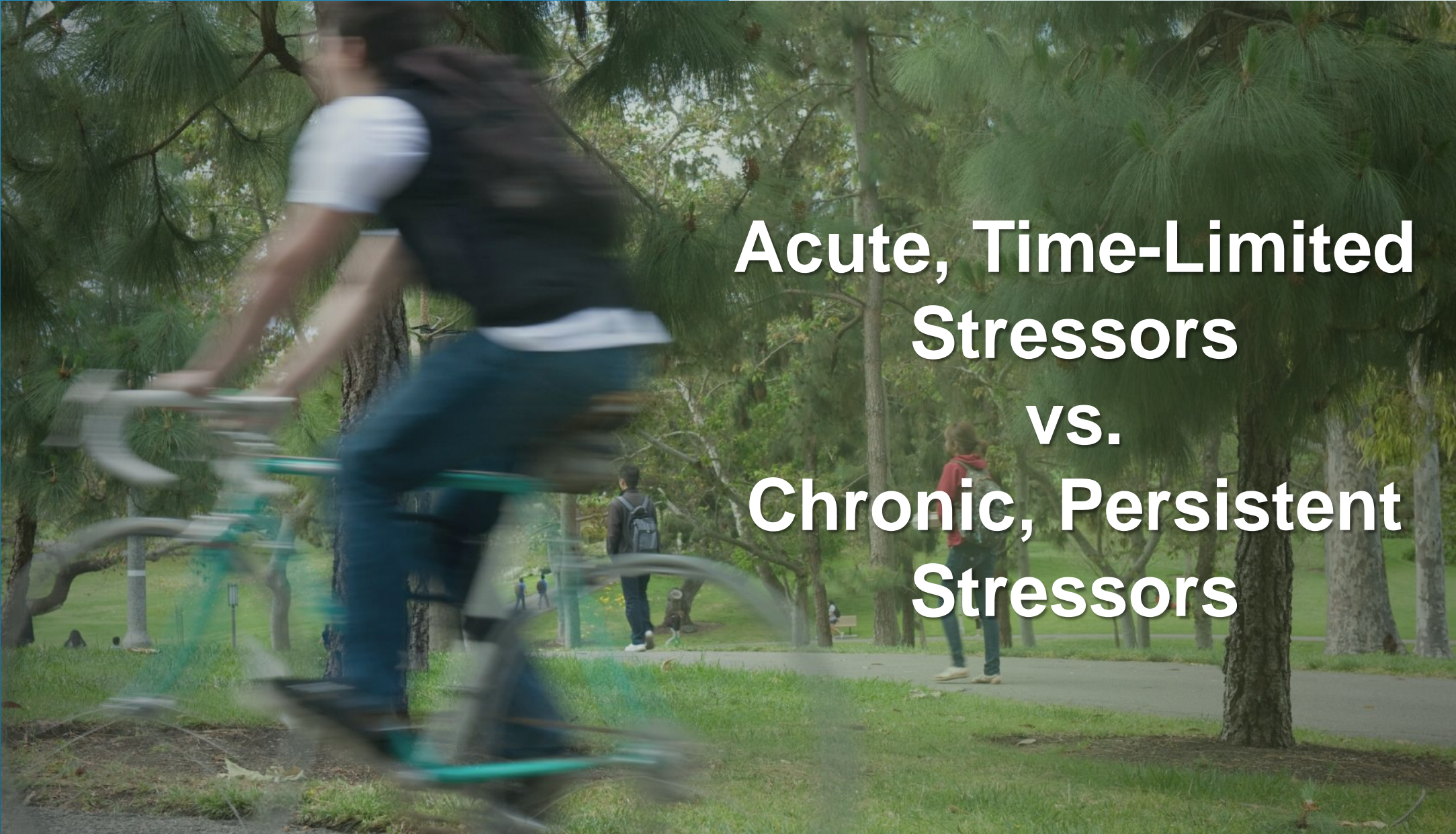
PHYSICAL RESPONSES TO STRESS

- ▶ Headaches
- ▶ Impaired memory
- ▶ Gastrointestinal problems
- ▶ Jaw clenching / Grinding teeth
- ▶ Neck ache / Back pain / Muscle spasms
- ▶ Cold or sweaty hands or feet
- ▶ Sleep disturbances
- ▶ Rapid pulse

BEHAVIORAL RESPONSES TO STRESS

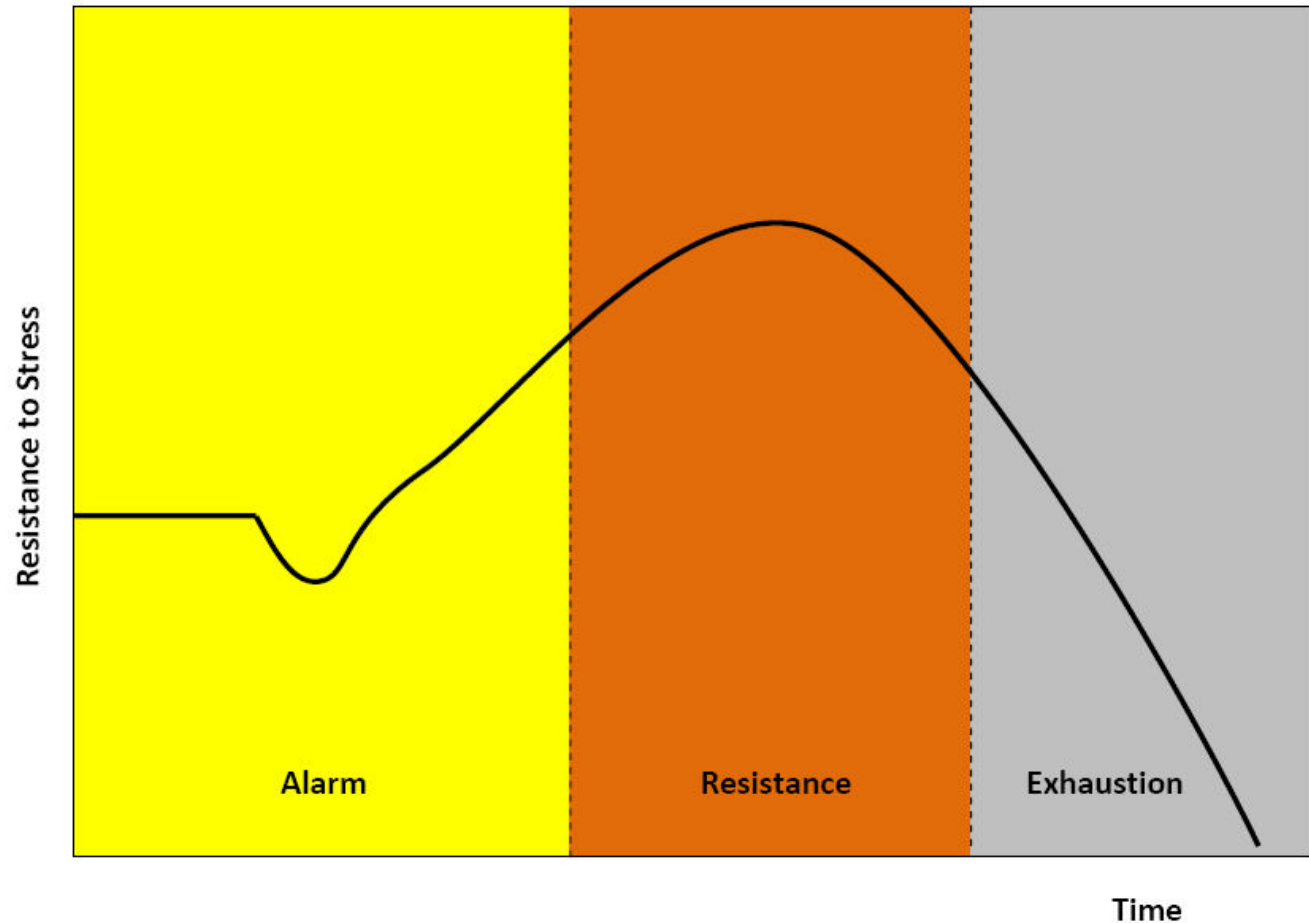
- ▶ Increased irritability
- ▶ Increased smoking or alcohol consumption
- ▶ Isolation



A photograph of a person riding a bicycle in a park. The person is in the foreground, slightly out of focus, wearing a white shirt and dark pants. The background shows a paved path, green grass, and several trees. Other people are visible in the distance, including one walking and another standing. The text is overlaid on the right side of the image.

Acute, Time-Limited Stressors vs. Chronic, Persistent Stressors

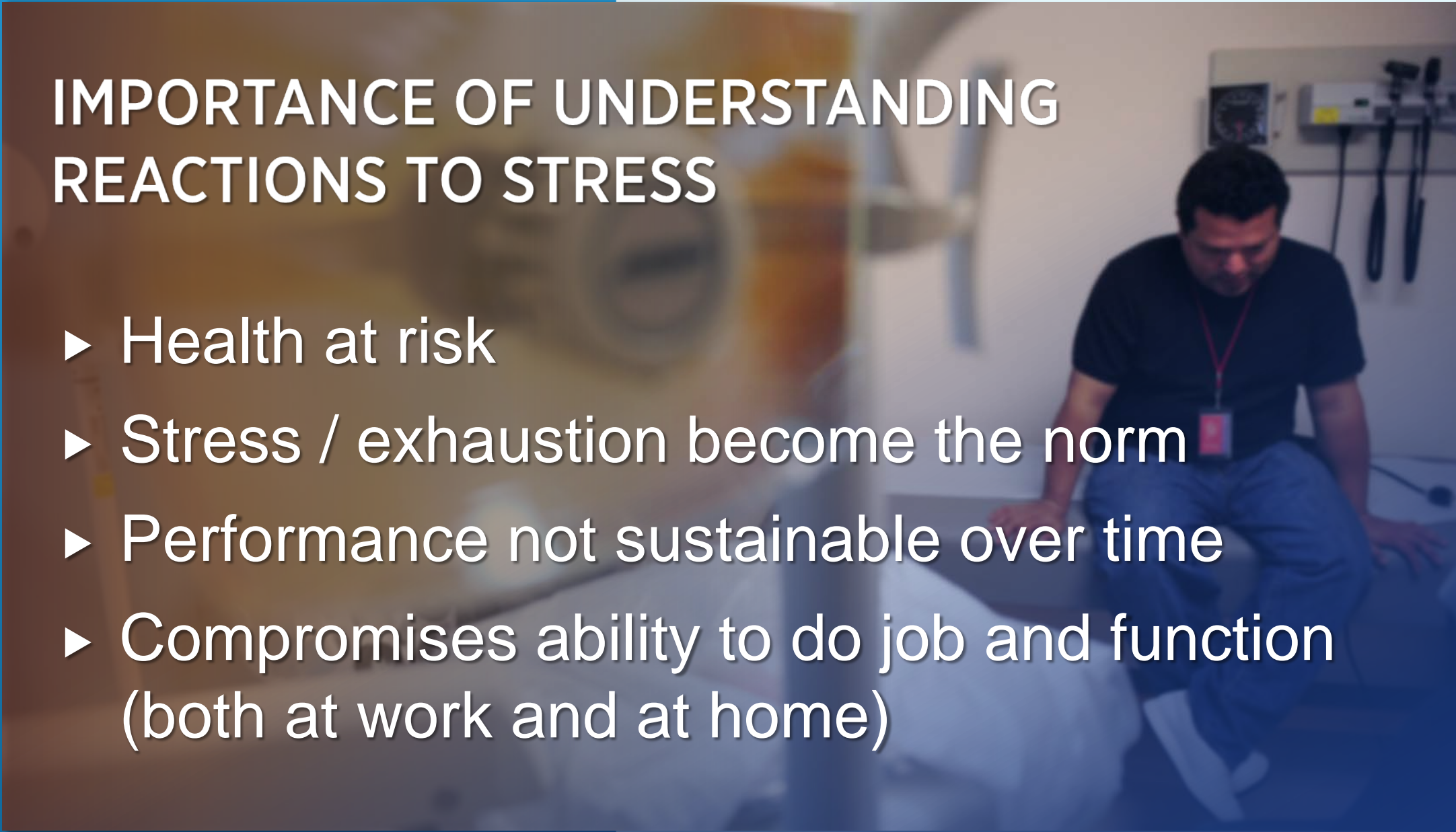
GENERAL ADAPTATION SYNDROME



► Theory on stress by Hans Selye

IMPORTANCE OF UNDERSTANDING REACTIONS TO STRESS

- ▶ Health at risk
- ▶ Stress / exhaustion become the norm
- ▶ Performance not sustainable over time
- ▶ Compromises ability to do job and function (both at work and at home)



CREATING A TRIAGE FRAMEWORK TO SORT OUT PRIORITIES



Evaluate victims and assign them to one of four categories:

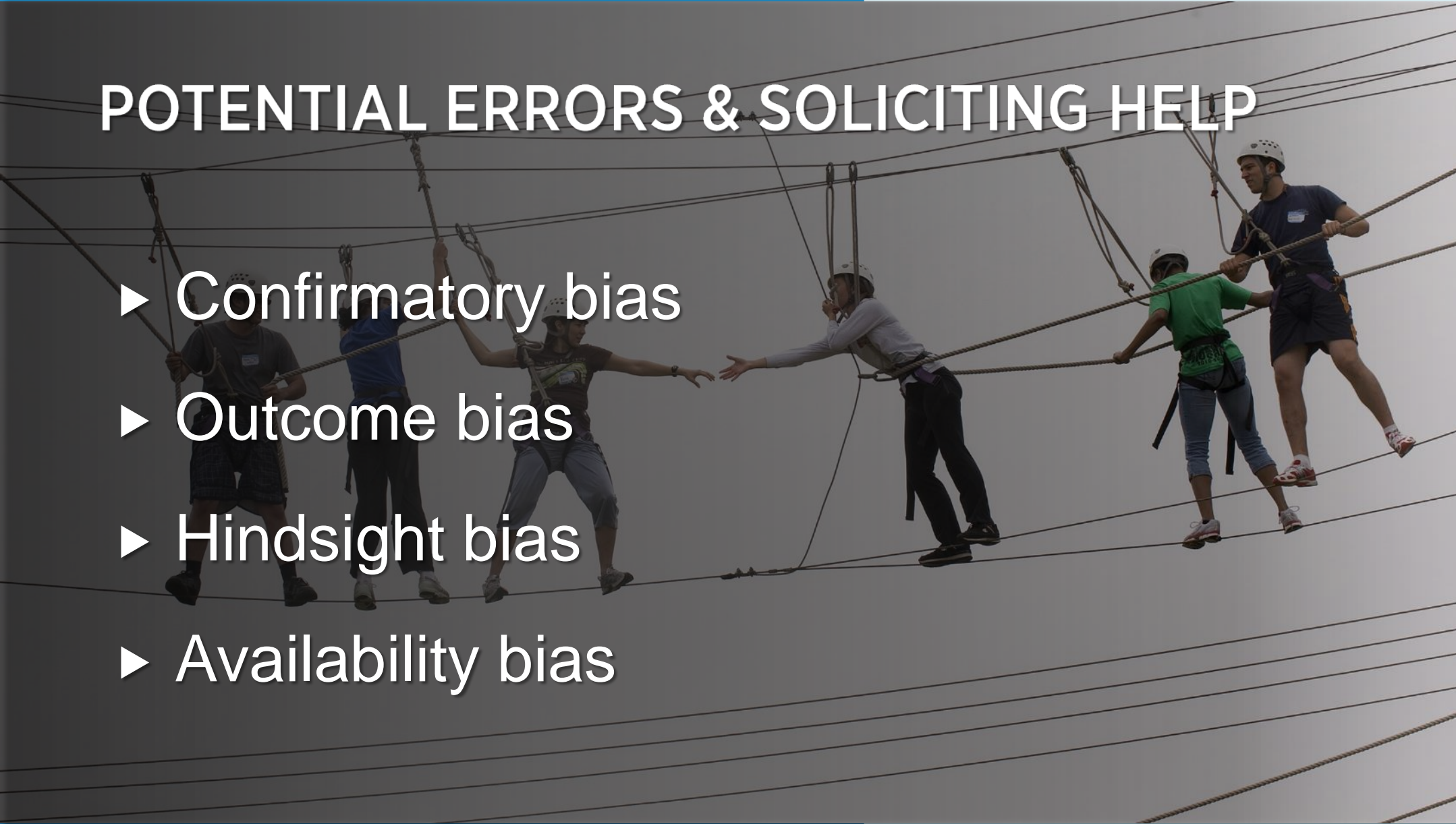
- ▶ Minor / Walking Wounded - Green
- ▶ Delayed - Yellow
- ▶ Immediate - Red
- ▶ Deceased / Expectant - Black

CREATING A DECISION-MAKING FRAMEWORK

- ▶ Something to prevent injury or death?
- ▶ Urgent campus crisis, or important to reporting party?
- ▶ Gather information
 - ▶ How many people impacted? / In the news? /
Going to slow down or stop immediate threat?
- ▶ Malpractice, negligence or criminal activity?
- ▶ Be realistic about what you can control

POTENTIAL ERRORS & SOLICITING HELP

- ▶ Confirmatory bias
- ▶ Outcome bias
- ▶ Hindsight bias
- ▶ Availability bias





TRIAGE IN ACTION

- ▶ Multidisciplinary teams critical to the work we do
- ▶ Have someone you trust that you can talk to (provides balance)
- ▶ Intervene at the least intrusive level
- ▶ Be realistic about what you can control

A background image showing a basketball team in yellow jerseys huddled together on a court, with a coach in a dark jacket standing over them. The image is semi-transparent and serves as a backdrop for the text.

MANAGING UP AND DOWN

- ▶ Work with supervisor to figure out when to notify and communicate to supervisees
- ▶ Pause and reflect on knowledge of common biases
- ▶ Come to supervisor with solutions instead of problems to help offset decision fatigue
- ▶ Allow peers and staff to make mistakes

FINAL THOUGHTS & QUESTIONS

