

AN EXPLORATORY STUDY OF CRISIS MANAGEMENT AND DISASTER MENTAL
HEALTH TRAINING IN MASTER'S-LEVEL STUDENT AFFAIRS PREPARATION
PROGRAMS

by

LORI LYNN TRAHAN

(Under the Direction of Laura A. Dean)

ABSTRACT

Student affairs professionals work in a variety of roles on campus. Entry-level practitioners in particular work in roles that require them to have direct contact with the student body on their campus. Because of this direct contact, these professionals are often the first on-the-scene, or the last to leave the scene after a campus crisis. Therefore, it is imperative that new professionals receive the appropriate training, not only for working with the students in their charge, but also the self-care techniques that will aid the professional's own recovery.

The purpose of this study was to identify what concepts related to crisis management and disaster mental health are currently being taught in Master's-Level Student Affairs Preparation programs, while also seeking to gain insight as to which of the crisis management and disaster mental health concepts are perceived by faculty as being important to include in the curriculum. This study utilized a quantitative method known as survey research. The primary faculty contact for the Master's-Level student affairs program at 150 institutions was contacted to participate in the study; 59 of those faculty members responded to the survey.

The results of this study demonstrate that while organizations such as the Council for Accreditation Standards in Higher Education, ACPA-College Student Educators International, the Council for the Accreditation of Counseling and Related Educational Programs, and NASPA-Student Affairs Administrators in Higher Education have each put forth recommendations and/or standards for the inclusion of teaching crisis management and disaster mental health concepts, these preparation programs have been slower to implement these concepts into the curriculum.

This study has implications for Master's-level student affairs preparation programs. The researcher found most programs (84%, n=35 of the respondents) did include instruction on Making appropriate referrals. Further, Understanding how legislation affects how threats are handled on campus was also included as a covered topic (68.9%, n=31). Very few campuses (13.3%, n=6) included instruction on understanding the Incident Command System and the National Incident Management System. Both of these concepts are required for Federal reimbursement for disaster-related expenses under the Stafford Act.

INDEX WORDS: Crisis Management, Disaster Mental Health, Student Affairs Graduate Preparation, College Counseling Graduate Preparation

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A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
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DEDICATION

I dedicate this dissertation to three groups of people: 1) my parents; 2) my student affairs colleagues across the nation and 3) the victims of September 11, 2001, Hurricanes Katrina and Rita, and the Virginia Tech massacre.

To Mom and Dad, you instilled a lifelong passion for learning. No matter how crazy my academic pursuits have been over the years, you have been my cheerleaders. I could not have done this without you.

To my student affairs colleagues, thank you for everything you do for our students. You work insane schedules, often for little financial reward. But I know very well the amazing feeling we get in our hearts every time a student says “Thank you—you made a difference for me.” Never doubt that our work is important and contributes to the development of the people who are going to change the world for the better.

To the victims of 9/11, Hurricanes Katrina and Rita, and the Virginia Tech shooting, it seems strange to say thank you. I learned first-hand what student affairs professionals can do to make a difference on the day of 9/11, even for students who were not directly affected. On my campus, we were the ones staying on campus until the last student left after the university closed. We were the ones creating counseling groups to help students process what they saw, and working with the student organizations who were organizing blood drives. We were the ones holding their hands and offering comfort while they watched those horrible events unfold.

I saw the struggles of the displaced students from Katrina and Rita, and watched the grace and dignity they displayed on my campus while trying to rebuild their lives. I saw our

colleagues in Financial Aid waive required documents for these students (after all, these documents had floated away for many of them). I saw Admissions and Registrar Office staff work to create schedules for those who wanted to continue their degrees while they waited for word on whether they could ever return home. Most importantly, I saw students (with the help of a variety of student affairs professionals) pull together to organize relief drives of supplies. They did not know who they were helping directly, but they knew they wanted to help.

On that horrible day in April, 2007, student affairs professionals across the country again dropped all planned activities to offer comfort to shocked students. Then I watched in amazement the memorials college students all across the country built for the Virginia Tech victims, and for a while, rivalries did not matter—we were all Virginia Tech. These events helped open my eyes to the disciplines of crisis management and disaster mental health, and led to the dissertation you are about to read.

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I have so many friends who were a part of this journey it would take another 150+ pages to name them all. Please know how much I appreciate the early morning and late-night encouraging phone calls, the reworking of schedules to accommodate my study time, the funny

emails to keep my spirits up during the hard bits and the trips to the Cheesecake Factory to celebrate the victories along the way. I am incredibly fortunate to have so many wonderful people in my life and honored to be friends with all of you.

Maybe it is a little “hokey”, but as an animal rescue mom, I am also going to thank all of my fur babies. Two of my special babies did not live to see the end of this journey, but Kitty Kitty and Bustaphur, both of whom passed in August 2012, were there for the start of both of my graduate school journeys. I miss them every day, but I know they knew how much I loved them. The rest of the fur babies have provided the laughter I needed (like the day two of them decided to “help” with my dissertation by sleeping on the edits Dr. Dean sent, which of course made it a little difficult to see what she wrote) to keep going. Sometimes we all need a fur baby to hug, and I have some of the best, even with the attitudes they sometimes give me.

To my boss, Karen Andrews, a simple thank you does not seem nearly enough. You encouraged me from the day I arrived at Kennesaw State to pursue whatever continuing education I desired, and you graciously allowed me to work alternate schedules to accommodate those opportunities. You took a chance on me, knowing that at the time you hired me, I was younger than the average age of our students, and we have had quite the journey in the last 14 years. You have been more than a supervisor; you have been a mentor, cheerleader, disciplinarian, task-master, and friend. I also owe a debt of gratitude to my colleagues in the Career Services Center at Kennesaw State for putting up with me during this process. I know I have not been easy to “live” with during this time, but you tolerated me anyway.

One of the reasons this journey never felt as painful as it actually was sometimes is that I had the pleasure of being with 14 of some of the most amazing people through the entire process. Being a part of the UGA-Gwinnett Co-hort of 2012 has been one of the best experiences in my

life. Thank you and I love all of you. To Drs. Oliver, Paisley, and Cooper, thank you for putting us together. You created a magical group. I thank you for allowing me to be a part of it.

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CHAPTER 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Institutions of higher education have faced many crises since their inception. The recent academic years have been ripe with student tragedy, campus scandal, and other problems. Recent incidents include the Penn State scandal involving convicted child molester Jerry Sandusky (a former assistant coach on the football team), the hazing death of a band member at Florida A & M University, and the cleanup efforts at the University of Alabama after an F5 tornado destroyed most of Tuscaloosa (L. Anderson, 2011; Guillermo, 2011; Stuart, 2012). This list does not include the small incidents that occur on campuses every day, such as student deaths, fires in student housing, and illness outbreaks. How each of these institutions has recovered (or will recover) from the event has been a reflection of how well the campus crisis management plan functions when put into action.

In their role as student advocate on campus, student affairs professionals often find themselves performing in primary roles when the crisis management plan is activated. Student affairs staff not only assist during the large scale crises, they are often required to manage individual crises resulting from every day traumatic events as part of their work on campus. These crises do not just present to the campus mental health office, but may be encountered by professionals across the campus. Residence hall directors may be the first staff members on the scene helping to manage student reactions to suicides and attempted suicides or a fire in the residence hall (Akers, 2008). Greek organization advisors may be the first to find out that a student has been the victim of a crime, and financial aid staff may be the first people on campus

to know that a student's erratic behavior may be due to the recent loss of a parent (Bocchino, 2008). Campus protocol may dictate that the staff member notifies the appropriate office--campus police, the counseling center, the student health center--but until the appropriate members of the campus crisis response team arrive, something must be done by the staff on hand to keep the situation from escalating (Paladino & Davis, 2004).

Such needs also arise when emotional crises result from a campus-wide event or regional or national catastrophe, such as a campus shooting, flood, or fire or terrorist attack. These events often require the mobilization of all campus faculty and staff into first responders (Raskin, Fenichel, Kellerhouse, & Shadick, 2002). Career counselors may find themselves consoling students watching an act of terrorism on television. Student activity advisors may be shielding students in their offices until the immediate physical threat of a campus shooter is removed. After a hurricane, admissions officers may be trying to enroll students at another institution while simultaneously fielding phone calls from worried family members of students trying to gather information on where the student has relocated (Lucas & Katz, 2011). In all of the above instances, these professionals are expected to offer comfort and support to the students and/or their families until additional resources arrive (Garland & Grace, 1993; Paladino & Davis, 2004). These examples also demonstrate that the notion of the campus as a safe ivory tower is ceding ground to the realization of life-threatening vulnerabilities throughout campus environments, resulting in a new form of *in loco parentis* (Kuk & Cuyjet, 2009). What these examples do not show is that campus personnel, in dual roles as members of the community at large and professionals with responsibilities in such large scale incidents, run the risk of being directly impacted by the event, further complicating their ability to respond (Raskin et al., 2002).

While many student affairs professionals find themselves on the front line in dealing with student emotional crises, student affairs programs have been slow to implement coursework in disaster mental health. Even student affairs program curricula based in the counselor education department of an institution may only offer one or two introductory courses in counseling, teaching the micro skills of how to be a counselor or major theories of counseling (Reynolds, 2009). Instead, these professionals often learn what skills they need to develop to provide appropriate support in a crisis the first time they have a student attempt or commit suicide, pass away in a car accident, or watch the residence hall next door dissolve in flames (Altizer & Harris, 2010; Lambert, 2011). Even more troubling, student affairs professionals who trained to be mental health counselors may also be lacking in the skills needed, erroneously assuming that because they have training in counseling techniques, group therapeutic interventions, and psycho-educational outreach training, they have the skills they need to serve effectively in a crisis situation (Ginebaugh, Klingensmith, & Palombi, 2009).

Kinser (1993) found that for many new professionals, “the first job in student affairs is full of surprises and quite possibly not what they thought they were training for in graduate school” (p.7). This finding suggests that student affairs preparation programs should regularly evaluate the skills taught to students. The purpose of this research is to examine what is currently provided in student affairs preparation programs for training in disaster psychology and crisis management, and whether there is a difference in what is offered if the program is based in a counselor education framework or in an administrative framework. Further, this study will examine whether faculty who teach in these programs believe it is important to offer training in crisis management and disaster psychology. Finally, the results of this study will potentially

identify what characteristics are important for entry-level practitioners to possess, as identified by the program coordinators for Masters-level student affairs/college counseling programs.

Disaster Mental Health

As far back as 400 B.C., physicians have stressed the significance of crisis as a hazardous life event (Roberts, 2005b). The development of a cohesive theory of crisis and approaches to crisis management occurred in the twentieth century, after the Coconut Grove Nightclub fire in Boston in the early 1940s. Lindemann and Caplan, working with the survivors of the fire, produced the first systematic model of crisis intervention and time-limited treatment (Roberts, 2005b; Taplin, 1971). As far back as 1954, the American Psychiatric Association recommended that all disaster workers have some degree of familiarity with the principles that would later become known as Psychological First Aid (Everly & Flynn, 2006). The first integrative text book on Disaster Mental Health (DMH) was published in 1986 and promoted the idea of providing Psychological First Aid and triage (Everly & Flynn, 2006; Raphael, 1986). DMH received government recognition and support following the September 11th, 2001 terrorist attacks, allowing for expanded research, training, and fiscal resources to be dedicated to studying the psychological effects of disasters on victims (Reyes & Elhai, 2004).

Role of Student Affairs Professionals on Campus

The purpose of student affairs professionals on campus has changed throughout the course of the profession. These professionals first began appearing on campus in the early 1900s, taking over some of the student disciplinary functions from the faculty who originally were responsible for the student's overall well-being (Rhatigan, 2009). As the ranks of students swelled in the post-G.I. Bill era following World War II, these staff members were increasingly asked to develop programs and services to attend to the college student's development beyond

the classroom (Nuss, 2003). This change continued through the 1970s and into the 1980s, as the era of student unrest in the 1960s ushered in changes to the higher education landscape, particularly in increased access for underrepresented populations (Nuss, 2003). Today's student affairs professional can be found in a variety of roles and functional areas on campus from entry-level residence hall directors, to mid-management directors of career services, to the executive-level Vice President of Student Affairs.

Student Affairs and Crisis Management

Student affairs staff have been indoctrinated into student safety issues and concerns since the beginning of the field, albeit through discipline issues processed by Deans of Men and Women, and continuing through the rise and fall and apparent rise again of the *in loco parentis* philosophy (Akers, 2008). On most campuses, entry-level positions are held by staff members with fewer than five years of experience in the field. These entry-level practitioners are in positions that involve high student contact and program development/implementation skills. In one recent study, entry-level respondents identified a broad range of responsibilities that corresponded with providing direct student service, including intervening in crisis situations (Burkard, Cole, Ott, & Stoflet, 2004). During a crisis, these student affairs professionals assume a variety of important roles needed to manage the event (Siegel, 1991). These roles include crisis management team membership, on-call crisis responsibilities, crisis communication planning and first responder training, which are often found in staff job descriptions (Merriman, 2008).

Recently, campus emergency preparedness personnel have begun looking at the ways in which student affairs personnel are already equipped to work with them in the event of an emergency. For example, residence hall personnel can make effective shelter managers (Bocchino, 2008). They manage the shelter of several hundred students on a daily basis; running

a shelter for others is exactly what they are trained to do. In addition, many student affairs professionals have cross-trained for a variety of functions across campus. This cross-training helps them better identify what resources are available through the different offices on campus (Bocchino, 2008). Finally, a crisis typically requires work beyond normal business hours. Many student affairs staff members are already quite used to working whatever hours are necessary to provide service to the students on campus; working similar hours in an emergency would not be foreign to them (Bocchino, 2008).

Student Affairs Preparation Programs

The academic preparation of student affairs practitioners has been an important component of the development of the profession since its creation (Beatty & Stamatakos, 1990). Professionalization is made all the more complicated by the fact that student affairs practitioners enter the field from a variety of educational preparation programs, usually through master's programs in student affairs, college student personnel, or higher education (Renn & Hodges, 2007). Deciding the best graduate curricula for student affairs practitioners is further complicated by the nature of the work performed—there are over 200 roles on the average campus that could be filled by a student affairs professional, each with its own set of knowledge, skills, and abilities required to perform the job (Garland & Grace, 1993). However, to be seen as credible, commonalities among preparation programs must exist; otherwise there could be serious ramifications in the credibility of our profession as an important partner in the education of students (Beatty & Stamatakos, 1990).

Relevant Terms and Definitions

Crisis, Traumatic Event /Critical Incident and Disaster. The terms *crisis*, *traumatic event*, *critical incident*, and *disaster* are often used interchangeably in the literature. In addition,

multiple definitions of each term are also presented. For example, the word *crisis*, as defined in the research, depends on a variety of factors, including individual perception, size of institution affected, number of people involved, or the academic discipline using the word (Rollo & Zdziarski, 2007). The American Academy of Experts in Traumatic Stress (2004) defines a crisis as:

A traumatic event that seriously disrupts our coping and problem-solving abilities. It is typically unpredicted, volatile in nature and may even threaten our survival. A crisis can present a drastic change to our environment that is generally unwanted and frightening, and may leave us with a sense of vulnerability and helplessness (p. 4).

The U.S. Department of Education (2007) further states *crisis* can range in scope and intensity, from incidents that affect a single student to ones that impact an entire community.

This same definition quagmire exists with *disaster*. For example, the Federal Emergency Management Agency (FEMA), the federal agency in charge of coordinating national disaster responses, currently lists 48 types of disasters on their website, without ever actually defining what constitutes a disaster (Federal Emergency Management Agency & U.S. Department of Homeland Security, 2010).

For purposes of this research, an *individual crisis* is defined as a variant of stress so severe that the individual becomes disorganized and unable to function effectively (Thompson, 2004). In addition, the student's ability to cope is affected by decreased access to resources, both tangible and intangible (McCarthy & Butler, 2003). In other words, the crisis is the emotional reaction of the individual student to the precipitating event, regardless of the type of event.

Crises have multiple facets that impact how to best respond to them. Zdziarski, Rollo & Dunkel (2007) created a Crisis Matrix to visually represent the various dimensions of a crisis. Visually, the matrix resembles a cube with three axes. The first axis is the level of the crisis. These levels are defined as:

- 1) A *crisis* is an unexpected event that disrupts the entire institution. Everyone in the organization is affected; classes may be cancelled and the institution closed. This event does not spill over into the community at large (Zdziarski et al., 2007).
- 2) A *critical incident* is an event that causes a disruption to part of the campus community. The disruption may affect a department or other smaller segment of the campus, but the rest of the institution is able to function without significant interference (Zdziarski et al., 2007).
- 3) A *disaster* is an unexpected event that disrupts the normal operations of not only the institution, but also of the surrounding community. These events often overwhelm campus and community resources, and equipment and services that the campus might otherwise rely on might not be available because they are being used elsewhere (Zdziarski et al., 2007).

What might be considered a critical incident at one campus could be a disaster at another campus, depending on such factors as the size and type of the institution, location, and the organizational structure of the campus. For example, a student fatality in a car crash may be treated like a critical incident at a large, urban institution. At a small rural institution, that same circumstance might need to be treated as a disaster. Given the number of potential crises that may be faced on a campus, emergency preparedness is a necessity (Dunkel, Griffin, & Probert, 1998).

The second axis on the Crisis Matrix is the type of crisis. Some research lists as many as fourteen types of crises that could be faced on a college campus (Mitroff, Diamond, & Alpaslan, 2006). Zdziarski, et al.(2007) combine these types into three clusters of crises: 1) environmental (originating with nature), 2) facility (originating with a structure), and 3) human (originating with or initiated by humans).

The final axis on the Crisis Matrix is the intentionality of the crisis (Zdziarski et al., 2007). An unintentional crisis occurs by accident; an intentional crisis is the result of a deliberate act (Zdziarski et al., 2007). In an unintentional crisis, one is mostly concerned with the victim; in an intentional crisis, one is concerned with the victim, the perpetrator, and it may be difficult to discern the differences between the victim and perpetrator at first, depending on the incident (Zdziarski et al., 2007). For example, a riot may involve people with multiple injuries, and some of the injured may also be the people who started the riot and may therefore face criminal charges too.

Crisis Management. *Crisis management* is the terminology used to discuss the process of responding to the effects of the crisis. Crisis management is performed at the individual and/or the institutional level. At the individual level, crisis management is the steps to mitigate the effects (e.g. packing an emergency evacuation bag when wildfires are present) (Federal Emergency Management Agency, n.d.). At the institutional level, this process often involves conducting a crisis audit to determine the types of crises most likely to occur on the campus, creating the campus response plan, controlling the message given to the media once the crisis occurs, and overseeing the campus recovery from the crisis (Baldrige & Julius, 1998). Crisis management implies the active collaboration between the person(s) experiencing the crisis and the crisis responders (Hoff & Hoff, 2011).

Campus Crisis Teams. Several types of committees or teams are relevant to this discussion, as student affairs professionals may find themselves serving on one or all types of teams over the course of their careers. These name of team often reflects the campus attitude towards working with individuals who may or may not pose a threat to themselves or the greater campus community (Eells & Rockland-Miller, 2010). The definitions of each type of team, as the terms will be used in this study are as follows:

- *Threat Assessment Teams* (TAT): A TAT (also known as Behavioral Intervention Teams (BIT), Campus Assessment, Response and Evaluation (CARE), or College Concerns Team) is the group of people on a campus who meet regularly to discuss reports of disruptive students and decide what, if any, threat those students pose to the campus as a whole. The use of TATs is not new, having been in use informally for quite some time (Myer, James, & Moulton, 2011). Literature in professional journals on the use of such teams, though not called TATs, can be found as far back as 1986 (Amada, 1992). The construction of TATs varies from campus to campus, but there are characteristics shared by all: membership tends to be static and limited; membership and leadership of the TAT is based on experience and expertise, not on seniority; and ideally, these teams are not directly tied to the recovery process of the individual or institution (Myer et al., 2011). Regardless of the name chosen for the team, the purpose is to share information and streamline protocols across departments, as well as to provide a decision-making platform for staff to determine the best institutional response (Eells & Rockland-Miller, 2010). The team process typically consists of an evaluation of a threat and determination of the likelihood of that threat being carried out (Sharkin, 2012a). The TAT will then make recommendations to the campus community based on their findings.

- *Crisis Management Teams (CMT)*: A CMT (also known as Critical Incident Response Teams, or CIRTs) provides oversight to the recovery process and manages the public relations issues that may arise, in addition to helping an institution prepare for a crisis (Myer et al., 2011; Sherwood & McKelfresh, 2007; Weisenbach Keller, Hughes, & Hertz, 2011). The team's activities might include a) making provisions for follow-up physical and mental health concerns, b) dealing with personnel concerns, c) being involved in conflict management and d) providing support for those needing assistance after a crisis (Myer et al., 2011).
- *Crisis Response Teams (CRT)*: CRT, sometimes referred to as Emergency Response Teams, refers to groups in the field who have direct contact with victims of the crisis (Myer et al., 2011; Sherwood & McKelfresh, 2007). These teams are on call and while there is generally a core team, only the members of the teams who have the skills needed for that particular crisis respond (Sherwood & McKelfresh, 2007). The size of this team may expand and contract as necessary to respond effectively to the situation. For example, during a snow storm that shuts down an entire community, members of the Food Service staff may be called in so that students in residence halls can still be provided with food, but grief counselors will not be called to respond. In addition, while this team typically reports to and takes direction from the crisis management team, the team also has the ability to operate independently so that decisions can be made quickly and without need for permission (Myer et al., 2011).

In addition to these campus-specific response team types, some campuses have also created Campus Community Emergency Response Teams (C-CERT). Traditional Community Emergency Response Teams (CERT) teams consist of volunteers who are trained to assist others

in their neighborhood or workplace following an event (of any scale) when professional responders are not immediately available, and they assist local emergency response agencies when requested (Citizen Corps, n.d.). The CERT curricula includes units on injury identification and treatment, fire suppression, disaster psychology and basic disaster preparedness (Citizen Corps, n.d.). C-CERT teams are organized and trained using the CERT program curriculum, but also receive training on the unique makeup of the specific campus ("Are you CERTain about campus safety in a catastrophe?", 2007). Any member of the community can participate in CERT or C-CERT training. A 2008 study by the International Association of Emergency Managers found that 35% of the respondents had a C-CERT team, most of those were in the Western and Southern U.S. where earthquakes and hurricanes often force campuses to be self-reliant for a period of time after the incident (Sullivan & Stempkowski, 2008).

Legislation Affecting Campus Crisis Management. There are also legal considerations that affect the practice of student affairs when considering crisis management/response. The first legal consideration is the Family Educational Rights and Privacy Act of 1974 (it is also referred to as FERPA or "the Buckley Amendment"). Under FERPA, institutions are not allowed to disclose information from the educational records they keep on students, except directory information, unless that student has given permission for the institutions to release that information (U.S. Department of Education, 2011). However, under FERPA, institutions are allowed to release students' personal information and academic records without court order, if the incident relates to the safety of the student or others (Jackson, Terrell, & Heard, 2007; U.S. Department of Education, 2011). Student medical or mental health records created solely for the purpose of treatment at a campus mental health or medical facility are excluded from FERPA protection; however if those records are shared with another office for purposes other than

treatment (for example, with the Disability Service office to provide documentation for receiving services), those records are then covered by FERPA (U.S. Department of Education, 2011).

Another law which governs institutional response to crisis situations is the Health Insurance Portability and Accountability Act (HIPAA) of 1996. HIPAA was created to establish national standards for protecting personal health records and covers three types of entities: health plans, health care clearinghouses, and health care providers (The Jed Foundation, 2008).

HIPAA permits the unauthorized release of medical records when necessary to prevent or lessen a serious threat to the individual or the public (Baker, 2009). HIPAA does not specifically cover campus medical records, but many states have legislation that is worded similarly to HIPAA and does refer to campus medical records (Baker, 2009; The Jed Foundation, 2008). Confusion exists at institutes of higher education regarding HIPAA, as an employee may be the health care provider, or the institution may be the supplier of the health insurance plans (Scaraglino, 2003).

Research Questions and Significance of Study

Student affairs professionals may find themselves in the middle of a campus crisis at any point in their careers. Whether student affairs professionals are trained to handle that crisis is the problem that this researcher wanted to investigate. The purpose of this research was to identify the types of training currently offered in crisis management and disaster mental health. Further the researcher wanted to identify faculty attitudes towards the importance of teaching crisis management and disaster mental health constructs in Master's-level student affairs/college counseling programs.

This research study was guided by four primary questions, as follows:

RQ1: What kinds of training are college student affairs/college counseling preparation programs offering their students in terms of crisis management and disaster mental health?

RQ2: Are there differences in counseling-based student affairs preparation programs versus non-counseling-based student affairs programs in the preparation of graduates in crisis management and disaster mental health?

RQ3: How important to faculty is teaching crisis management and disaster mental health concepts within Master's-level student affairs/college counseling graduate preparation programs?

RQ4: What skills and competencies related to crisis management and disaster mental health do faculty within Master's-level student affairs and college counseling graduate preparation programs consider important for entry-level practitioners to possess?

The significance of this study is that it contributes to two growing bodies of research. First, it adds to the research on training of student affairs professionals in general. There is a growing body of research addressing how the training happens and what topics are covered; this research is another brick in the foundation of training the next generation. Second, this contributes to the research around crisis management and disaster mental health in student affairs. Entry-level student affairs professionals on many campuses serve on TATs/BATs, or as campus crisis coordinators at the request of their supervisors, but they may not have the knowledge necessary to know exactly what that will mean should the unthinkable occur. By determining what training is offered in graduate school, the researcher hopes to identify the gaps in knowledge and provide for further discussion about alternate ways for new professionals to get the needed training.

Delimitations

As with many studies, there are certain factors known to the researcher that may affect the results of the study. One such delimiting factor is the numerous definitions of *crisis*, *critical incident*, and *disaster*. The study is designed to provide clear definitions of these terms for the participants, but individual with a crisis situation may affect how participants respond. Another factor is whether the institution receiving the survey has been involved in a natural, man-made, or technological crisis event. For example, Texas A & M faculty adjusted the student affairs preparation program to include more information on crisis management after the bonfire collapse (A. Baida, personal communication, 2011). Other faculty may have chosen to do the same.

Organization of Dissertation

This dissertation is organized in five chapters. Chapter One introduces the topics of crisis management, disaster mental health, and student affairs graduate preparation programs. Chapter Two is a comprehensive literature review including topics that were used in the questionnaire. Chapter Three discusses the research method used for this research. Chapter Four will provide the results of the questionnaire. Finally, the researcher used Chapter Five to discuss the results and the implications for the field.

Summary

Crisis management and disaster mental health and the relationship of those topics to student affairs preparation programs are subjects that need exploration. Much has been written about the effectiveness of training student affairs professionals in subjects such as integrating information technology into their jobs, development of diversity and inclusion, spirituality, and ethics and values. Student affairs professionals are expected to maintain professionalism in times of crisis on campus, yet how student affairs professionals are trained in crisis management

and disaster mental health has long been ignored in the literature. The information provided in this chapter introduced the topics of crisis management, disaster mental health and student affairs/college counseling preparation programs. Each of these topics is explored in detail in the Literature Review.

CHAPTER 2

LITERATURE REVIEW

In an effort to build a conceptual frame for understanding the relationship between student affairs preparation programs, crisis management training, and disaster mental health training, this chapter synthesizes literature on these accounts. First, the researcher presents a background discussion on the types of crises that have afflicted campuses. Next, the researcher addresses crisis management information, including threat assessment, the FEMA crisis management model, and some of the specialized topics within crisis management that could be included within a comprehensive training model. Third, the researcher will address disaster mental health training, including psychological first aid, critical incident management and debriefing, and additional topics for working with college students. Finally, the researcher discusses student affairs training programs, including the competency areas for student affairs practitioners and the accreditation standards that address emergency management and disaster mental health concepts within them.

Examples of Crises that Have Affected Institutions of Higher Education

If administrators could choose, crises would be prevented before they ever happened (Baldridge & Julius, 1998; Grayson, 2006). Unfortunately, it would be nearly impossible to work in higher education and not experience some form of crisis on campus. Crises have always arisen in institutional environments and through the lens of campus responders, typically have been regarded as negative and disruptive events involving students (Merriman, 2008). Many different types of events have occurred that graphically illustrate the types of crises faced on

campuses. These events range from events involving an individual student and move up through the continuum of crisis through to events that also have a regional or national impact.

One example of a crisis that effects small group of students and has a direct tie to a student affairs function is that of a fire in a residence hall. In 2000, a residence hall at Seton Hall University killed three freshmen and injured dozens more, including a resident life staff member who was helping evacuate the residents (Dan & Robert, 2000). This incident resulted in a \$12,000 fine against Seton Hall for not having a fire safety plan or training in place at the time of the incident (OSHA fines Seton Hall University, 2000).

There are also crises that initially affect one or a small group of students, but then blow up into larger scale events. Events of this type include hazing incidents, such as the one currently being investigated at Florida A & M University (Alvarez & Brown, 2011). Hazing is physical or emotional violence directed at specific individuals as part of the initiation process to join a student organization or become a member of the institution at large (Schuh, 1998b). Further, hazing may negatively impact the physical or psychological well-being of the individual, or may cause damage to others or to public or private property (Campo, Poulos, & Sipple, 2005). Robert Champion, a drum major for the FAMU marching band from Decatur, GA, passed away after a suspected hazing incident on campus by other band members (Alvarez & Brown, 2011). FAMU faculty and staff, by virtue of the actions of a few students, now must work through the legal crises created by these students (including a lawsuit brought by Mr. Champion's parents and an investigation being conducted by the Florida governor's office), as well as manage the crisis of public opinion (Stuart, 2012).

Unfortunately, many incidents happen on campus that effect the entire community, and some of these incidents may result in changes to campus policies across the United States. Mass

murder on campus is one such type of event. The classic example of a mass murder on a campus is the case of Charles Whitman. In 1966, Mr. Whitman climbed to the top of the Texas Tower at The University of Texas-Austin, and used that position to kill 14 people and wound dozens of others before he was killed (Myer et al., 2011). More recently, incidents at Virginia Tech, Northern Illinois University, Louisiana Technical College, and Oikos University demonstrate that while mass killings at institutions of higher education are rare, these events should now be included in crisis plans.

Other types of events may be equally rare occurrences, but are equally upsetting to the campus environment. In 1999, students at Texas A & M University were building the bonfire platform for the traditional lighting before the football game against the University of Texas at Austin. The wood pile collapsed, killing 12 students and severely injuring many others (Burka, 2000; Mangan, 1999). In this situation, the institution not only had to manage the immediate crisis of the dead and injured, but further had to manage the ongoing public relations issues as information about the cause of the bonfire was discovered. Finally, the administration has had to consider the emotions of students and alumni in the debate of whether the bonfire should come back to campus, as this was an event that began in 1909 and had continued every year, with the exception of 1963, until the incident (Colloff, 2009). The bonfire tradition has returned, but is currently held off campus and coordinated by students without official approval (Parks, 2009).

Bluffton University is a small (1150 students), Mennonite-affiliated institution located in northern Ohio. In 2007, Bluffton made national news when five members of the baseball team were killed and 28 others were injured in an accident on Interstate 75 in Atlanta (Lipka & Evangelauf, 2007; Wertheim, 2007). The bus plunged off an interstate overpass when the driver mistook the HOV exit lane for the continuing lane of traffic. This tragedy intimately affected the

entire campus, as nearly every member of the student body knew at least one of the players on an individual basis (Wertheim, 2007).

Some incidents have wide reaching effects across the U.S., in ways that are completely unexpected. Hurricane Katrina came ashore at the beginning of the Fall 2005 semester, and damaged many institutions of higher education in New Orleans, to the point buildings were uninhabitable (Cherrey, 2006). Another crisis occurred as institutions across the U.S. opened their doors to accept the students from these colleges. It was not possible to get the academic records, vaccine histories, financial aid information or other information on the students who were showing up in every state asking to enroll (Jarrell, Dennis, Jackson, & Kenney, 2008). Many of these campuses were also well past their admission dates for the fall semester, but found themselves scrambling to get students from New Orleans area schools enrolled in classes without academic or financial penalties (Jarrell et al., 2008). Multiple levels of crisis response were happening simultaneously in this incident. Staff members from the affected institutions were not only trying to repair their own lives, but were also attempting to manage worried family members until all students were located. These staff members were also trying to find what information they could to help those students enroll at other institutions. Finally, the staff was asked to help the institution recover as they were able (C. Timmons, 2011, personal communication).

As the above examples demonstrate, the events faced by campuses include student death (from suicide, accident, or homicide); student demonstrations; violent crimes (e.g. rape, hazing, or assault); and natural/ technological disasters (Duncan & Miser, 2000). Mitroff, Diamond and Alpaslan (2006), identified 14 categories into which typical campus crises fall: 1) Serious outbreak of illness; 2) Major food tampering; 3) Employee sabotage; 4) Fires, explosions and

chemical spills; 5) Environmental disasters; 6) Significant drops in revenue, 7) Natural disasters; 8) Loss of confidential/sensitive information or records; 9) Major lawsuits; 10) Terrorist attacks; 11) Damage to institutional reputation; 12) Ethical breaches by administrators, faculty or staff; 13) Major crimes and 14) Athletic scandals. Each of these types of events requires a separate threat assessment model, although components of the models may be similar.

Threat Assessment

Although the catalyst for the creation of most institutional threat assessment functions was the incident at Virginia Tech, it is important to remember that violent crime existed on campuses prior to that event (Sharkin, 2012a). Most of the threat assessment models currently available are based on the assumptions of a K-12 environment, where a series of school shooting incidents in the 1990's brought threat assessment to the forefront (Weisenbach Keller et al., 2011). Crisis events on a campus present many unique challenges to crisis responders not faced by their K-12 counterparts. The most basic difference is the physical environment. K-12 settings are often confined to two or three buildings, with smaller classroom sizes and constant and consistent contact with faculty and staff (Drysdale, Modzeleski, & Simons, 2010). Institutions of higher education are comprised of multiple buildings spread over several square miles. The classrooms are larger, the faculty and staff contact with the students is not consistent semester to semester, there is limited faculty contact between departments, and there is limited control over who has access to each building (Drysdale et al., 2010; Schuh, 1998a).

In addition to the physical limitations of protecting these campuses, there are other considerations for student affairs professionals. For example, there is a well-established link between substance abuse and violence (L. W. Bennett & O'Brien, 2010; Schuh, 1998a). Unfortunately, there is also a long history of college students engaging in substance abuse,

whether alcohol, illegal drugs, or controlled substances (Kuh & Arnold, 1993). If one adds substance abuse to a fraternity (or other organized student activity, like marching band) environment, one has the potential for a hazing incident to occur (Hayek, Carini, O'Day, & Kuh, 2002; Kuh & Arnold, 1993). This relationship between substance abuse and violence is an area of vulnerability for campuses, which could easily lead to a situation where the services of a CRT may be required.

Students are not the only source of potential crises on campus. An institution of higher education is unique because not only is it a place of learning, it is a workplace for perhaps hundreds of people. In 2010, Amy Bishop, a professor at the University of Alabama-Huntsville entered a faculty meeting and proceeded to kill three other faculty and staff after being denied tenure (Bartlett, Wilson, Basken, Glenn, & Fischman, 2010). Unfortunately, many campus TATs/BITs are only charged with reviewing student behavior, leaving those among the faculty and staff ranks unaccounted for in the institutional plans (Franke, 2010).

Crisis Management Cycle

All traumatic events that result in emotional crises, regardless of the size or scope, can be managed in a continuous process with four phases: Mitigation/Prevention, Preparedness, Response, and Recovery (Federal Emergency Management Agency & U.S. Department of Homeland Security, 2010; U.S. Department of Education & Office of Safe and Drug Free Schools, 2007). The four phases are standard phases, whether one is referring to personal safety planning, or large scale or community wide activities. For purposes of this research, these phases will be defined in terms of campus communities.

Prevention/Mitigation is the act of reviewing existing community and campus data for the types of potential crises that could present (U.S. Department of Education & Office of Safe

and Drug Free Schools, 2010). This step includes assessing physical plant operations such as facilities and grounds as well as the culture and climate of the institution. At an institute of higher education, the facilities staff can plant trees that are more resistant to high winds or ensuring the residence halls have working sprinkler systems and fire alarms (U.S. Department of Homeland Security, 2005).

Preparedness is, according to the National Incident Management System (NIMS), “the continuous process of organizing, training, equipping and taking corrective action in a effort to ensure effective coordination during incident response” (U.S. Department of Homeland Security, 2008). This step includes items such as conducting building evacuation drills, insuring personal property against loss, and participating in First Aid training. Higher education institutions can implement preparedness by having students, faculty, and staff participate in evacuation drills and offering training on the most common types of hazards identified for the particular location (U.S. Department of Homeland Security, 2005).

Response is the phase immediately following the incident. This phase includes mobilizing appropriate personnel and equipment, providing for any lost resources, and beginning the tasks of returning to the state of operation that existed prior to the incident (U.S. Department of Homeland Security, 2008). Response activities at a college would include locating temporary housing for any displaced students and getting students, faculty, and staff appropriate medical attention (U.S. Department of Homeland Security, 2005).

Recovery is the final phase in the FEMA crisis management cycle. The efforts in this phase continue returning the community and the infrastructure to pre-incident levels of functioning (U.S. Department of Homeland Security, 2008). As campuses return to pre incident functioning, students would begin taking classes as scheduled, operations of facilities and

auxiliary services would be established, and campus rituals would resume (U.S. Department of Homeland Security, 2005). Once recovery operations are complete, then mitigation activities for the next crisis would begin.

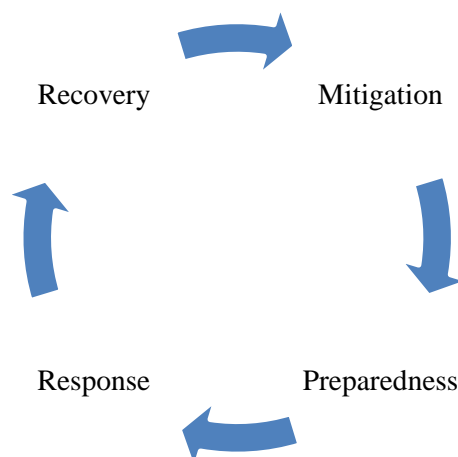


Figure 2.1: FEMA Crisis Management Cycle

Zdziarski, Rollo, and Dunkel (2007), who began researching campus crisis management after incidents on their campuses, added a fifth stage to the FEMA model, called *Learning*. After the incident (regardless of size or scope) has passed, the response should be reviewed by the parties involved to gather information about the incident and how it was handled. From this information, staff members can be identified for further training, existing crisis plans can be updated and protocols revised, and new allies, on and off campus, can be identified. All of these activities are critical to the learning phase, as failure to take advantage of these activities is a missed opportunity for growth among individual staff members, as well as the institution as a whole (Zdziarski et al., 2007).

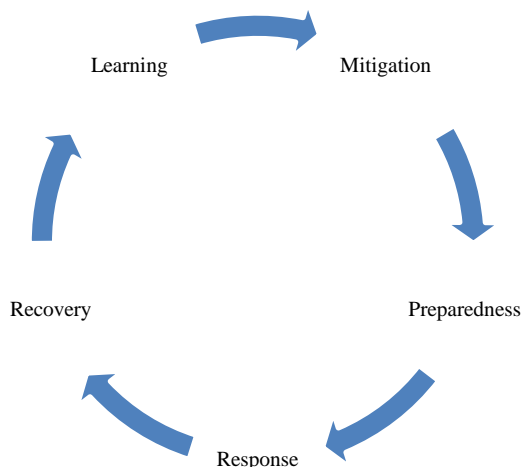


Figure 2.2: FEMA Crisis Management Cycle with Addition of Learning

Crisis Management Training

Crisis management is the process of the crisis, specifically how an organization managed the cycle identified by FEMA. Effective crisis management training programs equip the members of the crisis management team with the capabilities, flexibility, and confidence to deal with the problems that may arise (Robert & Lajtha, 2002). Some of the tools necessary for today's campus emergency responders include specific training on National Incident Management System, Incident Command System, and specialty training in topics such as first aid, active shooter scenarios, and fire safety.

National Incident Management System (NIMS). After the September 11, 2001 terrorist attack, the government commissioned a task force to analyze what happened during the response and how it could have been better managed. As a result of this task force, the Department of Homeland Security developed NIMS in 2004 to provide a systematic, proactive approach for government agencies at all levels, nongovernment organizations, and the private sector to work seamlessly to prevent, respond to, recover from, and mitigate the effects of incidents (Fazzini, 2009). This system can be used—regardless of the cause, size, location, or

complexity of the event—to reduce the loss of life, destruction of property, and harm to the environment (Kim, Sharman, Rao, & Upadhyaya, 2007). NIMS provides the structure for the Incident Command System, the common language used by emergency responders at the site of the event, through six core components: command and management, preparedness, resource management, communications and information management, supporting technologies, and ongoing management and maintenance (A. I. Anderson, Compton, & Mason, 2004).

Organizations (including institutions of higher education) that have implemented NIMS can qualify for recouping a portion of the money spent on the incident from the federal government, but according to a recent study by the International Association of Emergency Managers (IAEM), 59% of all campuses who responded have an Emergency Operations Plan that is NIMS compliant (Fazzini, 2009; Sullivan & Stempkowski, 2008). After the Virginia Tech shooting, many university crisis management teams began to understand the importance of streamlining the chain of command for all campus responders and using the same terminology as resources outside of campus (Lawson, Bodenhorn, & Welfare, 2010).

Incident Command System (ICS). ICS is the primary feature of the Command and Management component of NIMS. ICS is defined as a management system designed to enable effective and efficient domestic incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure (U.S. Department of Homeland Security, 2008). ICS is organizationally structured to coordinate activities in five functional areas: command, operations, planning, logistics, and finance/administration (A. I. Anderson et al., 2004). ICS is the structure used by all agencies, private and public, responding to an event. This structure is predefined, yet flexible, allowing for alterations as the incident increases or decreases in size and scope (Fazzini, 2009).

ICS is one component of NIMS, but it does give an indication of the ability of the agency to integrate seamlessly into a larger response (U.S. Department of Homeland Security, 2008).

According to IAEM, ICS is used by the emergency responders on the campuses of 92% of the survey respondents (Sullivan & Stempkowski, 2008).

Role of First Responders/Campus Crisis Response Teams

First responders are defined as those individuals who, in the early stages of an incident, are responsible for the protection and preservation of life, property, evidence, and the environment (Hoff & Hoff, 2011; U.S. Department of Education & Office of Safe and Drug Free Schools, 2010). This list includes, but is not limited to, emergency response providers (police, fire, EMT) and staff from offices such as county emergency management, public health, public works, and other skilled support personnel who provide immediate services during the emergency management cycle. On a campus, this group of people may have members from both the campus and the surrounding communities, depending on the scope of the incident. A crisis responder on a campus often works with students, and their families, who have experienced a loss, been the victim of a crime, or are working through other traumatic events. Student affairs staff members who are also campus first responders or crisis management team members may find that a degree in student affairs is not adequate preparation for crisis response (Paterson, 2006a).

The personnel classified as first responders vary from institution to institution, but they share many characteristics. These people possess qualities such as the ability to think and act quickly (Dass-Brailsford, 2010a). In addition, the first responder must be able to stay calm and collected while maintaining empathy for the victim (Dass-Brailsford, 2010a). First responders must be able to recognize their own limitations in what they are and are not able to provide in

regards to victim care (Bergeron & LeBaudour, 2009). Finally, the first responders must be able to perform their functions without becoming a secondary victim of the event which caused the need for the response (Dass-Brailsford, 2010a).

Emergency personnel (police, fire, ambulance) are usually included as first responders. Other institutions include such campus personnel as the Dean of Students, the Vice President of Student Affairs, the Director of the Counseling Center, the Director of Residence Life, the Director of Student Life, Campus Legal Counsel, the Director of Health Services and a Media Specialist. Campus CRTs may or may not include those traditionally thought of as first responders, such as Residence Hall Advisors or student paraprofessional counselors. Since the Virginia Tech shootings, the need to plan and train for critical incidents on campuses has been framed to include not only law enforcement officers, but also other first responders, campus leaders, public relations personnel, other key staff members, and counselors (Schafer, Heiple, Giblin, & Burruss, 2010).

Specialty Topics in Crisis Management Training

In addition to the topics above, there are specialty topics in crisis management training programs. These components, First Aid/CPR training, active shooter drills, and fire safety may be stand-alone programs, or be part of a comprehensive crisis management or first-responder training program (American Association of Community Colleges, 2006).

First Aid/CPR. First Aid/CPR (also referred to as Basic Life Support (BLS)), is the application of basic life-saving treatments for people who have suffered an injury or have stopped breathing. First Aid/CPR coursework includes items such as wound identification and care, breathing emergencies, environmental emergencies, and proper utilization of life saving equipment (American Red Cross, 2011). Basic tenets of First Aid/CPR have been taught by the

American Red Cross (ARC) and the American Heart Association (AHA) to over 17 million citizens a year since the 1970s (Eisenburger & Safar, 1999). While many institutions have access to a campus health service, having staff members prepared to deliver First Aid/CPR can be the difference between a student surviving or passing away from something as relatively minor as a food allergy or as major as a severe car accident on campus (Dunne & Somerset, 2004).

Active Shooter Drills. In response to the campus shooting incidents of the last several years, many campuses have implemented “Active Shooter Drills”. These drills simulate having a gunman on campus, and allow the campus emergency response teams to practice what to do when the incident is actually happening and what will happen to the campus once the incident is over (Lifelike active shooter drill tested college's response team, 2011). These drills can be realistic, with students and staff wearing makeup to simulate injuries, and a local SWAT team response (Ervin, 2008; Lifelike active shooter drill tested college's response team, 2011). After these drills are completed, it is important for the campus crisis management teams review the data collected and interview the participants to find out what areas of the plan need to be adjusted (Greenberg, 2007).

Fire Safety. Since the Seton Hall residence hall fire, institutions all over the United States have implemented fire safety training programs that are targeted to students and faculty/staff (Community facilitators train students on fire safety, 2008; Eastern Kentucky University launches fire safety initiative, 2011; University of Wisconsin offers hands-on fire safety instruction, 2008). Fire safety training encompasses more than knowing the evacuation routes out of a building. Most fire safety programs also include proper instruction on the use of fire extinguishers, drills conducted with the local fire departments, and information on penalties

for students who make false alarms (Halligan, 2010; Report identifies students' fire safety 'knowledge gap.', 2007; Sturgeon, 2005).

Disaster Mental Health

Disaster Mental Health (DMH) is the overarching term used for psychological interventions for survivors and responders following a disaster or crisis (Dass-Brailsford, 2010b). The purpose of the intervention in DMH is to return the individual to the state of functioning he/she had prior to the traumatic event (Sandoval, Scott, & Padilla, 2009). The need for crisis services for mental health has been recognized since the first suicide hotline was established in San Francisco in 1902 (Dass-Brailsford, 2010b). The formal beginnings of DMH as a field in the United States have been attributed to the Cocoanut Grove fire and the work of Lindemann, who treated many of the survivors of the fire (Dass-Brailsford, 2010b; Roberts, 2005b). Training for people who may be working with victims of a crisis is crucial; the actual event is not the place for responders to learn the concepts of disaster mental health (Dass-Brailsford, 2008).

Differences between Traditional Counseling and Disaster Mental Health Practice.

The distinctions between traditional psychotherapy relationships and what is broadly termed as Disaster Mental Health are significant enough that the Council for Accreditation of Counseling and Related Educational Programs (CACREP) recently updated the standards for training programs to include DMH principles (2009a). Counseling is defined as a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals (American Counseling Association, 2010). Mental health counseling is centered around the diagnosis and treatment of a mental illness and/or psychosocial development (Myers & Wee, 2005; Palmisano, 2007). Traditional counseling sessions take place in facilities related to mental health (private practice offices, correctional

institutions, hospitals, etc.), takes place in a specific period of time (e.g. blocks of 50 minutes) and are expected to take place over multiple sessions (Puleo & McGlothlin, 2010).

By contrast, Disaster Mental Health concentrates on issues that surround a particular traumatic event (Myers & Wee, 2005; Palmisano, 2007). The goal of the intervention is to return the client to his/her level of function as it was before the crisis; any new skills learned by the client as a result of the intervention are seen as a fortunate by-product, not the intention (Sandoval et al., 2009). DMH does not allow for prolonged one-on-one counseling (Paterson, 2006a). Both direct (the person actually experiencing the crisis) and indirect (the people who may be friends or family members of the direct victim, or even watching the crisis unfold on television) victims may need to avail themselves of these services (Myers & Wee, 2005). Time is considered one of the most important resources during a crisis. As such, DMH techniques have been developed to address the urgent psychological needs of people involved in these events (Reyes & Elhai, 2004). Further, DMH interventions can take place at any time, in any location, and for whatever period of time is necessary to stabilize the victim (Puleo & McGlothlin, 2010).

The demanding nature of disaster mental health work that is carried out in difficult post-event environments assumes that the DMH providers 1) have a clear sense of their own strengths and limitations, 2) routinely practice fundamental self-care principles and 3) work to cultivate peer support (Weaver, Dingman, Morgan, Hong, & North, 2000). Point 3 is of particular importance, as the people available to respond to an incident may change, based on the type of incident, the time the incident strikes, or a variety of other factors. Interdisciplinary conflicts at the incident site add a level of stress to the providers that is not needed (Weaver et al., 2000).

College Counseling. One exception to a traditional counseling relationship is college counseling. College counselors not only engage in one-on-one counseling relationships, but also serve on a variety of campus-wide committees (including TATs), conduct outreach workshops, and may be teaching courses, in addition to supervision and research activities (Sharkin, 2012c). Colleges have had counselors on staff since the 1920's, but it was not until the shootings at Virginia Tech and other institutions that the field attracted the high level of public and government scrutiny currently being seen (Prescott, 2008).

Research suggests that counseling center directors believe that college students today are experiencing more severe psychological problems and that student affairs professionals (beyond the counseling center staff) are spending significant amounts of time addressing the needs of these students (Bishop, 1990; Jenks Kettmann et al., 2007; Rawls, Johnson, & Bartels, 2004; Reynolds, 2011; Stone & Archer, 1990; Vespia, 2007). Many reasons have been identified for this perceived increase in severity of college student mental health concerns. As the pathologies manifested in society continue to emerge on relatively open college campuses, issues of mental health, violence, and safety will be center stage for practitioners, with student affairs professionals on the receiving end of increased calls for protection from harm (Kuk & Cuyjet, 2009).

The need to provide counseling for such a broad range of issues and students—including multicultural and gender issues, career and developmental needs, life transitions, stress, violence, and serious psychological problems—is one of the major challenges facing college counseling centers (Archer & Cooper, 1998). Students with emotional and behavioral problems have the potential to affect many other people on campus in terms of disruptive, disturbing, or even dangerous behavior, including the extremes of harming themselves or others (Kitzrow, 2003).

Simply stated, a college campus can be an extremely difficult environment for students who are experiencing psychological difficulties (Sharkin, 2006a).

Disaster Mental Health and Psychological First Response. DMH interventions typically include screening for symptoms of major disorders, public outreach, and public education activities (Bulling & Abdel-Monem, 2009). The goal of these activities is to perform a psychological first response, that is, to normalize stress reactions, identify those who may be at risk for developing more severe symptoms, and avoid any actions that may induce adverse outcomes (Everly & Flynn, 2006).

Types of Psychological First Response. Little research exists to support the efficacy of one model of psychological first response over another (Abdel-Monem & Bulling, 2005; Watson & Ruzek, 2009). It is very difficult to empirically study psychological first response because one has no control over the sample population (e.g., how they may respond, their demographic cross section, the type of crisis being studied) or when or where the crisis will strike. However, three primary models of psychological first response have emerged based on lessons learned from previous crises. These models are discussed below.

Critical Incident Stress Debriefing. Critical Incident Stress Debriefing (CISD) is a structured, seven-step, small, homogenous group, supportive intervention intended to take place between 1 and 10 days of the conclusion of the crisis event (Jacobs, Horne-Moyer, & Jones, 2004; Mitchell, n.d.-b). The primary emphasis in CISD is to inform and build resiliency from a traumatic experience and to facilitate a recovery from the traumatic event and a return to normal functioning (Mitchell, n.d.-b). This technique has mostly been researched with first responders (fire fighters, police, EMT), but the process of CISD has led to the development of Critical Incident Stress Management (J. Miller, 2002).

Critical Incident Stress Management. Critical Incident Stress Management (CISM) is a multi-component strategy including pre-incident education and invention, on-the-scene interventions, and post-incident strategies, with the goal of reducing or eliminating long-term effects from the incident (Jacobs et al., 2004). CISM was first utilized with emergency first responders (police, firemen, ambulance personnel) and was developed to mitigate exposure to traumatically sensitive situations (Ginebaugh et al., 2009). Initially, CISM relied heavily on the Critical Incident Stress Debriefing model, but has since evolved to become a “comprehensive, systematic and multi-tactic approach for early intervention” (Mitchell, n.d.-a). CISM can be used successfully in a variety of environments including universities and P-12 settings and after a variety of crises (S. Bennett, 2004; Levenson, Memoli, & Flannery, 2000; Paterson, 2006b). CISM is useful in large and small-scale events, with the number of providers being increased or reduced as needed. In addition, CISM can be understood by both counseling and non-counseling professional staff members, allowing multiple members of the campus community to have the same language when talking between offices regarding campus response (Ginebaugh et al., 2009).

Psychological First Aid. Psychological First Aid (PFA) is the providing of basic mental health intervention in a crisis situation and consists of a supportive and compassionate presence designed to enhance natural resilience while facilitating access to continued care if necessary (Everly & Flynn, 2006). The goal is to assist with current needs and promote adaptive functioning rather than to elicit details of traumatic experiences and losses (Dass-Brailsford, 2010a). PFA consists of eight core actions: Make Contact; Provide Safety; Stabilize Affect; Address Needs and Concerns; Provide Practical Assistance; Facilitate Connections with Social Support Networks; Facilitate Coping; and Create Linkages with Needed Collaborative Services.

Many practitioners also include Providing Referrals as a ninth action, even though it is not formally listed in the PFA manuals (Sandoval et al., 2009). PFA is designed so that even those with minimal mental health training can provide assistance (Reyes & Elhai, 2004).

Training in Disaster Mental Health

Like much of the work in disaster mental health in general, there is a profound need for the development and evaluation of training methods (Watson & Ruzek, 2009). This need has been highlighted in recent years through events such as the Virginia Tech shootings, the September 11th attacks, and Hurricane Katrina. Counselors, and others in related professions, found themselves ill-equipped to work with the large numbers of people who were psychologically affected, but with a strong desire to help however possible (Boyer, 2008; Flynn & Heitzmann, 2008; Gheyntanchi et al., 2007; Hughes et al., 2011; Jones, Immel, Moore, & Hadder, 2008; Roberts, 2005a). Kaul and Welzant (2005) stated there is a general consensus among many crisis clinicians, researchers, and administrators “that a strong desire to help, if not grounded in empirical and practical foundations, might lead to interventions that prove ineffective or potentially harmful despite good intentions” (p. 203).

This is true not only of Disaster Mental Health as a whole, but also the sub-specialties considered as part of the response. For example, Waple (2006) found in one study that while use of crisis and conflict management skills is high among student affairs practitioners, only 57% of his respondents felt that they had obtained that skill in their preparation program. Practitioners, particularly those from counseling programs, are trained to work effectively when given time to think, plan, and organize their thoughts (S. L. Bowman & Roysircar, 2011). This approach works well when practitioners are within their own office, but most crisis events require the ability to think and act quickly, traits that are not as emphasized in graduate training programs.

Because of the nature of the campus setting, it may not be advisable to allow in non-university affiliated mental health practitioners after an incident. In general, mental health providers from outside the institution for higher learning have little understanding of the processes and procedures of the specific institution, and may not be familiar with items such as the developmental needs of the students, the state and federal legislation covering the campus, or even the experience and training in DMH of the counselors who arrive (B. H. Young, Ruzek, Wong, Salzer, & Naturale, 2006). Providing training on DMH basic concepts in student affairs training programs can help to lend credibility to the student affairs professional's ability in a time of crisis.

It should be noted that there are concerns with integrating disaster psychology into a curriculum. Some students may react negatively to content because of their own victimization or survivorship history or that of a loved one (Gere, Dass-Brailsford, & Tsoi Hoshmand, 2009). Other students may discover that practicing disaster mental health techniques is too stressful or creates other adverse effects on their own psyches (S. L. Bowman & Roysircar, 2011).

Specialty Topics in Disaster Mental Health

Working with Bereaved College Students. Part of the human experience is to experience loss; learning to work through loss is one of the primary developmental tasks for humans. Grief is a complicated process, and comes in a variety of forms on a college campus: loss of parent, spouse, or child, loss of a friend or roommate, job loss, and separation and divorce (James, 2005a). Grief is further determined by the nature of the loss (natural loss tends to be easier for people to accept than violent loss such as murder), one's cultural norms around the grieving process, and the individual's prior experiences with grief (Kanel, 1999). The stages of grief in humans have been well documented by Kübler-Ross and Schneider (James, 2005a). The

stages of grief for college students can also be viewed through the student development lens; these theories postulate that how the student makes meaning out of the loss and learns to maneuver transitions can be a determining factor of how they progress to the next stage of their identity development (Taub & Servaty-Seib, 2008). It is important to remember that the stages of grief, regardless of the theoretical lens one is using, are not linear, therefore a student affairs practitioner may work with students at any stage of bereavement.

Research indicates that at any given time, 22-30% of college students are in the first twelve months of grieving the loss of a family member or friend (Balk, 2008). Being familiar with the stages of bereavement allows the student affairs professional to stabilize the situation until more qualified assistance can be arranged for the student.

Working with Students with Post-Traumatic Stress Disorder (PTSD). PTSD is a specific type of anxiety disorder that can develop after a person experiences a crisis. Symptoms of PTSD vary greatly from person, but the most commonly exhibited signs include depression, dissociation, re-experiencing the trauma through flashbacks, and avoiding the places the person associates with the trauma (Sharkin, 2006b). PTSD has been widely studied following both natural and man-made disasters (Ursano, Fullerton, Weisaeth, & Raphael, 2007). PTSD is not the only trauma related disorder, but it can be side effect of surviving any traumatic incident, such as a sexual assault, fire, etc., or the result of the ongoing reactions to the traumatic event (Dubi & Sanabria, 2010; McDermott, Lee, Judd, & Gibbon, 2005; van der Kolk, Roth, Pelcovitz, Sunday, & Spinazzola, 2005). Epidemiological studies estimate that approximately 8% of the civilian population in the U.S. will experience PTSD in their lifetime, but about 20% of all victims of a particular disaster or trauma will develop PTSD (James, 2005b). Experiences with prior trauma add to a person's predisposition to developing PTSD following a new traumatic

incident (Regehr, LeBlanc, Jelley, Barath, & Daciuk, 2007). Research on the effect of using a DMH technique with people to reduce the likelihood of developing PTSD is still in its infancy; however, the research that does exist supports the idea of early intervention with any DMH technique (Benedek, 2007).

The wide variety of crises that can happen on a campus or to a student means that student affairs practitioners may well find themselves working with a student who is exhibiting PTSD or related symptoms. The symptoms may be mild to severe, causing greater disruption to academic and social development as the symptoms become more severe (Sharkin, 2006b). As the numbers of military veterans at institutions of higher education continues to increase, learning to recognize and provide immediate interventions until a more qualified mental health professional arrives on scene appears to be a prudent course of action for today's student affairs practitioner (Sharkin, 2012b).

Conflict Management/Resolution Skills. Conflict is another inevitable part of human life that occurs when a person's needs, desires, and values come into opposition with those of other people (Serr & Taber, 1987). Organizations often take a "principled" approach to conflict; it is considered healthy for the organization for conflict to exist, as it often leads to growth for the organization (Holton, 1995a). For many, talk of conflict at institutions of higher education used includes the student rebellion of the 1960s and 1970s; these conversations now include athletic scandals, multicultural issues, and financial concerns of students (Holton, 1995b)

Since conflict on a college campus may occur inside the classroom between students and other students/professors or outside the classroom with roommates, friends, or family, it is not uncommon for student affairs professionals to work with students experiencing conflict and not only within the confines of the student judiciary office (Caple, 1996). Options for managing

these conflicts range from doing nothing (the least expensive option) all the way to pursuing legal action (usually the most expensive option) (Gibson, 1995). The knowledge and skill in mediating and adjudicating conflicts is of great value to student affairs practitioners, either for the direct application with students, or in consultation with others, if for no other reason than it can be financially beneficial to the institution (Caple, 1996; Gibson, 1995)

Student Affairs Professionals

The roots of student affairs in the United States can be traced to the concern John Harvard and his successors had for the spiritual welfare of students in the early institutions (Shaffer & Martinson, 1966). From the sixteenth through the nineteenth centuries, the role of the student affairs professional was filled by the faculty (Garland, 1985). The beginning of the twentieth century saw the emergence of the student affairs professional identity, with the establishment of vocational guidance offices on campuses. Faculty members were no longer responsible for the out of class development of students; universities hired professional staff to manage those out of class experiences for students. Staff members working in student affairs positions came from academic backgrounds, as no formal training programs existed (Hamrick, Evans, & Schuh, 2002).

Today, student affairs professionals find themselves working in a variety of areas and through a variety of management levels across an institution. Entry-level professionals find themselves providing direct educational service to students through their work as campus activity programmers, residence life staff, academic support personnel or coordinators of special projects and services for students (Creamer, Wintson, & Miller, 2001). Most of the entry-level roles in student affairs allow for a high amount of student contact. Others are considered mid-level management, overseeing complex offices and institutional functions such as career services or

judicial affairs; those in a third group are executive level administrators, overseeing multi-million dollar budgets and with responsibilities for the student affairs division as a whole (Creamer et al., 2001). On many campuses, there is an inverse relationship with the higher level of the student affairs position and the amount of direct student contact (Creamer et al, 2001).

Student Affairs Preparation Programs

As the student affairs profession traces its emergence to vocational guidance, so too does the history of student affairs preparation programs. The first program in vocational guidance began at Columbia University's Teachers College, with the first diploma, in conjunction with a Master of Arts degree, awarded in 1913 (Waple, 2006; R. B. Young, 2003). Currently, the ACPA-College Student Educators International online directory lists over 80 universities in the Directory of Graduate Preparation Programs, offering degrees at the Masters and/or Doctorate levels in student affairs administration (ACPA, n.d.).

Through the years, student affairs training programs have developed three distinct foci: counseling, administrative, and student development (Keim, 1991; Kuk, Cobb, & Forrest, 2007; Penn & Trow, 1987; Waple, 2006). Mueller (1959) argued that the most critical skill a student affairs professional needed was counseling. Others echoed this view through the 1970s (Cuyjet, Longwell-Grice, & Molina, 2009; Parker, 1966; Pruitt, 1979). In the 1980s, researchers began to state that programs needed to emphasize administration and practical experience (Stamatakos, 1981a, 1981b). By the end of the 1990's, student development and student learning was at the forefront of training programs (American College Personnel Association, 1994; Barrow, 1987; Bloland, Stamatakos, & Rogers, 1994; Walter, 1989). Penn and Trow (1987) provided the following operational definitions of the three foci:

- Programs with a counseling focus generally include the theories and techniques of counseling, as well as a required counseling internship, preparing students to work in settings designed for one-on-one or group counseling. Sometimes these programs are classified as college counseling programs instead of student affairs programs (p. 40).
- Programs with an administrative focus provide instruction on the “responsibilities and skills needed to organize, complement and coordinate programs in housing, student conduct, financial aid, student activities, placement, enrollment and records management, and general student affairs. Curricula focuses on organizational theory, developing management skills, understanding personnel and working with budget and fiscal processes” (pp. 40-41).
- Programs with a focus on student development typically focus on “examining the psychological development theories and adapting them to the world of post-secondary education. Classes focus on working with students in different learning environments and helping students individually and in groups to determine their goals and implement them as part of the educational process” (p. 41).

Research on the competencies needed to succeed as a student affairs administrator is lacking. What research does exist reveals there is no consensus about the core competencies needed, but that support for collaboration between program faculty and practitioners to develop such a list of competencies is abundant (Janosik, 2002; Kuk & Cuyjet, 2009; Kuk & Hughes, 2003; Pope & Reynolds, 1997). Establishing a common understanding of expectations related to the professional competencies of entry-level practitioners could aid preparation programs and

student affairs supervisors in assuring that new practitioners have the skills required to meet the demands of their new roles (Kuk et al., 2007).

ACPA and NASPA (Bresciani et al., 2010) have taken a step towards developing a cohesive list of competencies, by releasing a joint publication intending to define the broad professional knowledge, skills and abilities needed by student affairs practitioners, which is one of the first attempts at defining a consensus on competencies for the profession. While this document itself is not an accreditation standard, the authors note that it may be a helpful guide for faculty in student affairs preparation programs to use when developing or refining the curriculum offered. Ten competency areas are discussed, each with basic, intermediate, and advanced skill levels noted. The competency areas set forth include 1) Advising and Helping; 2) Assessment, Evaluation, and Research; 3) Equity, Diversity and Inclusion; 4) Ethical Professional Practice; 5) History, Philosophy, and Values; 6) Human and Organizational Resources; 7) Law, Policy and Governance; 8) Leadership; 9) Personal Foundations; and 10) Student Learning and Development (ACPA & NASPA, 2010).

Crisis management and/or conflict resolution skills for student affairs professionals are referenced through several of the competency areas, and with basic, intermediate, and advanced skill levels for crisis management/conflict resolution skills presented in each area (ACPA & NASPA, 2010). For example, in the Advising and Helping competency, crisis management is reflected at all three levels. A *basic* crisis management competency is knowing when and with whom one should implement appropriate crisis management and intervention responses (ACPA & NASPA, 2010). An *intermediate* competency level is the practitioner initiating crisis intervention responses and processes, while an *advanced* competency level involves the practitioner exercising institutional crisis intervention skills, coordinating crisis intervention and

response processes, and providing effective posttraumatic responses to campus events and situations and collaborating with on-and off-campus mental health providers to ensure coordinated care (ACPA & NASPA, 2010). Table 1 shows the competency area and the basic, intermediate and/or advanced responses for each competency that reflects crisis management/conflict resolution.

Table 2.1: ACPA/NASPA Competency Levels for Crisis Management

Competency Area	Basic Level	Intermediate Level	Advanced Level
Advising and Helping	<ul style="list-style-type: none"> Identify when and with whom to implement appropriate crisis management and intervention responses 	<ul style="list-style-type: none"> Initiate crises intervention responses and processes 	<ul style="list-style-type: none"> Exercise institutional crisis intervention skills, and coordinate crisis intervention and response processes Provide effective posttraumatic response to campus events and situations, collaborating with other appropriate campus departments Develop liaisons with community mental health providers to ensure seamless and coordinated care
Equity, Diversity and Inclusion	<ul style="list-style-type: none"> <i>None Noted</i> 	<ul style="list-style-type: none"> <i>None Noted</i> 	<ul style="list-style-type: none"> Demonstrate effectiveness in responding to acts of hatred or intolerance that affect the institution
Human and Organizational	<ul style="list-style-type: none"> Describe campus protocols for 	<ul style="list-style-type: none"> Explain the interaction and 	<ul style="list-style-type: none"> Participate in developing,

Resources	responding to significant incidents and campus crises <ul style="list-style-type: none"> • Explain the basic tenets of personal or organizational risk and liability as they relate to one's work 	integration of campus crisis intervention systems (National Incident Management System, behavioral intervention teams, critical incident response teams <ul style="list-style-type: none"> • Engage in policy and procedure development, implementation and decision making that minimizes risk to self, students, other constituents, and the institution 	implementing, and assessing the effectiveness of the campus crisis management program <ul style="list-style-type: none"> • Effectively assess the level of individual and institutional risk and liability associated with programs and services offered; ensure that professionals are trained to deliver programs and services at the lowest level of risk possible.
Law, Policy and Governance	<ul style="list-style-type: none"> • Explain the concepts of risk management and liability reduction strategies 	<ul style="list-style-type: none"> • <i>None Noted</i> 	<ul style="list-style-type: none"> • <i>None Noted</i>

Within student affairs divisions, there has not been agreement on the types of preparation required (Kuk & Banning, 2009; Kuk & Hughes, 2003; Lovell & Kosten, 2000). For example, counselors and other student affairs practitioners are often functioning in overlapping practice areas, but with some distinct differences (Dean & Meadows, 1995; Spooner, 2000). Counselors may have training in student affairs and, depending on the institution, may or may not be required to have professional licensure to practice. However, other student affairs professionals may provide informal counseling services on the same campus, even though they are not trained as counselors and may not possess the skills or desire necessary to be therapists (Reynolds,

2011). Winston (2003) further notes that these professionals are often providing essential support to students making life decisions.

Yet training to prepare student affairs professionals to function in one-on-one or group settings appears incomplete, despite the historic connection between the student affairs and counseling professions (Reynolds, 2009, 2011). Multiple studies show support for the need for advanced counseling and human relations skills (Reynolds, 2011; Waple, 2006). Specifically, middle and upper-level student affairs administrators often expect their entry-level staff members to have counseling skills that extend well beyond the basic listening skills taught in most student affairs programs (Burkard et al., 2004; Reynolds, 2011). Additional research suggests that faculty in the graduate preparation programs may not view the competencies required to perform the job with the same level of importance as student affairs administrators on campus (Kuk et al., 2007).

Accountability

Accountability is not a new issue in higher education; in fact, it has been part of the higher education landscape since the 1950's (Mallory & Clement, 2009). However, with the increase in college costs, a static graduation rate, and employer concerns that graduates do not possess the skills necessary for the workforce, accountability has become the focus of much research and debate (Conner & Rabovsky, 2011; Leveille & Berkeley Center for Studies in Higher Education, 2005; Mallory & Clement, 2009). Four descriptors are often intertwined in any discussion of the measurement of professional accountability: registry, licensure, accreditation and certification. Adams (2005) offers the following definitions to distinguish these terms:

- *Registry* is the identification of individuals who have completed both training and experience requirements for membership in their professional group;
- *Licensure* is a state's effort to regulate the practice of an occupation through limiting the usage of a specific title and providing a definition of the practice of that occupation;
- *Accreditation* is the a process of approving formal training programs, with designated peer groups conducting that approval process;
- *Certification* is an institutional guarantee or standard and usually denotes professional status.

Different professional organizations have different preferences of the type of type(s) of accountability they consider most appropriate for their field. For example, ACPA-College Student Educators International (ACPA) recently announced the creation of a two-part credentialing process student affairs practitioners, with a registry of those that ACPA can confirm have been trained appropriately and a certification program for practitioners wishing to gain advanced skills in certain areas of practice (Levine, 2012). This idea mirrors an idea promoted by the NASPA-Student Affairs Administrators in Higher Education (NASPA) Standards committee, which hoped to use the registry to standardize graduate curricula (Janosik, 2002).

Accreditation and Professional Standards

The accreditation process has long been viewed as the primary mechanism for institutional accountability (Merisotis, 2006). Many types of professions and training programs pursue accreditation through the relevant associations for that profession. The reasons programs obtain accreditation are varied: a desire for recognition or higher status within an organization;

ability to maintain staff over a longer period of time; ability to utilize accrediting body resources to support claims for increased financial support within the organization; and the thorough understanding of a program's strengths and weaknesses (Hughey & Burke, 2010; Morgan, 1992). In addition, accreditation promotes professional accountability for both students and the public (Adams, 2005). Student affairs training programs are no different, with practitioners making arguments for and against accreditation (Alstete, 2004; Garland & Grace, 1993; Hughey, 2009, 2010; Janosik, 2002; T. K. Miller, 1984). Often these accreditation organizations utilize professional standards (created externally by a governing body, or internally by a profession) to make their decisions about what programs receive accreditation (Arminio, 2009).

Professional standards provide a mechanism against which professionals can judge the quality of their work, and can serve as guides for expectations for new professionals, as well as inform professionals initiating new programs or services (Arminio, 2009). These professional standards may be created and/or administered in many ways: by an individual professional association, by umbrella associations at the regional or national level or more desirably, by councils or other agencies that reflect collaborative efforts by a broad segment of the profession at large (Mallory & Clement, 2009; T. K. Miller, 1991). The broader and more comprehensive the foundation upon which the professional standards are developed, the more useful they will be to the profession at large.

Professional Standards and Student Affairs Preparation Programs

For many years, the Student Personnel Point of View (SPPV) documents have served as guides for professional practice (American Council on Education (ACE), 1937, 1949; Blaesser et al., 1997). As graduate level preparation programs were developed, the premise of the college experience and learning beyond what takes place in the classroom set forth in the SPPVs have

greatly influenced the nature of the content to be learned and the skills to be acquired by students in these preparation programs (Knock, 1977; T. K. Miller, 1991).

During the 1970's, organizations such as the Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA) were creating standards for counselor education programs (Stripling, 1978). Paralleling this effort, ACPA (a division of the American Personnel and Guidance Association (APGA)) created an ad hoc Preparation Standards Drafting committee (Council for the Advancement of Standards in Higher Education, 2009c; Stripling, 1978). In 1979, ACPA launched a dual focused effort around professional standards. The first group, working under the then APGA, resulted in the creation in 1979 of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), an academic program accrediting agency (Council for the Advancement of Standards in Higher Education, 2009c). The second effort, a collaborative effort with NASPA, resulted in the creation of the Council for the Advancement of Standards in Higher Education (CAS) (Council for the Advancement of Standards in Higher Education, 2009c).

Both CACREP and CAS have outlined recommendations for student affairs preparation programs that reflect the influence of ACPA/NASPA professional competency areas, but the guidelines provided by both organizations are vastly different and were designed for different purposes (Council for the Advancement of Standards in Higher Education, 2009c; Herdlein, 2004; Lambert, 2011; Waple, 2006). CACREP is an accreditation body recognized by the Council for Higher Education Accreditation (CHEA), with policies and processes approved by CHEA (Council for Accreditation of Counseling and Related Educational Programs, 2009c). CAS standards represent the will of the student affairs profession to set its own standards, rather than to have others outside the profession (who may or may not be familiar with the profession)

set those goals (Arminio, 2009). A final distinction between the two sets of standards is that CACREP is an external process with outside reviewers deciding whether the organization meets the standards, where CAS is designed to be a self-study of the program being reviewed (Bobby, 1992; Council for the Advancement of Standards in Higher Education, 2009a).

CACREP Standards. Although the counseling profession can trace its roots back to 1908 and Frank Parsons, and the student affairs profession traces back to 1913, it was not until 1981 that CACREP was founded and charged with creating educational standards (Adams, 2005). Student affairs was not included as a separate category of accreditation until the 1985 revision (T. K. Miller, 1991). CACREP is now the accreditation used most often by programs with strong grounding in counselor education (McGlothlin & Davis, 2004). Over 540 Master's-level programs and 58 Ph.D. level programs have achieved accreditation, in areas such as addiction counseling, career counseling, marriage and family counseling, student affairs and college counseling, clinical mental health counseling, school counseling and counselor education and supervision (Council for Accreditation of Counseling and Related Educational Programs, 2009a). Currently, the CACREP Directory lists 11 programs that are accredited for college counseling, 19 programs that are accredited for student affairs, and 4 programs that are combined student affairs/college counseling (Council for Accreditation of Counseling and Related Educational Programs, 2009b).

For each type of program covered, CACREP requires training in eight content areas: Professional Orientation and Ethical Practice, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation (Council for Accreditation of Counseling and Related Educational Programs, 2009a; Evans & Gladding, 2010). These standards were first developed

in 1980 and were intended to provide uniformity in the essential information and skills presented to students (Pate, 1990; Wilcoxon, Cecil, & Comas, 1987). In general, CACREP (2009a) does not provide guidance for the order in which courses are offered, other than to state that clinical experiences should come later in the curriculum. The intentionality of the course order in the different CACREP accredited graduate preparation programs is unclear (Granello & Hazler, 1998).

A concern for some student affairs faculty regarding CACREP standards is the foundation in counseling (Hughey, 2009). Faculty members in programs that are not philosophically derived from a counselor orientation or are not located within a counselor education department may feel that CACREP standards do not accurately reflect or understand the unique nature of student affairs preparation programs (T. K. Miller, 1991). As of the 2009 revision, CACREP only accredits student affairs programs that are based in a college counseling curriculum, including coursework on the history, philosophy, ethics, and theories of counseling as well as learning about the culture of higher education and student development (Council for Accreditation of Counseling and Related Educational Programs, 2009a). Student affairs graduate preparation programs that do not include a thorough counseling curriculum will be removed from CACREP accreditation at the end of those programs' review period (Council for Accreditation of Counseling and Related Educational Programs, 2009a).

CACREP and Student Affairs/College Counseling Programs. Currently the CACREP standards for Student Affairs and College Counseling Programs are combined into one set of standards. CACREP states that students who are preparing to work in professional positions in higher education will demonstrate the knowledge, skills and practices necessary to promote the development of post-secondary students (Council for Accreditation of Counseling and Related

Educational Programs, 2009a). The eight core areas of CACREP are still required, but there is the added need to understand how those areas relate to students in higher education settings (e.g., career development of college students or the multicultural awareness required to work on in a higher education setting).

The CACREP standards for student affairs and college counseling programs require training on the impact of crises, disasters and other trauma-causing events on people in the post-secondary education community (Council for Accreditation of Counseling and Related Educational Programs, 2009a). CACREP standards specify that faculty should cover this information as part of the foundation of the program, under the Professional Orientation and Ethics curriculum standard. The standards for student affairs and college counseling programs further indicate that professionals graduating from these programs must understand the principles of intervention for people in the learning community during times of crises and disasters in post-secondary education (Council for Accreditation of Counseling and Related Educational Programs, 2009a). The researcher assumed that these principles of intervention would most likely be discussed in the Helping Relationships and/or Group Work coursework.

CAS Standards. CAS was founded with the primary initiative to develop and promote professional standards in a variety of student affairs offices and activities (CAS, 2009). Since its inception in 1979, CAS has established itself as the most respected source of information regarding the standards for a wide variety of student affairs functions (Howman, 2009). CAS standards currently address programs across more than 40 functional areas, both in traditional student affairs areas and across other areas in higher education, including Master's-level student affairs preparation programs (Council for the Advancement of Standards in Higher Education,

2009a) The credibility of these standards is based on the inter-association consensus CAS has been developing since its inception (Arminio, 2009).

CAS standards are divided into two areas: the general standards that are appropriate for all functional areas, and the standards that are designed to be functional area specific (Council for the Advancement of Standards in Higher Education, 2009a). CAS lists qualities in terms of Standards (the *must* statements) and Guidelines (the *should* statements) For a program or student affairs office to regard itself as CAS compliant, the programs need to meet these *must* statements, unless the program can legitimately show that another functional area on campus meets that standard (Arminio, 2009).

CAS and Student Affairs Preparation Programs. Standards for the preparation programs of student affairs practitioners have been in development since the 1960s (Council for the Advancement of Standards in Higher Education, 2009c). The effort to create such standards began in 1964 with the Council of Student Personnel Associations in Higher Education (COSPA) drafted “A Proposal for Professional Preparation in College Student Personnel Work,” which then evolved into 1967’s “Guidelines for Graduate Programs in the Preparation of Student Personnel Workers in Higher Education” (Council for the Advancement of Standards in Higher Education, 2009c). Evolution, revision, and subsequent reiterations of these standards resulted in the 1986 CAS Standards for “Preparation....at the Master’s Degree Level for Student Affairs Education” (McEwen & Talbot, 1998). CAS has continued to revise and update these standards and guidelines since 1986.

CAS Standards and Crisis Management/DMH Training. CAS standards address a wide variety of topics related to Master’s-level student affairs preparation programs, including recruitment of students, faculty and student support from the program and university, curriculum,

and evaluation of the program (Council for the Advancement of Standards in Higher Education, 2009b). CAS standards currently do not specifically require inclusion of crisis management and disaster mental health instruction as part of the curriculum. However, a subsection of the Curriculum standard includes *must* statements addressing topics such as helping skills, interviewing techniques and assessing, designing and implementing appropriate interventions in individual and group settings (Council for the Advancement of Standards in Higher Education, 2009b). This section further states that students *should* be exposed to intervention theory, as well as instruction on individual and group techniques, and practices for addressing personal crises (Council for the Advancement of Standards in Higher Education, 2009b).

Table 2.2 CACREP/CAS Comparison of Standards Related to
Crisis Management/DMH Training

CACREP Accreditation Standards	CAS Standards
Foundations, Knowledge: Understands the impact of crises, disasters, and other trauma-causing events on people in the postsecondary education community (p.47).	The Curriculum, Individual and Group Interventions: This component of the curriculum must include studies of techniques and methods of interviewing; helping skills; and assessing, designing and implementing developmentally appropriate interventions with individuals and organizations (p. 9).
Foundations, Knowledge: Understands the operation of the institution's emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, and other trauma-causing events (p.47).	The Curriculum, Individual and Group Interventions: Graduates must be able to demonstrate knowledge and skills necessary to design and evaluate effective educational interventions for individuals and groups. Graduates must be able to identify and appropriately refer persons who need additional resources (p. 9)
Foundations, Skills and Practices: Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions (p.48).	The Curriculum, Individual and Group Interventions: This curriculum component should include opportunities for study, skill building, and strategies for the implementation

	of advising, counseling disciplining, instructing, mediating and facilitating to assist individuals and groups. The program of study should include substantial instruction in counseling and group dynamics (p. 9)
Counseling, Prevention and Intervention, Knowledge: Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education (p.49).	The Curriculum, Individual and Group Interventions: In addition to exposure to intervention theory, programs of study should include instruction in individual and group techniques and practices for addressing personal crises, as well as problem-solving, self-examination, and growth needs (p.10).
Counseling, Prevention and Intervention, Knowledge: Demonstrates the ability to recognize his or her own limitations as a college counselor and/or student affairs professional and to seek supervision or refer clients when appropriate (p.49).	The Curriculum, Organization and Administration of Student Affairs: The component of the curriculum must include studies of organizational, management and leadership theory and practice; student affairs functions; legal issues in higher education; and professional issues, ethics, and standards of practice (p.10).
Counseling, Prevention and Intervention, Skills and Practices: Demonstrates skills in helping postsecondary students cope with personal and interpersonal problems, as well as skills in crisis intervention in response to personal, educational, and community crises (p.49).	
Counseling, Prevention and Intervention, Skills and Practices: Participates in the design, implementation, and evaluation of programs that promote wellness, as well as prevention and intervention services for students in postsecondary education (p.49).	

(Council for Accreditation of Counseling and Related Educational Programs, 2009a; Council for the Advancement of Standards in Higher Education, 2009b)

Review of Chapter Two

The purpose of this chapter was to create a foundation for the constructs the researcher included in this study. The literature presented for review in this chapter addressed the wide variety of concepts that one needs to understand when discussing student affairs training in crisis management and disaster mental health. The researcher found there is research to help student affairs practitioners understand some of the specific concepts of crisis management on college campuses (Myer et al., 2011; Zdziarski, 2006). She also found research that addresses disaster mental health concepts, including training for those without mental health counseling backgrounds (Behrman & Reid, 2002; Bulling & Abdel-Monem, 2009; Everly & Flynn, 2006; Roberts & Ottens, 2005; Vernberg et al., 2008). However, there is no literature that demonstrates which of these concepts are currently being addressed in student affairs or college counseling Master's-level preparation programs. The researcher instead presented literature to demonstrate support for including crisis management and disaster mental health topics in these programs by CACREP, CAS, ACPA and NASPA (ACPA & NASPA, 2010; Council for Accreditation of Counseling and Related Educational Programs, 2009a).

Additionally, much research exists about the skills and competencies needed by entry-level student affairs practitioners (Burkard et al., 2004; Kinser, 1993; Kuk et al., 2007; Lambert, 2011; Saidla, 1990). But little research exists about the training of the crisis management and disaster mental health skills that are also needed by entry-level practitioners. Therefore, the results of this study will assist in completing a gap in the literature regarding the training of student affairs professionals. Chapter 3 will present the research strategies used to answer the questions guiding this research, and Chapter 4 will present the results. Chapter 5 will provide the

meaning behind what the results of the study are, as well as implications for the field and suggestions for future research.

CHAPTER 3

METHODOLOGY

Anchored by the crisis management, disaster psychology, and student affairs/college counseling research frameworks presented in the literature review, Chapter 3 maps the research method chosen to answer the research questions forming the basis for this study. The researcher identified the manner in which she conducted the research, the rationale behind the questions on the data collection instrument, and the statistical analysis completed to obtain the answers to the research questions. Finally, the researcher addresses ethical considerations and limitations that are present with this research.

Research Purpose

The purpose of this research was to determine what training, if any, student affairs professionals are receiving in crisis management and disaster psychology principles in their masters programs. By examining what is currently offered in Master's-level student affairs and college counseling preparation programs for training in crisis management and disaster mental health, the researcher hoped to determine if there is a difference in what is offered due to the type of training program (counseling based versus non-counseling based) . Further, the researcher wanted to determine whether there is a relationship between what is taught in these programs and faculty attitudes towards crisis management and disaster mental health topics. Finally, the researcher wanted to identify the skills that faculty members in Master's-level student affairs programs feel are important for entry-level practitioners to possess.

Research Questions

This research was guided by four primary questions, as follows:

RQ1: What kinds of training are college student affairs/college counseling preparation programs offering in their students in terms of crisis management and disaster mental health?

RQ2: Are there differences between counseling-based student affairs preparation programs and non-counseling-based student affairs programs in the preparation of graduates in crisis management and disaster mental health?

RQ3: How important to faculty is teaching crisis management concepts and disaster mental health within Master's-level student affairs and college counseling graduate preparation programs?

RQ4: What skills and competencies related to crisis management and disaster mental health do faculty within Master's-level student affairs and college counseling graduate preparation programs consider important for entry-level practitioners to possess?

Research Design

For this study, it was appropriate to use a quantitative research design. A quantitative approach was appropriate because the researcher attempted to identify whether there is a gap in curricula offerings in the areas of crisis management training and disaster mental health. The researcher was also looking to determine the level importance placed on teaching crisis management and disaster mental health concepts by faculty who teach in student affairs or college counseling preparation programs, as well as the skills that these faculty identify as important for entry-level practitioners within student affairs to have.

The researcher utilized a quantitative research design known as survey research. This method of data collection provides a quantitative or numeric description of attitudes, opinions, or trends within a population as well as the opportunity for respondents to offer additional information in text form where appropriate (Creswell, 2003; Johnson & Christensen, 2008b). Survey research is flexible, allowing for multiple modes of inquiry, and is versatile, meaning the instrument used can be very basic or extremely complex, depending on the research needs (Alreck & Settle, 2004b; Johnson & Christensen, 2008a).

Instrument Questions

The instrument used for this research is included in Appendix C of this document. The instrument included a variety of questions to collect information related to the research questions. Questions 1-5 gathered background information on the programs represented by the respondents. Questions 6 – 8 identified crisis management and disaster mental health skills and concepts. Table 3.1 identifies the questions asked on the survey and the reasoning behind the questions.

Table 3.1 Instrument Questions and Relationship to Research Questions

Classification of Question	Question	Relationship to Research Question
Program Background	Which of the following best describes the coursework emphasis in your programs?	Allows program to self-identify program type for classification purposes. Relates to Research Question 2.
	Is your program CACREP accredited?	CACREP has standards that address crisis management and disaster mental health training. Knowing whether the program is CACREP accredited allows the researcher to know if there might be an influence of those standards on the responses. Question also allows researcher to confirm the identification chosen by the

		program in question 1. Ties to Research Question 1.
	Does your program follow the CAS Standards for Master's-level student affairs preparation programs?	CAS has standards that address crisis management and disaster mental health training. Knowing whether the program follows CAS standards allows the researcher to know if there might be an influence of those standards on the responses.
	In what types of positions are your graduates typically employed upon graduation?	If the program tracks their graduates, information on the type of employment may be used by the program to inform curriculum offerings.
	Which of the following courses are offered as part of your degree program (participants were provided a list of courses and offered the ability to write in additional courses).	The researcher used this question to confirm the identity of the program as stated by the participant in question 1. Further, the researcher was able to determine if specific coursework regarding crisis management was offered in a particular program. Relates to Research Questions 1 and 2.
Crisis Management and Disaster Mental Health Concepts	What concepts related to crisis management and disaster mental health are taught in your program?	This question was used to see what concepts are currently taught in Master's-level student affairs preparation programs, specifically those programs that do not offer a specific course and instead weave the topic throughout the curriculum. Relates to Research Questions 1 and 2.
	What level of importance do you assign to the crisis management and disaster mental health concepts from Question 5?	The researcher provided the same constructs from question 5 for this question to determine the level of importance assigned to each construct. Relates to Research Question 3.
	Please choose the five skills and competencies you believe are most important for entry-level student affairs practitioners to possess	The researcher provided a list of skills and competencies identified in the research as being important for first-responders to possess. Faculty were asked to choose which five skills and competencies

		they felt it was most important for entry-level practitioners to possess. No order was assigned to the choices. Relates to Research Question 4.
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Reliability and Validity

Reliability and validity of any instrument, particularly one developed for a specific purpose such as a dissertation must also be discussed. Reliability means freedom from random error, or more simply, whether a test measures what the researcher wants to measure consistently (Alreck & Settle, 2004a; Salkind, 2010a). To reduce potential for random error on the instrument, the researcher provided operational definitions for all terminology used on the survey. The researcher provided objective definitions for terms the respondents may or may not be familiar with helped the respondents frame their answers from similar viewpoints.

An instrument is considered valid to the degree it measures all of what it is supposed to measure and only that which it is supposed to measure (Alreck & Settle, 2004a; Salkind, 2010a). The researcher increased the validity of the instrument by piloting the survey with faculty members who teach in student affairs preparation programs, but who are not the primary contact for the program, and with current student affairs practitioners. After feedback from these reviewers, the researcher revised the instrument to increase the clarity of how questions were phrased.

One important thing to note is that the researcher was not using a scaled instrument for this research. Therefore while reliability and validity need to be considered, the researcher did not conduct statistical measures to confirm the reliability and validity of the instrument. The participants were offering their opinions about particular constructs and providing information about constructs, not being measured on how well they performed a task.

Overall and Sample Populations

The researcher was interested in collecting data describing the curricula currently offered by the student affairs and college counseling preparation programs listed in the ACPA-College Student Educators International (ACPA) Directory of Graduate Preparation Programs, the NASPA-Student Affairs Administrators in Higher Education (NASPA) Directory of Graduate Preparation Programs, and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Directory of Accredited Programs. Specifically, the researcher wanted to question the faculty member listed as the primary contact for those programs. That faculty member is the person to whom all inquiries regarding the program structure, content and expectations, so the researcher assumed that faculty member would be the person with the most knowledge overall about the program. The ACPA Directory listed 151 programs, the NASPA directory listed 156 programs, and the CACREP Directory listed 23 programs, with some programs listed in just one directory and other programs listed in all three directories. Programs can be listed in the CACREP Directory only if they are accredited, but the program coordinators can choose whether to list the program in either ACPA or NASPA directory (or both). The researcher compiled the information from the directories into a master document, allowing for the removal of duplication listings. These three directories provided the most accurate information about program availability in college student affairs and college counseling training and objectively identified the programs that already are following a formal accreditation process.

After removing the duplicate listings, the researcher had a master list 181 programs for which to locate contact information. She did this through reviewing the individual program websites as listed in the directory to locate the primary faculty member contact. Through this process, the list was further reduced to 150 programs, as some programs have been discontinued

since the listing appeared in the ACPA/NASPA/CACREP directory(ies) (ACPA, n.d.; Council for Accreditation of Counseling and Related Educational Programs, 2009b; NASPA, n.d.).

Data Collection Procedures

The researcher compiled the ACPA Directory of Graduate Preparation Programs, the NASPA Directory of Graduate Preparation Programs and those programs with a College Student Affairs/College Counseling component listed in the CACREP Directory of Accredited Programs as described above to create a master list of programs in MS Excel®, which included the faculty program coordinator name and email address. The faculty on this list received an email on September 24, 2012 containing the following items: an invitation to participate and an explanation of the purpose of the research, the link to the survey, and the consent documents after approval of the research by the University of Georgia Institutional Review Board. The first email was sent to 150 faculty members. Of these, twelve emails came back as no longer valid, but the researcher was able to identify an alternate contact for five of these faculty. Additionally, three faculty members responded with emails declining to participate, so their emails were removed from the master list.

The first email resulted in 37 useable responses. On October 8, 2012 the researcher sent a reminder email to the adjusted list of 140 contacts, containing the same documents as the initial email, with the goal of increasing participation. The reminder email resulted in additional responses to the survey, bringing the total number of useable responses up to 59.

Ethical Considerations

The primary ethical consideration in this research was that of respondent privacy. While the respondents were not providing individually identifiable information, but it is also not appropriate to use specific institution names within the results, as those programs may not want

their names associated with the research. As such, the results were reported as aggregate data, with any individually identifiable information removed. Further, the researcher used the data collected for this research project only. The researcher will destroy all collected data upon the completion of the research. Finally, as the information was collected online, the researcher kept the online data in a password-protected file. The researcher downloaded the information collected to a specific computer for analysis, this computer was password protected, as was the individual file. The researcher coded any identifiable data with numeric codes for which only she had access prior to sending the information to the KSU CSAS for analysis; the researcher requested all files used by the KSU CSAS for analysis be returned upon completion of their work. The participant consent form included information on all measures to protect respondent identity.

Data Analysis Procedures

The researcher used Survey Monkey® to collect the data for this research. After the researcher closed the response window, she downloaded the data into MS Excel® and then requested the assistance of the Kennesaw State University Center for Statistics and Analytical Services (KSU CSAS) for running the actual statistical tests. The procedures used for the specific research questions were as follows:

RQ1: What kinds of training are college student affairs/college counseling preparation programs offering in their students in terms of crisis management and disaster mental health?

Data for this question was reported utilizing descriptive statistics. Specifically, the researcher reported the frequency with which a particular construct is taught within the targeted population.

RQ2: Are there differences between counseling-based student affairs preparation programs and non-counseling-based student affairs programs in the preparation of graduates in crisis management and disaster mental health?

The researcher first reviewed the results of Question 7 on the survey instrument through descriptive statistics. The researcher counted the frequencies with which each program type indicated the construct is taught in the program. To examine the differences between counseling and non-counseling based programs, the researcher first combined the results of the responses from Student Development and Administrative program faculty. She then created a 2x2 Contingency Table for each construct, where the X axis was the type of program and the Y axis was whether or not the construct was taught in the program. She then calculated the Fisher's Exact Test result for each construct to obtain statistical levels of differences between program type and whether the construct was taught in the program.

RQ3: How important to faculty is teaching crisis management concepts and disaster mental health within Masters-level, student affairs and college counseling graduate preparation programs?

The researcher used the same constructs for this question as for the previous question. Participants reported their answers on a Likert-type scale ranging from Very Important to Not at All Important, with the midpoint of the scale being Neutral. The KSU CSAS calculated an ANOVA for each concept to identify the level of variance between the types of programs and the concept, and then used Tukeys Studentized Range (HSD) Test to look for significant differences between the programs and the importance placed on the concept. The ANOVA was the appropriate measure to use because the researcher wanted to look for differences in the importance level assigned to each construct between the three program types, and running

multiple t-tests, the other recommended statistical measure for seeking variance in responses, would increase the chances of a type 1 statistical error. It was then appropriate to use Tukey's HSD to determine what, if any differences, existed between the program type and the level of importance placed on the construct because the Tukey's measure accounts for unequal group sizes.

RQ4: What skills and competencies related to crisis management and disaster mental health do faculty within Master's-level student affairs and college counseling graduate preparation programs consider important for entry-level practitioners to possess?

Faculty were provided a list of characteristics needed by competent first responders as defined by Bergeron and LeBaudour (2009) and Dass-Bradford (2010a). Participants identified, in no particular order, the top five skills they believe are important for entry-level student affairs professionals to possess. The analysis of the final question uses descriptive statistics to order the responses from the skill most commonly listed as important to least commonly listed as important. The researcher considered only the skills listed most often as important as findings for discussion.

Advantages and Limitations

Utilizing a web-based questionnaire offers many advantages for this research. The primary advantages to this method of data collection include the ability to reach a wide variety of respondents (i.e., anyone with a computer), flexibility in format, ability to capture additional response set information, ease of data entry, reduced data entry error, reduced costs, and an increased response rate from participants (Alreck & Settle, 2004c; Granello & Wheaton, 2004; Greenlaw & Brown-Welty, 2009). Further, web-based questionnaires offer participants more social distance, thereby increasing the chance the participant will respond honestly, instead of

responding how they think the researcher would like them to respond (Daley, McDermott, Brown, & Kittleson, 2003).

One must also consider the limitations present when utilizing web-based questionnaires. These limitations include difficulties in obtaining a representative sample and problems with technology (Granello & Wheaton, 2004). The researcher did not know until the responses were obtained whether there were enough responses from each program type to allow the results of the study to be generalizable, or even if there was sufficient response to complete the study. The researcher also has no control over whether the person receiving the questionnaire will have a working computer or internet access on any given day. Computers may stop working for a variety of reasons, internet servers freeze or stop responding when there is too much “traffic”, and they become overloaded. One limitation that does not change with a web-based questionnaire (when compared to a mailed paper questionnaire) is that the researcher does not know who actually completes the instrument (Daley et al., 2003). The participant can forward the link to the survey to whomever they would like to respond, and it is not possible for the researcher to know this unless the participant tells her.

The researcher attempted to address the first limitation by sending reminders to the potential respondents to increase response rate. She addressed the second limitation by utilizing a web-based program that can be accessed from any computer or smart-phone with internet capability; therefore not requiring the participant to be connected to a particular location at a particular time; they can access the survey at a time and location with the properly functioning technology.

Survey research in general offers a few disadvantages and limitations. One limitation to this type of research is that of causality in assessment. Specifically, the survey research method

does not lend itself to explaining why a respondent answers the questions in a particular way (Alreck & Settle, 2004b). For this specific research, the data would not be able to explain why a program does or does not offer training in disaster mental health or crisis management. The research design for this project may result in non-response bias, or rather, a potential for results to be different for the group who did not respond to the survey (Alreck & Settle, 2004a).

Nonresponse bias occurs when potential respondents choose to not respond; this construct may be independent of the questionnaire content, or it may interact with it (Alreck & Settle, 2004a).

At least three potential reasons for nonresponse bias presented with this research; three faculty program coordinators contacted the researcher with reasons they would not participate in the study; the reasons provided specifically related to items on the instrument. It is almost impossible to avoid nonresponse bias; therefore the researcher must include information in the analysis to address possible causes of nonresponse bias, and whether those causes may be independent of the questionnaire content (Alreck & Settle, 2004a). The information provided by the faculty members who chose not to participate and explained the reason behind that decision is indicated in the discussion of the results in Chapter 5.

Review of Chapter Three

Chapter 3 provides a written map for how the researcher conducted the study for this dissertation. The purpose of this study was to determine what training is offered by Master's-level student affairs/college counseling programs and whether there is a difference between counseling and non-counseling-based programs in terms of what is offered. The researcher compiled information from the ACPA, NASPA, and CACREP directories of graduate programs, and after eliminating multiple program entries and the programs that have been discontinued since being listed in the directories, she eventually created a master list of 150 programs, for a

potential n=150. The initial email inviting participation was sent on September 24, 2012; a reminder email was sent on October 8; the total number of useable responses was 59.

The questions on the instrument fall into one of two categories: Program Background and Crisis Management/Disaster Mental Health Constructs. Table 3.1 denotes what the questions on the instrument were designed to uncover and how each of the questions relates to one or more of the research questions guiding this study. Finally, the researcher discussed the limitations and ethical considerations for this type of research. Chapter 4 presents the findings of the research, and Chapter 5 will discuss the results and provide implications for the field.

CHAPTER 4

RESULTS OF THE STUDY

Chapter 4 presents the results from the questionnaire sent to faculty who are listed as the program coordinator for the Master's-level student affairs/college counseling programs listed in the ACPA Directory of Graduate Preparation Programs, the NASPA Directory of Graduate Preparation Programs and those programs with a College Student Affairs/College Counseling component listed in the CACREP Directory of Accredited Programs. The researcher first reviews the procedure used to find the participant pool, followed by discussion of the results. The initial discussion of the results includes information on the changes in the population size. Next, each instrument question is paired with the results for that question, represented both as total for all respondents as well as by program type. The instrument used for this research is included in Appendix C. The researcher then reports the results for each research question guiding this study.

Review of Procedure

The researcher utilized information from the ACPA-College Student Educators International (ACPA) Directory of Graduate Preparation Programs, the NASPA-Student Affairs Administrators in Higher Education (NASPA) Directory of Graduate Preparation Programs and those programs with a College Student Affairs/College Counseling component listed in the CACREP Directory of Accredited Programs to create a master list of programs. The ACPA directory has 151 programs listed, NASPA has 156 programs, and CACREP has 23. The researcher compiled the directories into one document, and then removed duplicate listings of

programs, producing a total list of 181 programs. After reviewing the websites of the programs to obtain contact information, the researcher further edited the list to 150 programs; the institutions in the directories apparently discontinued some programs. The email outlining the survey went to the main contact for the 150 institutions as provided by the website. The researcher received bounce back emails from 12 of the potential participants and was unable to locate an alternate person to contact for seven of these programs, bringing the total of potential participants down to 143. Three potential participants emailed to say they would not participate in the survey (their reasons will be included in the discussion section), so the final potential respondents list was $n=140$. Fifty-nine faculty members responded to the questionnaire (a 42% response rate), with forty-five faculty members responding to every question, equaling a response rate of 32% (and a 76.2% completion rate for those who started the questionnaire).

Survey Responses

The researcher divided the instrument into two sections. The first section asked questions about the program in general to determine in which category the results should be classified. The second section of the instrument asked questions specifically about the crisis management and disaster mental health constructs discussed previously. As not all participants answered each question, there will be a different n presented for some questions. The researcher calculated the percentages on the number of people responding to a particular question. The researcher reported the results in aggregate form, and then dissected the responses by program type. Where appropriate, the n of the participants responding to the question is also indicated in parenthesis behind the percentage.

Question 1—Program Focus. The researcher asked faculty members to identify the best description of their program, using the definitions provided. All fifty-nine faculty members

responded to the question on program focus. Most of the respondents indicated that their programs are Administrative and Student Development-based, with 45.8% (n=27) each. The remainder, 8.5% (n=5) of the respondents, identified their programs as Counseling-based.

Question 2—CACREP Accreditation. The researcher asked faculty members to answer whether or not their program was CACREP accredited. All fifty-nine faculty members responded to the question of whether their program is CACREP accredited. Only 6.8% (n=4) of all responding programs indicated they are CACREP accredited. Three of the five counseling programs that responded indicated they are CACREP accredited, while none of the faculty from the Student Development/Student Learning based programs indicated they are CACREP accredited. Of the 27 Administrative-based programs that responded, one has CACREP accreditation; the other 26 Administrative programs indicated their program is not CACREP accredited.

Question 3—CAS Standards. Fifty-four of the faculty members responded to the question asking if the program follows the CAS Standards for Master's-level student affairs preparation programs. The researcher asked this question because the CAS preparation program standards include instruction of crisis management and disaster mental health concepts for programs that want to be considered CAS compliant. Overall, 79.6% (n=43) of the faculty who responded indicated their program does follow CAS Standards. Student Development programs were most likely to follow the CAS Standards, with 88% (n=22) programs indicating they believe they are CAS compliant. Administrative programs were also more likely than not to follow the CAS Standards, with 75% (n=24) of those programs responding yes. Of the three program types, Counseling programs were least likely to follow the CAS Standards, though 60% (n=3) of those programs did indicate they believe they are CAS compliant.

Question 4—Type of Employment by Recent Grads. To gain a general sense of the types of graduates the representative programs are producing, the researcher asked faculty members to identify whether their students were more likely be employed in Administrative or Counseling professions upon completion of their degree program. Participants had the ability to choose multiple answers to this question; fifty-six faculty members chose to respond. All participants indicated that their students often find themselves employed in Administrative positions such as residence life, Greek life, and student activities, among others. Additionally, 14.3% (n=8) of the programs also indicated employment by their students in counseling-related positions such as career counselors or mental health counselors.

Question 5—Course Content. The researcher included a question on course content as another way to validate the focus of the programs, as well as to see whether any programs were offering courses on crisis management or disaster mental health as part of the curriculum. Fifty-seven participants answered this question; respondents had the ability to choose more than one response. Table 4.1 shows the results of the course content offered by program type question.

Table 4.1: Courses Offered by Program Type

Course	All Respondents	Counseling Programs	Administrative Programs	Student Development Programs
History/Foundations of Student Affairs	87.7% (n=50)	100% (n=5)	73.1% (n=19)	100% (n=26)
Student Affairs Administration/Organization	91.2% (n=52)	100% (n=5)	80.8% (n=21)	100% (n=26)
Theories of College Student Development/Student Learning	94.7% (n=54)	100% (n=5)	88.5% (n=23)	100% (n=26)
Legal Aspects of Student Affairs	84.2% (n=48)	100% (n=5)	88.5% (n=23)	76.9% (n=20)
Introduction to Counseling	36.8% (n=21)	100% (n=5)	19.2% (n=5)	42.3% (n=11)
Introduction to Interpersonal Facilitation	29.8% (n=17)	60.0% (n=5)	15.4% (n=4)	38.5% (n=10)

Multicultural Counseling	24.6% (n=14)	100% (n=5)	15.4% (n=4)	19.2% (n=5)
Multicultural Practice in Student Affairs	64.9% (n=37)	40.0% (n=2)	46.2% (n=12)	88.5% (n=23)
Intervention Strategies	28.1% (n=16)	40.0% (n=2)	11.5% (n=3)	42.3% (n=11)
Career Counseling	19.3% (n=11)	80.0% (n=4)	15.4% (n=4)	11.5% (n=3)
Career Development	19.3% (n=11)	40.0% (n=2)	23.1% (n=6)	11.5% (n=3)
Professional Ethics	57.9% (n=33)	80.0% (n=4)	50.0% (n=13)	61.5% (n=16)
Introduction to Group Counseling Techniques	15.8% (n=9)	80.0% (n=4)	7.7% (n=2)	11.5% (n=3)
Introduction to Group Process	28.1% (n=16)	80.0% (n=4)	26.9% (n=7)	19.2% (n=5)
Advocacy and Social Justice	47.4% (n =27)	40.0% (n=2)	38.5% (n=10)	57.7% (n=15)
Assessment/Program Evaluation	86.0% (n=49)	80.0% (n=4)	88.5% (n=23)	84.6% (n=22)
Other Courses	11.4% (n=16)	20.0% (n=1)	46.1% (n=12)	11.5% (n=3)

Additionally, some respondents offered information on other courses taught in their programs besides the ones provided on the list. These courses included: The American College Student, Crisis Management on Campus, Staffing in Higher Education, The Student Athlete, Managing People in Higher Education, Financial Management in Higher Education, Minority Serving Institutions, Organizational Governance (separate from Student Affairs Organization/Administration), College Access, Enrollment and Retention, Counseling Theories, Grant Writing, College Student Spirituality, Research Methods, and Leadership Development. Of those who provided additional course offerings, only one included Crisis Management.

Question 6—Crisis Management/Disaster Mental Health Concepts Taught. The researcher provided a list of the crisis management and disaster mental health concepts that crisis responders need to understand to be effective (A. I. Anderson et al., 2004; Baker, 2009;

Baldrige & Julius, 1998; Bulling & Abdel-Monem, 2009; Drysdale et al., 2010; Dubi & Sanabria, 2010; Duncan & Miser, 2000; Eells & Rockland-Miller, 2010; Ervin, 2008; Everly & Flynn, 2006; Ginebaugh et al., 2009; Greenberg, 2007; Hughes et al., 2011; Jacobs et al., 2004; McCarthy & Butler, 2003; Schafer et al., 2010). Forty-five participants answered this question; 14 skipped the question. Table 4.2 shows the options provided along with the percentage of those who responded they teach the concepts in their Master's-level student affairs/college counseling preparation program.

Table 4.2: Crisis Management/Disaster Mental Health Concepts Taught

Crisis Management/Disaster Mental Health Concept	All Respondents (n=45)	Counseling Programs (n=5)	Administrative Programs (n=18)	Student Development Programs (n=22)
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	48.9% (n=22)	60.0% (n=3)	44.4% (n=8)	50.0% (n=11)
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	37.8% (n=17)	40.0% (n=2)	33.3% (n=6)	40.9% (n=9)
Using post-incident education and intervention strategies to reduce long-term effects from the incident	51.1% (n=23)	60.0% (n=3)	38.9% (n=7)	59.1% (n=9)
Using group process following a traumatic event on campus	33.3% (n=15)	60.0% (n=3)	22.2% (n=4)	36.4% (n=8)
Providing basic mental health interventions in a crisis situation	42.2% (n=19)	60.0% (n=3)	22.2% (n=4)	54.5% (n=12)
Recognizing symptoms of bereavement	28.9% (n=13)	60.0% (n=3)	16.7% (n=3)	31.8% (n=7)
Assisting students through the bereavement process	26.7% (n=12)	40.0% (n=2)	16.7% (n=3)	31.8% (n=7)
Recognizing trauma induced anxiety	22.2% (n=10)	60.0% (n=3)	16.7% (n=3)	18.2% (n=4)
Assisting students with trauma-induced anxiety	22.2% (n=10)	60.0% (n=3)	22.2% (n=4)	13.6% (n=3)

Understanding scope of practice	62.2% (n=28)	80.0% (n=4)	61.1% (n=11)	59.1% (n=13)
Making appropriate referrals	84.4% (n=38)	80.0% (n=4)	77.8% (n=14)	90.9% (n=20)
Understanding the Crisis Management Cycle	40.0% (n=18)	80.0% (n=4)	44.4% (n=8)	27.3% (n=6)
Understanding how legislation affects how threats are handled on campus	68.9% (n=31)	100.0% (n=5)	72.2% (n=13)	59.1% (n=13)
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	44.4% (n=20)	100.0% (n=5)	44.4% (n=8)	31.8% (n=7)
Evaluating threats on campus	33.3% (n=15)	60.0% (n=3)	38.9% (n=7)	22.7% (n=5)
Responding to threats on campus	44.4% (n=20)	60.0% (n=3)	55.6% (n=10)	31.8% (n=7)
Understanding the Incident Command System	13.3% (n=6)	20.0% (n=1)	27.8% (n=5)	4.5% (n=1)
Using the Incident Command System	8.9% (n=4)	0.0% (n=0)	22.2% (n=4)	0% (n=0)
Understanding the National Incident Management System	13.3% (n=6)	20.0% (n=1)	22.2% (n=4)	4.5% (n=1)
Using the National Incident Management System	4.4% (n=2)	0.0% (n=0)	11.1% (n=2)	0.0% (n=0)
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support	35.6% (n=16)	60.0% (n=3)	33.3% (n=6)	31.8% (n=7)

Question 7—Importance of Teaching Crisis Management/Disaster Mental Health

Concepts. The researcher asked faculty members to rate the importance of teaching the same concepts as listed in Question 6, regardless of whether those concepts are actually taught in their programs. Respondents rated the concepts on a scale of Very Important to Not at All Important. The number of respondents per concept varied, so the total number of respondents is indicated in parenthesis behind the Rating Average. The researcher calculated the averages using a scale of 1= Very Important, 2 = Somewhat Important, 3=Neutral, 4=Somewhat Unimportant and 5=Not at All Important. For each response below, the n is located in the header table; the n is noted in

the cell if it is a different number. Table 4.3 shows the comparison of the rating mean for all responses as well as the mean for each program type.

Table 4.3: Perceived Importance of Teaching Crisis Management/Disaster Mental Health

Concepts

Crisis Management/ Disaster Mental Health Concept	All Respondents Rating Mean (n=47)	Counseling Programs Rating Mean (n=5)	Administrative Programs Rating Mean (n=19)	Student Development Rating Mean (n=23)
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	2.28 (SD=1.11)	2.00 (SD=0.89)	2.47 (SD=1.31)	2.17 (SD=0.92)
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	2.20 (n=45, SD=1.05)	1.80 (SD=0.75)	2.35 (n=17, SD=1.13)	2.17 (SD=1.01)
Using post-incident education and intervention strategies to reduce long-term effects from the incident	1.96 (n=46, SD=1.02)	1.80 (SD=0.75)	2.17 (n=18, SD=1.16)	1.83 (SD=.92)
Using group process following a traumatic event on campus	2.26 (n =46, SD=1.03)	1.40 (SD=0.49)	2.50 (n=18, SD=1.07)	2.26 (SD=0.94)
Providing basic mental health interventions in a crisis situation	1.95 (n=44, SD=1.04)	1.20 (SD=0.40)	2.29 (n=17, SD=1.23)	1.86 (n=22, SD=0.87)
Recognizing symptoms of bereavement	2.13 (SD=1.07)	1.0 (SD=0.00)	2.59 (n=17, SD=1.91)	2.04 (SD=0.86)
Assisting students through the bereavement process	2.23 (n=44, SD=1.13)	1.2 (SD=0.40)	2.88 (n=16, SD=1.32)	2.0 (SD=0.78)
Recognizing trauma induced anxiety	2.24 (SD=1.10)	1.2 (SD=0.40)	2.71 (n=17, SD=1.36)	2.13 (SD=0.74)
Assisting students with trauma-induced anxiety	2.45 (n=44, SD=1.16)	1.2 (SD=0.40)	2.94 (n=16, SD=1.34)	2.39 (SD=0.74)
Understanding scope of practice	1.56 (SD=0.72)	1.0 (SD=0.00)	1.59 (n=17, SD=0.77)	1.65 (SD=0.70)
Making appropriate referrals	1.31 (SD=0.66)	1.0 (SD=0.00)	1.35 (n=17, SD=0.59)	1.35 (SD=0.76)

Understanding the Crisis Management Cycle	2.13 (SD=0.98)	1.4 (SD=0.49)	2.24 (n=17, SD=1.31)	2.22 (SD=0.66)
Understanding how legislation affects how threats are handled on campus	1.84 (SD=0.89)	1.4 (SD=0.49)	2.06 (n=17, SD=1.11)	1.78 (SD=0.72)
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	2.09 (SD=1.05)	1.2 (SD=0.40)	2.06 (n=17, SD=1.30)	2.3 (SD=0.80)
Evaluating threats on campus	1.95 (n=44, SD=1.02)	1.4 (SD=0.49)	1.94 (n=16, SD=1.25)	2.09 (SD=0.88)
Responding to threats on campus	1.98 (SD=0.95)	1.4 (SD=0.49)	2.12 (n=17, SD=1.31)	2.0 (SD=0.83)
Understanding the Incident Command System	2.93 (SD=1.04)	2.4 (SD=0.80)	2.94 (n=17, SD=1.26)	3.04 (SD=0.86)
Using the Incident Command System	2.95 (n=44, SD=1.04)	2.4 (SD=0.80)	3.0 (n=17, SD=1.22)	3.04 (SD=0.86)
Understanding the National Incident Management System	2.98 (SD=1.13)	2.4 (SD=0.80)	2.94 (n=17, SD=1.39)	3.13 (SD=0.87)
Using the National Incident Management System	3.02 (SD=1.09)	2.4 (SD=0.80)	3.0 (n=17, SD=1.33)	3.17 (SD=0.87)
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support)	2.47 (SD=1.13)	1.4 (SD=0.49)	2.41 (n=19, SD=1.91)	2.74 (SD=1.03)

Question 8—Skills Needed by Entry-Level Student Affairs Practitioners. For the final question, the researcher provided a list of skills student affairs practitioners may use when responding to a crisis on campus. The list of skills is similar to the skills needed by all first responders (Bergeron & LeBaudour, 2009; Dass-Brailsford, 2010a). Faculty members chose the five skills they thought most important for entry-level practitioners to possess. Forty-seven respondents answered this question. Table 4 indicates the list of skills and the percentage of faculty members who chose that skill as being one of the five most important skills. The researcher presents the results in descending order of frequency listed by faculty in the All Respondents category.

Table 4.4: Crisis Management Skills Identified by Faculty as Being Important for Entry-Level Practitioners

Characteristic	All Respondents	Counseling Programs	Administrative Programs	Student Development Programs
Problem solving	72.3% (n=34)	40.0% (n=2)	73.7% (n=14)	78.3% (n=18)
Ability to make appropriate referrals	66.0% (n=31)	80.0% (n=4)	57.9% (n=11)	69.6% (n=16)
Ability to think and act quickly	63.8% (n=30)	60.0% (n=3)	63.2% (n=12)	65.2% (n=15)
Empathy	48.9% (n=23)	80.0% (n=4)	42.1% (n=8)	47.8% (n=11)
Ability to select and use appropriate intervention strategies	46.8% (n=22)	20.0% (n=1)	47.4% (n=9)	52.2% (n=12)
Flexibility	46.8% (n=22)	20.0% (n=1)	52.6% (n=10)	47.8% (n=11)
Understanding of scope of practice	44.7% (n=21)	60.0% (n=3)	36.8% (n=7)	47.8% (n=11)
Ability to practice self-care techniques	29.8% (n=14)	80.0% (n=4)	15.8% (n=3)	30.4% (n=7)
Threat assessment Skills	25.5% (n=12)	0.0% (n=0)	52.6% (n=10)	8.7% (n=2)
Creativity	17.0% (n=8)	0.0% (n=0)	26.3% (n=5)	13.0% (n=3)
Ability to develop new intervention strategies	17.0% (n=8)	0.0% (n=0)	26.3% (n=5)	13.0% (n=3)
Understanding and using the Crisis Management Cycle	17.0% (n=8)	0.0% (n=0)	21.1% (n=4)	17.4% (n=4)
Using Psychological First Aid techniques	8.5% (n=4)	0.0% (n=0)	5.3% (n=1)	13.0% (n=3)
Using Critical Incident Stress Management techniques	6.4% (n=3)	0.0% (n=0)	5.3% (n=1)	8.7% (n=2)
Working with bereaved students	6.4% (n=3)	20.0% (n=1)	0.0% (n=0)	8.7% (n=2)
Basic First Aid skills	6.4% (n=3)	40.0% (n=2)	5.3% (n=1)	0.0% (n=0)
Understanding and using the Incident Command System	6.4% (n=3)	0.0% (n=0)	15.8% (n=3)	0.0% (n=0)
Using Critical Incident	4.3%	0.0%	5.3%	4.3%

Stress Debriefing techniques	(n=2)	(n=0)	(n=1)	(n=1)
Working with students with post-traumatic stress related anxiety symptoms	4.3% (n=47)	0.0% (n=5)	0.0% (n=19)	8.7% (n=23)
Understanding and using the National Incident Management System	4.3% (n=47)	0.0% (n=5)	10.5% (n=19)	0.0% (n=23)

Results for Research Questions

The research questions guiding this study were designed to examine the types of crisis management and disaster mental health training currently offered in Master's-level student affairs/college counseling graduate preparation programs and whether there are any differences in what is taught between counseling-based and non-counseling-based programs. The researcher hypothesized that some of these concepts reviewed in Chapter 2 are being taught, and the results affirmed this hypothesis. The researcher also hypothesized that there are differences in some of the constructs being taught by counseling-based programs versus non-counseling-based programs. There is limited confirmation for this hypothesis. Further, the researcher questioned how important to faculty teaching crisis management and disaster mental health concepts is. The researcher expected to find there is support for teaching some constructs and not for others, and the results confirmed this hypothesis as well. Finally, the researcher presented faculty a list of skills and competencies needed by effective crisis responders to determine which of those skills and competencies faculty believed were also important for entry-level student affairs practitioners to possess. The researcher addresses the results for each question individually in the sections to follow.

Results for RQ1. RQ1 asked: *What kinds of training are college student affairs/college counseling preparation programs offering their students in terms of crisis management and*

disaster mental health? Table 4.5 shows the results of the survey which are ordered from most commonly to least commonly taught concepts, regardless of program type.

Table 4.5: Most Commonly Taught Crisis Management/Disaster Mental Health Concepts

Crisis Management/Disaster Mental Health Concept	All Respondents (n=45)
Making appropriate referrals	84.4% (n=38)
Understanding how legislation affects how threats are handled on campus	68.9% (n=31)
Understanding scope of practice	62.2% (n=28)
Using post-incident education and intervention strategies to reduce long-term effects from the incident	51.1% (n=23)
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	48.9% (n=22)
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	44.4% (n=20)
Responding to threats on campus	44.4% (n=20)
Providing basic mental health interventions in a crisis situation	42.2% (n=19)
Understanding the Crisis Management Cycle	40.0% (n=18)
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	37.8% (n=17)
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support	35.6% (n=16)
Using group process following a traumatic event on campus	33.3% (n=15)
Evaluating threats on campus	33.3% (n=15)
Recognizing symptoms of bereavement	28.9% (n=13)
Assisting students through the bereavement process	26.7% (n=12)
Recognizing trauma induced anxiety	22.2% (n=10)
Assisting students with trauma induced anxiety	22.2% (n=10)
Understanding the Incident Command System	13.3% (n=6)
Understanding the National Incident Management System	13.3%

	(n=6)
Using the Incident Command System	8.9% (n =4)
Using the National Incident Management System	4.4% (n=2)

Results for RQ2. RQ2 asked: *Are there differences between counseling-based student affairs preparation programs and non-counseling-based student affairs programs in the preparation of graduates in crisis management and disaster mental health?* One way to answer this question is through frequency of responses to the instrument question. Tables 4.6 – 4.8 show the types of crisis management and disaster mental health concepts taught by program type. The researcher ordered the responses from most frequent to least frequent offerings.

Table 4.6: Most Commonly Taught Crisis Management/Disaster Mental Health Concepts in Counseling Programs

Crisis Management/Disaster Mental Health Concept	Counseling Programs (n=5)
Understanding how legislation affects how threats are handled on campus	100.0% (n=5)
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	100.0% (n=5)
Understanding scope of practice	80.0% (n=4)
Making appropriate referrals	80.0% (n=4)
Understanding the Crisis Management Cycle	80.0% (n=4)
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	60.0% (n=3)
Evaluating threats on campus	60.0% (n=3)
Responding to threats on campus	60.0% (n=3)
Using post-incident education and intervention strategies to reduce long-term effects from the incident	60.0% (n=3)
Using group process following a traumatic event on campus	60.0%

	(n=3)
Providing basic mental health interventions in a crisis situation	60.0% (n=3)
Recognizing symptoms of bereavement	60.0% (n=3)
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support)	60.0% (n=3)
Recognizing trauma induced anxiety	60.0% (n=3)
Assisting students with trauma-induced anxiety	60.0% (n=3)
Assisting students through the bereavement process	40.0% (n=2)
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	40.0% (n=2)
Understanding the Incident Command System	20.0% (n=1)
Understanding the National Incident Management System	20.0% (n=1)
Using the National Incident Management System	0.0% (n=0)
Using the Incident Command System	0.0% (n=0)

Table 4.7 Most Commonly Taught Crisis Management/Disaster Mental Health Concepts in
Administrative Programs

Crisis Management/Disaster Mental Health Concept	Administrative Programs (n=18)
Making appropriate referrals	77.8% (n=14)
Understanding how legislation affects how threats are handled on campus	72.2% (n=13)
Understanding scope of practice	61.1% (n=11)
Responding to threats on campus	55.6% (n=10)
Understanding the Crisis Management Cycle	44.4% (n=8)
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	44.4% (n=8)
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	44.4% (n=8)

Evaluating threats on campus	38.9% (n=7)
Using post-incident education and intervention strategies to reduce long-term effects from the incident	38.9% (n=7)
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	33.3% (n=6)
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support)	33.3% (n=6)
Understanding the Incident Command System	27.8% (n=5)
Using group process following a traumatic event on campus	22.2% (n=4)
Providing basic mental health interventions in a crisis situation	22.2% (n=4)
Using the Incident Command System	22.2% (n=4)
Understanding the National Incident Management System	22.2% (n=4)
Assisting students with trauma-induced anxiety	22.2% (n=4)
Recognizing symptoms of bereavement	16.7% (n=3)
Assisting students through the bereavement process	16.7% (n=3)
Recognizing trauma induced anxiety	16.7% (n=3)
Using the National Incident Management System	11.1% (n=2)

Table 4.8 Most Commonly Taught Crisis Management/Disaster Mental Health Concepts in
Student Development/Student Learning Programs

Crisis Management/Disaster Mental Health Concept	Student Development Programs (n=22)
Making appropriate referrals	90.9% (n=20)
Understanding scope of practice	59.1% (n=13)
Understanding how legislation affects how threats are handled on campus	59.1% (n=13)
Using post-incident education and intervention strategies to reduce long-term effects from the incident	59.1% (n=13)

Providing basic mental health interventions in a crisis situation	54.5% (n=12)
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	50.0% (n=11)
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	40.9% (n=9)
Using group process following a traumatic event on campus	36.4% (n=8)
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	31.8% (n=7)
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support	31.8% (n=7)
Recognizing symptoms of bereavement	31.8% (n=7)
Assisting students through the bereavement process	31.8% (n=7)
Responding to threats on campus	31.8% (n=7)
Understanding the Crisis Management Cycle	27.3% (n=6)
Evaluating threats on campus	22.7% (n=5)
Recognizing trauma induced anxiety	18.2% (n=4)
Assisting students with trauma-induced anxiety	13.6% (n=3)
Understanding the Incident Command System	4.5% (n=1)
Understanding the National Incident Management System	4.5% (n=1)
Using the National Incident Management System	0% (n=0)
Using the Incident Command System	0% (n=0)

Next, the researcher created a 2x2 Contingency Table for each construct. Using a 2x2 Contingency Table is appropriate as she was interested in comparing two sets of categorical variables: two categories of programs (Counseling and Non-Counseling) and two possible answers for the response (Does Include and Does Not Include). Because the researcher wanted to determine the differences between counseling and non-counseling based programs, she

combined the responses for Administrative and Student Development programs into one line item, and kept Counseling program responses as the second line item. This allowed her to see the marginal and grand totals for each construct. The researcher then calculated a Fisher's exact test to determine significance levels of the differences between programs types in whether or not the construct is taught in student affairs/college counseling programs. The results for each construct are shown in Table 4.9. The researcher has indicated statistically significant results at the 0.05 level or higher with ***.

Table 4.9 Differences in the Instruction of Crisis Management/Disaster Mental Health Constructs
Between Counseling and Non-Counseling Based Programs

Crisis Management/Disaster Mental Health Concept	2x2 Table				Fisher's Exact Test Result
Making appropriate referrals	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.42
	<i>Counseling</i>	4	1	5	
	<i>Non-Counseling</i>	34	6	40	
	<i>Total</i>	38	7	45	
Understanding how legislation affects how threats are handled on campus	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.27
	<i>Counseling</i>	5	0	5	
	<i>Non-Counseling</i>	26	14	40	
	<i>Total</i>	31	14	45	
Understanding scope of practice	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.28
	<i>Counseling</i>	4	1	5	
	<i>Non-Counseling</i>	24	16	40	
	<i>Total</i>	28	7	45	
Using post-incident education and intervention strategies to reduce long-term effects from the incident	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.33
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	20	20	40	
	<i>Total</i>	23	23	45	

Using pre-incident education and intervention strategies to reduce long-term effects from the incident	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.32
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	19	21	40	
	<i>Total</i>	22	23	45	
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.04***
	<i>Counseling</i>	5	0	5	
	<i>Non-Counseling</i>	15	25	40	
	<i>Total</i>	20	25	45	
Responding to threats on campus	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.28
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	17	23	40	
	<i>Total</i>	20	25	45	
Providing basic mental health interventions in a crisis situation	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.26
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	16	24	40	
	<i>Total</i>	19	26	45	
Understanding the Crisis Management Cycle	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.07
	<i>Counseling</i>	4	1	5	
	<i>Non-Counseling</i>	14	26	40	
	<i>Total</i>	18	17	45	
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.35
	<i>Counseling</i>	2	3	5	
	<i>Non-Counseling</i>	15	25	40	
	<i>Total</i>	17	28	45	
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support)	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.19
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	13	27	40	
	<i>Total</i>	16	29	45	
Using group process following a traumatic	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.16

event on campus	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	12	28	40	
	<i>Total</i>	15	30	45	
Evaluating threats on campus	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.16
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	12	28	40	
	<i>Total</i>	15	30	45	
Recognizing symptoms of bereavement	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.12
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	10	30	45	
	<i>Total</i>	13	32	45	
Assisting students through the bereavement process	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.29
	<i>Counseling</i>	2	3	5	
	<i>Non-Counseling</i>	10	30	40	
	<i>Total</i>	12	33	45	
Recognizing trauma induced anxiety	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.05***
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	7	33	40	
	<i>Total</i>	10	35	45	
Assisting students with trauma induced anxiety	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.08
	<i>Counseling</i>	3	2	5	
	<i>Non-Counseling</i>	8	32	40	
	<i>Total</i>	11	34	45	
Understanding the Incident Command System	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.40
	<i>Counseling</i>	1	4	5	
	<i>Non-Counseling</i>	5	35	40	
	<i>Total</i>	6	39	45	
Understanding the National Incident Management System	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.40
	<i>Counseling</i>	1	4	5	
	<i>Non-Counseling</i>	5	35	40	

	<i>Total</i>	6	39	45	
Using the Incident Command System	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.40
	<i>Counseling</i>	0	5	5	
	<i>Non-Counseling</i>	4	36	40	
	<i>Total</i>	4	41	45	
Using the National Incident Management System	<i>Program Type</i>	<i>Includes Instruction</i>	<i>Does Not Include Instruction</i>	<i>Total</i>	0.31
	<i>Counseling</i>	0	5	5	
	<i>Non-Counseling</i>	2	38	40	
	<i>Total</i>	2	43	45	

Results for RQ3. RQ3 asked: *How important to faculty is teaching crisis management concepts and disaster mental health within Master's-level student affairs and college counseling graduate preparation programs?* The researcher used two statistical measures to discover the answer to this question. The respondents answered this question on a five-point scale of Very Important to Not At All Important. The researcher transferred the verbal scale to a numerical scale as follows: 1 = Very Important, 2 = Somewhat Important, 3 = Neutral, 4 = Somewhat Unimportant, and 5 = Not At All Important. The researcher then calculated the mean of the responses, as shown in Table 4.10 (in descending order of rated importance). The closer the mean is to 1, the higher the level of importance is placed on the concept by the faculty members who responded.

Table 4.10: Perceived Importance of Teaching Crisis Management/Disaster Mental Health Concepts by All Respondents

Crisis Management/ Disaster Mental Health Concept	All Respondents Rating Mean
Making appropriate referrals	1.31 (n=45, SD=0.67)
Understanding scope of practice	1.56 (n=45 SD=0.72)

Understanding how legislation affects how threats are handled on campus	1.84 (n=45, SD=0.90)
Providing basic mental health interventions in a crisis situation	1.95 (n=44, SD=1.06)
Evaluating threats on campus	1.95 (n=44, SD=1.03)
Using post-incident education and intervention strategies to reduce long-term effects from the incident	1.96 (n=46, SD=1.032)
Responding to threats on campus	1.98 (n=45, SD=0.97)
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	2.09 (n=45, SD=1.06)
Recognizing symptoms of bereavement	2.13 (n=45, SD=1.08)
Understanding the Crisis Management Cycle	2.13 (n=45, SD=0.99)
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	2.20 (n=45, SD=1.06)
Assisting students through the bereavement process	2.23 (n=44, SD=1.14)
Recognizing trauma induced anxiety	2.24 (n=45, SD=1.11)
Using group process following a traumatic event on campus	2.26 (n=46, SD=1.04)
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	2.27 (n=47, SD = 1.12)
Assisting students with trauma-induced anxiety	2.45 (n=44, SD=1.17)
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support	2.47 (n=45, SD=1.14)
Understanding the Incident Command System	2.93 (n=45, SD=1.05)
Using the Incident Command System	2.95 (n=44, SD=1.03)
Understanding the National Incident Management System	2.98 (n=45, SD=1.14)
Using the National Incident Management System	3.02 (n=45, SD=1.10)

The researcher then requested the assistance of the Kennesaw State University Center for Statistics and Analytical Services (KSU CSAS) in running further statistical tests. The researcher requested an ANOVA to look at the levels of variance in the importance of the

constructs by program type (Salkind, 2010b). The ANOVA was the appropriate measure to use because the researcher wanted to look for differences in the importance level assigned to each construct between the three program types, and running multiple t-tests, the other recommended statistical measure for seeking variance in responses, would increase the chances of a type 1 statistical error. Table 4.11 shows the ANOVA results for each concept. The KSU CSAS calculated the ANOVA using a Degree of Freedom (DF) of 2 for each construct, as there were five potential choices and three sample groups. The F value column demonstrates whether the items are within sampling variability of each other, and the final column, Pr>F denotes the level of significance of the F Value of the construct. The ANOVA did find significance levels between the program types and some of the constructs, therefore further statistical measures were required to identify the constructs where differences existed. The researcher used Tukey's HSD to identify the constructs that had significant differences by program type to account for the size difference among the types of programs. The researcher has indicated statistically significant results at the 0.05 level or higher with ***.

Table 4.11: Differences in the Level of Importance for Teaching Crisis Management/Disaster Mental Health Concepts Between Each Type of Program

Crisis Management/ Disaster Mental Health Concept	DF	ANOVA Sum of Squares	Mean Square	F Value	Pr> F
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	2	1.36306539	0.68153269	0.54	0.5894
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	2	1.21329923	0.60664962	0.53	0.5919
Using post-incident education and intervention strategies to reduce long-term effects from the incident	2	1.30869565	0.65434783	0.60	0.5513
Using group process following a traumatic event on campus	2	4.73478261	2.36739130	2.31	0.118

Providing basic mental health interventions in a crisis situation	2	4.98877005	2.49438503	2.38	0.1050
Recognizing symptoms of bereavement	2	10.1258312	5.06291560	5.18	0.0098 ***
Assisting students through the bereavement process	2	13.17727273	6.58863636	6.35	0.0040 ***
Recognizing trauma induced anxiety	2	9.37300369	4.68650185	4.38	0.0187 ***
Assisting students with trauma-induced anxiety	2	11.69333004	5.84666502	5.08	0.0107 ***
Understanding scope of practice	2	1.77607275	0.88803637	1.75	0.1865
Making appropriate referrals	2	0.54470020	0.27235010	0.60	0.5540
Understanding the Crisis Management Cycle	2	3.02813299	1.51406650	1.58	0.2174
Understanding how legislation affects how threats are handled on campus	2	1.85689116	0.92844558	1.15	0.3279
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	2	5.03370276	2.51685138	2.37	0.1059
Evaluating threats on campus	2	1.94550395	0.97275198	0.91	0.4116
Responding to threats on campus	2	2.01307190	1.00653595	1.08	0.3472
Understanding the Incident Command System	2	1.70230179	0.85115090	0.76	0.4744
Using the Incident Command System	2	1.75256917	0.87628458	0.81	0.4503
Understanding the National Incident Management System	2	2.22790566	1.11395283	0.85	0.4327
Using the National Incident Management System	2	2.47342995	1.23671498	1.03	0.3664
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support	2	7.44757033	3.72378517	3.14	0.0534 ***

The ANOVA results are informative, in that they do show there is some level of significance in the difference in the importance level assigned to a construct by the faculty. However, the ANOVA alone does not indicate between which programs those significant differences exist. Therefore, the researcher then requested the results from Tukey's HSD to determine if what any differences between the individual program types and the level of importance the faculty assigned to each concept existed. The Tukey's HSD is the appropriate statistical measure to run because it is a measure that accounts for unequal group sizes. Table

4.12 shows the results of the Tukey's analysis between program types. In the Program Comparison column, Administrative Programs are noted by Ad, Counseling Programs are noted by Co, and Student Development Programs are noted by St. The researcher has indicated statistically significant differences at the 0.05 level with ***.

Table 4.12 Tukey's Results in Differences in Importance Level for Teaching Crisis Management/Disaster Mental Health Concepts by Program Type

Crisis Management/ Disaster Mental Health Concept	Tukey's HSD Comparison			
Using pre-incident education and intervention strategies to reduce long-term effects from the incident	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.2998	-0.5488	1.1484
	Co – Ad	0.4737	-0.9021	1.8495
	Sdp – Co	-0.2998	-1.1484	0.5488
	St – Ad	0.1739	-1.1768	1.5246
	Ad – Co	-0.4737	-1.8495	0.9021
	Ad – St	-0.1739	-1.5246	1.1768
Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.1790	-0.6516	1.0096
	Co – Ad	0.5529	-0.7682	1.8741
	St – Co	-0.1790	-1.0096	0.6516
	St – Ad	0.3739	-0.9075	1.6553
	Ad – Co	-0.5529	-1.8741	0.7682
	Ad – St	-0.3739	-1.6553	0.9075
Using post-incident education and intervention strategies to reduce long-term effects from the incident	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.3406	-0.4547	1.1359
	Co – Ad	0.3667	-0.9108	1.6442
	St – Co	-0.3406	-1.1359	0.4547
	St – Ad	0.0261	-1.2209	1.2731
	Ad – Co	-0.3667	-1.6442	0.9108
	Ad – St	-0.0261	-1.2731	1.2209
Using group process following a traumatic event on campus	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.2391	-0.5348	1.0130
	Co – Ad	1.1000	-0.1432	2.3432
	St – Co	-0.2391	-1.0130	0.5348
	St – Ad	0.8609	-0.3526	2.0743

	Ad – Co	-1.1000	-2.3432	0.1432
	Ad – St	-0.8609	-2.0743	0.3526
Providing basic mental health interventions in a crisis situation	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.4305	-0.3729	1.2339
	Co – Ad	1.0941	-0.1716	2.3598
	St – Co	-0.4305	-1.2339	0.3729
	St – Ad	0.6636	-0.5690	1.8962
	Ad – Co	-1.0941	-2.3598	0.1716
	Ad – St	-0.6636	-1.8962	0.5690
Recognizing symptoms of bereavement	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.5448	-0.2237	1.3132
	Co – Ad ***	1.5882	0.3659	2.8105
	St – Co	-0.5448	-1.3132	0.2237
	St – Ad	1.0435	-0.1420	2.2290
	Ad – Co ***	-1.5882	-2.8105	-0.3659
	Ad – St	-1.0435	-2.2290	0.1420
Assisting students through the bereavement process	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St ***	0.8750	0.0686	1.6814
	Co – Ad ***	1.6570	0.4058	2.9442
	St – Co ***	-0.8750	-1.6814	-0.0686
	St – Ad	0.8000	-0.4223	2.0223
	Ad – Co ***	-1.6750	-2.9442	-0.4058
	Ad – St	-0.8000	-2.0223	0.4223
Recognizing trauma induced anxiety	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.5754	-0.2283	1.3792
	Co – Ad ***	1.5059	0.2274	2.7844
	St – Co	-0.5754	-1.3792	0.2283
	St – Ad	0.9304	-0.3096	2.1704
	Ad – Co ***	-1.5059	-2.7844	-0.2274
	Ad – St	-0.9304	-2.1704	0.3096
Assisting students with trauma-induced anxiety	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.5462	-0.3033	1.3957
	Co – Ad ***	1.7375	0.4006	3.0744
	St – Co	-0.5462	-1.3957	0.3033
	St – Ad	1.1913	-0.0963	2.4789
	Ad – Co ***	-1.7375	-3.0744	-0.4006
	Ad – St	-1.1913	-2.4789	0.0963
Understanding scope of practice	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.0639	-0.6178	0.4899

	Co – Ad	0.5882	-0.2927	1.4692
	St – Co	0.0639	-0.4899	0.6178
	St – Ad	0.6522	-0.2022	1.5066
	Ad – Co	-0.5882	-1.4692	0.2927
	Ad – St	-0.6522	-1.5066	0.2022
Making appropriate referrals	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.0051	-0.5189	0.5291
	Co – Ad	0.3529	-0.4806	1.1864
	St – Co	-0.0051	-0.5291	0.5189
	St – Ad	0.3478	-0.4606	1.1562
	Ad – Co	-0.3529	-1.1864	0.4806
	Ad – St	-0.3478	-1.1562	0.4606
Understanding the Crisis Management Cycle	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.0179	-0.7421	0.7779
	Co – Ad	0.8353	-0.3735	2.0441
	St – Co	-0.0179	-0.7779	0.7421
	St – Ad	0.8174	-0.3550	1.9898
	Ad – Co	-0.8353	-2.0441	0.3735
	Ad – St	-0.8174	-1.9898	0.3550
Understanding how legislation affects how threats are handled on campus	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.2762	-0.4235	0.9759
	Co – Ad	0.6588	-0.4541	1.7718
	St – Co	-0.2762	-0.9759	0.4235
	St – Ad	0.3826	-0.6968	1.4621
	Ad – Co	-0.6588	-1.7718	0.4541
	Ad – St	-0.3826	-1.4621	0.6968
Understanding the role of the Behavior Assessment Team/Threat Assessment Team	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.2455	-1.0464	0.5553
	Co – Ad	0.8588	-0.4150	2.1326
	St – Co	0.2455	-0.5553	1.0464
	St – Ad	1.1043	-0.1311	2.3398
	Ad – Co	-0.8588	-2.1326	0.4150
	Ad – St	-1.1043	-2.3398	0.1311
Evaluating threats on campus	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.1495	-0.9692	0.6703
	Co – Ad	0.5375	-0.7526	1.8276
	St – Co	0.1495	-0.6703	0.9692
	St – Ad	0.6870	-0.5555	1.9294
	Ad – Co	-0.5375	-1.8276	0.7526
	Ad – St	-0.6870	-1.9294	0.5555

Responding to threats on campus	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	0.1176	-0.6308	0.8661
	Co – Ad	0.7176	-0.4728	1.9081
	St – Co	-0.1176	-0.8661	0.6308
	St – Ad	0.6000	-0.5547	1.7547
	Ad – Co	-0.7176	-1.9081	0.4728
	Ad – St	-0.6000	-1.7547	0.5547
Understanding the Incident Command System	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.1023	-0.9252	0.7206
	Co – Ad	0.5412	-0.7677	1.8500
	St – Co	0.1023	-0.7206	0.9252
	St – Ad	0.6435	-0.6260	1.9129
	Ad – Co	-0.5412	-1.8500	0.7677
	Ad – St	-0.6435	-1.9129	0.6260
Using the Incident Command System	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.0435	-0.8650	0.7780
	Co – Ad	0.6000	-0.6929	1.8929
	St – Co	0.0435	-0.7780	0.8650
	St – Ad	0.6435	-0.6017	1.8887
	Ad – Co	-0.6000	-1.8929	0.6929
	Ad – St	-0.6435	-1.8887	0.6017
Understanding the National Incident Management System	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.1893	-1.0765	0.6979
	Co – Ad	0.5412	-0.8700	1.9524
	St – Co	0.1893	-0.6979	1.0765
	St – Ad	0.7304	-0.6383	2.0991
	Ad – Co	-0.5412	-1.9524	0.8700
	Ad – St	-0.7304	-2.0991	0.6383
Using the National Incident Management System	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.1739	-1.0260	0.6782
	Co – Ad	0.6000	-0.7554	1.9554
	St – Co	0.1739	-0.6782	1.0260
	St – Ad	0.7739	-0.5407	2.0885
	Ad – Co	-0.6000	-1.9554	0.7554
	Ad – St	-0.7739	-2.0885	0.5407
Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First	<i>Program Comparison</i>	<i>Difference Between Means</i>	<i>Simultaneous 95% Confidence Limits</i>	
	Co – St	-0.3274	-0.5Ad84	1.1731

Aid/Life Support	Co – Ad	1.0118	-0.3335	2.3570
	St – Co	0.3274	-0.5184	1.1731
	St – Ad ***	1.3391	0.0344	2.6439
	Ad – Co	-1.0118	-2.3570	0.3335
	Ad – St ***	-1.3391	-2.6439	-0.0344

Results for RQ4. RQ4 asked: *What skills and competencies related to crisis management and disaster mental health do faculty within Master's-level student affairs and college counseling graduate programs consider important for entry-level practitioners to possess?* The researcher compiled a list of skills needed by first responders from the literature (Bergeron & LeBaudour, 2009; Dass-Brailsford, 2010a). Participants chose the five concepts they felt were the most important for entry-level student affairs practitioners to possess. Table 4.13 lists the skills needed by entry-level student affairs practitioners as identified by the program faculty in order from those most frequently cited to those least frequently cited.

Table 4.13 Characteristics Needed by Entry-Level Student Affairs Practitioners as Identified by Program Faculty

Characteristic	All Respondents (n=47)
Problem solving	72.3% (n=34)
Ability to make appropriate referrals	66.0% (n=31)
Ability to think and act quickly	63.8% (n=30)
Empathy	48.9% (n=23)
Flexibility	46.8% (n=22)
Ability to select and use appropriate intervention strategies	46.8% (n=22)
Understanding of scope of practice	44.7% (n=21)
Ability to practice self-care techniques	29.8%

	(n=14)
Threat assessment skills	25.5% (n=12)
Creativity	17.0% (n=8)
Ability to develop new intervention strategies	17.0% (n=8)
Understanding and using the Crisis Management Cycle	17.0% (n=8)
Using Psychological First Aid techniques	8.5% (n=4)
Basic First Aid skills	6.4% (n=3)
Using Critical Incident Stress Management techniques	6.4% (n=3)
Understanding and using the Incident Command System	6.4% (n=3)
Working with bereaved students	6.4% (n=3)
Working with students with post-traumatic stress related anxiety symptoms	4.3% (n=2)
Using Critical Incident Stress Debriefing techniques	4.3% (n=2)
Understanding and using the National Incident Management System	4.3% (n=2)

Review of Chapter Four

The purpose of this study was to collect data to discover what types of crisis management and disaster mental health instruction Master's-level student affairs and college counseling preparation programs are teaching their students, as well as the perceived importance the faculty have for teaching these concepts. The researcher used a quantitative survey design and created a questionnaire in Survey Monkey® to collect the data for this research. The researcher contacted 140 potential participants and received useable responses from 59 faculty program coordinators.

Research question 1 focused on the constructs currently taught, and Research question 4 focused on the skills and competencies faculty believe are important for entry-level student affairs practitioners to possess. These research questions could be answered using descriptive

statistics only. The researcher found that the most common constructs taught included Making appropriate referrals (84.4%, n=45), Understanding how legislation affects how threats are handled on campus (68.9%, n=45), and Understanding scope of practice (62.2%, n=45). The least commonly taught constructs were Understanding the National Incident Management System (13.3%, n=45), Using the Incident Command System (8.9%, n=45) and Using the National Incident Management System (4.4%, n=45). Further, the faculty most frequently listed Problem solving (72.3%, n=47), Ability to make appropriate referrals (66.0%, n=47), Ability to think and act quickly (63.8%, n=47), Empathy (48.9%, n=47) and Flexibility (46.8%, n=47) as the skills and competencies entry-level student affairs practitioners need to possess.

Research question 2 looked at differences between the Counseling-based and non-Counseling-based programs regarding the crisis management and disaster mental health concepts being taught. The researcher first reviewed the results of Question 7 on the instrument using descriptive statistics, counting frequencies with which particular program types indicate they include the construct in their curriculum. From this analysis, the Counseling-based programs appeared more likely than Student Development-based programs to include the following concepts in their curriculum: Understanding how legislation affects how threats are handled on campus; Understanding the Crisis Management Cycle; Understanding scope of practice; and Understanding the role of the Behavior Assessment Team/Threat Assessment Team. Counseling-based programs are less likely than Student Development-based programs to include instruction on Making appropriate referrals. Counseling-based programs are more likely than Administrative-based programs to include instruction on Understanding the Crisis Management Cycle; Recognizing trauma-induced anxiety; Understanding the role of the Behavior Assessment Team/Threat Assessment Team; and Assisting students with trauma-induced anxiety.

Counseling-based programs and Administrative-based programs demonstrate similar response patterns to the rest of the constructs. Further, the researcher found there was a statistically significant difference in the type of program that provides instruction for two constructs. Counseling-based programs are significantly more likely (at the 0.05 level or higher) than their non-Counseling-based counterparts to provide instruction on Understanding the role of the Behavior Assessment Team/Threat Assessment Team, but less likely (at the 0.05 level or higher) to provide instruction on Making appropriate referrals.

Research question 3, which focused on faculty perceptions of the importance of teaching crisis management and disaster mental health concepts, first required calculating the mean and standard deviation for each concept. The researcher found that faculty believe Making appropriate referrals (mean 1.31, $n=45$, SD 0.66818) is the most important crisis management/disaster mental health competency that should be taught in a Master's-level student affairs/college counseling program. Conversely, faculty believe that Using the National Incident Management System (mean 3.02, $n=45$, SD 1.09729) is the least important concept to teach in their programs. All responses to this question, detailed in Table 4.9, fell within a standard deviation range of 0.06-1.17. Then, the researcher employed an ANOVA with a Tukey's HSD to look for statistical significance in the different level of importance assigned to each crisis management/disaster mental health concept. Statistically significant differences were found between Counseling-based and Administrative-based programs on the following constructs: Recognizing symptoms of bereavement; Assisting students through the bereavement process; Recognizing trauma-induced anxiety; Assisting students with trauma-induced anxiety. Further, statistically significant differences also existed between Counseling-based and Student Development-based programs on the importance of Assisting students through the bereavement

process. Finally, statistically significant differences existed between Administrative-based and Student Development-based programs on the importance of Campus specific training.

Finally, research question 4 presented a list of skills and competencies needed by first responders to be effective. Faculty members were asked to select the 5 skills they felt were most important for an entry-level student affairs person to possess. Percentages were calculated on frequency of a skill being chosen. The five skills chosen most frequently were: Problem solving (72.3%); Ability to make appropriate referrals (66.0%); Ability to think and act quickly (63.8%), Empathy (48.9%), and Flexibility and Ability to select and use appropriate intervention strategies tied for fifth most frequently mentioned (46.8%). Chapter 5 provides discussion about the meaning of the results presented in Chapter 4.

CHAPTER 5

DISCUSSION OF RESULTS AND STUDY IMPLICATIONS

This chapter includes a summary of this dissertation study as well as a summary and discussion of the research conducted. The chapter also addresses the implications of this study for student affairs and college counseling preparation programs. Additionally, the researcher discusses further limitations of the study and confounding variables, as well as areas for future research.

Summary of the Study

Student affairs practitioners may find themselves working in situations of crisis on their campus, from a small scale event such as an attempted suicide, to a larger scale residence hall fire evacuation, to a hazardous material spill that requires the evacuation of the entire campus. The purpose of this study was to examine what is currently provided in student affairs preparation programs for training in disaster psychology and crisis management, and whether there was a difference in what is offered if the program is based in a counselor education framework or in an administrative/student development framework. Further, this study examined whether faculty who teach in these programs believed it is important to offer training in crisis management and disaster psychology. Finally, this study identified the characteristics that faculty who coordinate Masters-level student affairs/college counseling programs believed are important for entry-level practitioners to possess.

To accomplish this study, the researcher first developed a literature review covering topics related to the fields of crisis management, disaster mental health, student affairs and

standards of practice. These diverse subjects were woven together to create a foundation for the questionnaire developed to gather the data for this study. The researcher compiled a list of Masters-level student affairs/college counseling programs from the ACPA-College Student Educators International (ACPA) Directory of Graduate Programs, the NASPA-Student Affairs Administrators in Higher Education (NASPA) Directory of Graduate Programs, and the Council for Accreditation of Counseling and Related Education Programs (CACREP) Directory of Accredited Student Affairs/College Counseling Programs. The researcher then reviewed the websites for these programs to ensure that the program was still viable and to gather the names and contact emails for the faculty member responsible for coordinating the programs, resulting in a list of 150 programs. The researcher designed the questionnaire in Survey Monkey®, and after approval from The University of Georgia Institutional Research Board, the researcher emailed the questionnaire to these 150 potential participants on September 24, 2012.

After eliminating bad email addresses and those faculty members who contacted the researcher to opt out of responding for various reasons, the remaining pool of participants was 140. The first email resulted in 37 useable responses; the researcher sent a follow up email on October 8 and at the close of the survey had 59 useable responses, a response rate of 43%. Of these 59 responses, 45.8% (n=27) identified as Administrative-based programs, 45.8% (n=27) identified as Student Development/Student Learning-based programs, and 8.5% (n=5) identified as Counseling-based programs. The Counseling-based programs were the only subgroup where 100% of participants completed the entire survey. Administrative and Student Development-based programs both had participants that did not complete the survey, but as the participants could skip one question and answer the next question, there was no discernible pattern of non-

response by the participants for any one question on the instrument. The next section addresses the results of individual instrument questions.

Discussion of Findings

As stated previously, the questions on the instrument fell into two categories: Program Background and Crisis Management/Disaster Mental Health Concepts. The first section focused on Program Background, which was included as a way for the researcher to understand the frame of reference from which the program operates. Every Master's-level student affairs/college counseling program has unique facets, so it was helpful for the researcher to have a common frame of reference for all programs. CACREP accreditation was most common among the Counseling based programs, with 60% (n=3) of the counseling programs indicating they are CACREP accredited. CACREP is phasing out accreditation of student affairs programs, so the researcher did not expect to find a large number of programs with CACREP accreditation (Council for Accreditation of Counseling and Related Educational Programs, 2009c; Hughey, 2009). Counseling programs were not the only ones with the CACREP accreditation; one Administrative-based program also has the designation. The researcher did not ask about the expiration dates of CACREP accreditation, so it is not known if the program plans to allow the accreditation to expire at the end of the accreditation period or if the Administrative program plans to adjust their curriculum to maintain this accreditation. As CACREP accreditation includes requirements for including crisis management and disaster mental health concepts, the researcher expected to find at least 60% of counseling programs participants to provide instruction on the specific constructs specified by CACREP.

Next, the researcher asked whether the program coordinator considers the program CAS compliant. Student development-based programs were most likely to report they follow CAS

Standards for their Master's-level preparation programs, with 88% (n=24) of programs indicating in the affirmative. Administrative and Counseling programs were also likely to consider themselves CAS compliant (75%, n=18, 60%, n=3 respectively). CAS does not have standards that specifically address most crisis management and disaster mental health concepts, though there is a standard that addresses making appropriate referrals, as well as standards that address learning some of the micro skills needed for effective helping relationships (Council for the Advancement of Standards in Higher Education, 2009b). As so many programs indicated they consider themselves CAS compliant, the researcher expected to find a high level of agreement on a few of the constructs, and one construct in particular should see a high level of congruence: Making appropriate referrals.

All program types indicated their students are employed in Administrative based positions. Further, all of the Counseling programs, 12% of the Administrative programs, and 7.7% of the Student Development programs indicated their students were also employed in Counseling-related positions. This finding confirms existing research on the types of employment obtained by new student affairs professionals (Renn & Hodges, 2007; Renn & Jessup-Anger, 2008; Walter, 1989). Entry-level administrative positions (in residence life, student activities, admissions, etc.) are usually more plentiful; therefore these positions are where students often begin their careers (Renn & Jessup-Anger, 2008).

While no course listed achieved 100% agreement as being offered by the 57 programs that responded to this question, several courses achieved 80% or higher. These courses included Theories of College Student Development/Student Learning (94.7%); Student Affairs Administration/Organization (91.2%); History/Foundation of Student Affairs (87.7%); Assessment/Program Evaluation (86.0%); and Legal Aspects of Student Affairs (84.2%). These

courses are all listed as part of the CAS Standards for Master's-level student affairs programs (Council for the Advancement of Standards in Higher Education, 2009b). CACREP does not list specific courses, but they do have accreditation requirements that are often covered in these Master's level courses (Council for Accreditation of Counseling and Related Educational Programs, 2009a; Gehring & Penney, 1995; Renn & Jessup-Anger, 2008; D. G. Young, 2005). This finding suggests that student affairs programs, whether they are CACREP accredited or believe themselves to be CAS compliant, believe that these courses are most important for the foundation of new entry-level practitioners. Research conducted with new practitioners suggests that the new practitioners would like to see more connections with how these courses fit in with their actual first job experience, so faculty should be sure to discuss how theory is actually practiced (Carpenter, Patitu, & Cuyjet, 1999; Cuyjet et al., 2009; Renn & Jessup-Anger, 2008).

Types of Training Currently Offered. RQ1 asked: *What kinds of training are college student affairs/college counseling preparation programs offering in their students in terms of crisis management and disaster mental health?* Participants received a list of the crisis management and disaster mental health concepts identified in the Literature Review. The researcher asked if these concepts were taught in the program represented by that faculty member. Forty-five of the participants answered this question. As noted in Chapter 4, none of the concepts are taught in all programs. However, one concept is taught more often in programs than any other—that of *Making appropriate referrals* (84.4%, n=38). Student Development based programs are most likely to provide instruction on *Making appropriate referrals* (90.9%, n=22), but the other types of programs are also very likely to include this type of instruction (Counseling programs, 80%, n=4; Administrative programs, 77.8%, n=14). This result is to be expected, as CAS and CACREP both specifically address this construct in their standards

(Council for Accreditation of Counseling and Related Educational Programs, 2009a; Council for the Advancement of Standards in Higher Education, 2009b).

Other concepts that have more agreement among programs were *Understanding how legislation affects how threats are handled on campus* (68.9%, n=31), and *Understanding scope of practice* (62.2%, n=28). As *Understanding scope of practice* often pairs with *Making appropriate referrals*, this result is also to be expected. Further, student affairs professionals have been researching and instructing students in student affairs programs in legal issues for many years, and as such, this practice has been generally accepted for the curriculum (Gehring & Penney, 1995; Ledbetter, 2009).

Conversely, very few programs indicated they provide instruction on *Using the Incident Command System* or *Using the National Incident Management System* (8.9%, n=4, and 4.4%, n=2, respectively). Specifically, only a few Administrative programs indicated they provide instruction on *Using Incident Command System* or *Using the National Incident Management System* (22.2%, n=4, and 11.1%, n=2 respectively). This finding starkly contrasts with recent research highlighting student affairs professionals' roles in campus crises and as such, the need for all people on scene to have a common understanding (Akers, 2008; Brunson III, Stang, & Dreesen, 2010; Kennedy, 2008; Miser & Cherrey, 2009; Rasmussen & Johnson, 2008; Sharma, Bershad, & Hephner LaBanc, 2010). To be eligible for federal recovery dollars under the Stafford Act, the campus emergency response structure must follow the National Incident Management System (NIMS) and the Incident Command System (ICS) (Fazzini, 2009; FEMA, 2003). With this mandate from the Stafford Act, it is logical that anyone responding to a crisis should be versed in NIMS and ICS.

Another interesting observation for this question is that faculty representing Administrative-based programs skipped this question at a higher percentage than those representing Student-Development-based programs. Specifically, while 27 Administrative-based programs responded to the survey, 33% of the faculty from those programs skipped this question (for comparison, 27 Student-Development based programs responded, but only 19% of the faculty from those programs skipped this question). Administrative programs tend to focus on the skills and competencies needed in the day-to-day responsibilities of student affairs positions (Penn & Trow, 1987; Walter, 1989). A crisis, on the other hand, is an extraordinary event (Hephner LaBanc, Krepel, Johnson, & Herrmann, 2010). This dichotomy could explain the higher percentage of non-response from Administrative-based programs for this question.

Differences Between Programs. RQ2 asked: *Are there differences between counseling-based student affairs preparation programs and non-counseling based student affairs programs in the preparation of graduates in crisis management and disaster mental health?* There are striking differences in the types of instruction provided by Counseling-based programs versus Administrative- or Student Development-based programs. As stated in the Summary and Discussion for RQ1, there is general agreement among the programs on the inclusion of teaching *Making appropriate referrals*. However, Counseling-based programs are statistically less likely (at the 0.05 level) to provide instruction on making appropriate referrals. There is also agreement across program types in not including items such as *Understanding and Using the Incident Command System* and *Understanding and Using the National Incident Management System*. Some programs include instruction on these topics, but these are in the bottom third of the topics covered by the programs across the spectrum.

The areas where the programs diverge offer insight into the emphases placed on the constructs within the programs. For example, the Counseling-based programs have 100% (n=5) agreement in providing instruction in *Understanding the role of the Behavior Assessment Team (BAT)/Threat Assessment Team (TAT)*. By comparison, the *Understanding the role of the BAT/TAT* is taught by 44.4% (n=8) of Administrative-based programs and 38.1% (n=7) of Student Development-based programs. This result is statistically significant at the 0.05 level when reviewed through a Fisher's Exact measurement. Members of the college counseling staff are often tapped to be a part of the campus BAT/TAT, but other members of the student affairs division are also frequently included on the team, particularly those who have more day-to-day contact with students, such as Residence Life staff (D. Cornell, 2008; Dewey Cornell, 2010; Dunkle, Silverstein, & Warner, 2008; Ingemann, Jackson, & Pittman, 2009). This literature therefore suggests therefore, that all programs include instruction on the roles these teams serve on campus, but the current study indicates that this is not being done across all program types.

Further, 60% (n=3) of the Counseling-based programs indicated it is important for students in their programs to learn about *Recognizing symptoms of bereavement*, *Recognizing trauma induced anxiety*, and *Using group process following a traumatic event on campus*. Conversely, fewer than 40% of Administrative- or Student Development-based programs teach these same concepts. One point to note in this result is that the differences between program types were not statistically significant. A second point to note in this result is that there is not 100% agreement among Counseling-based programs on teaching these concepts, as the investigator assumed there would be, based on research (Amada, 1993; Beckett, 2006; Bishop, 2010; S. L. Bowman & Roysircar, 2011; Dillon, 2003). Further, while 60% of the Counseling-based programs indicated they were CACREP accredited, the researcher found it was not those

same programs that indicated they included this instruction in their programs. As CACREP includes these concepts as part of the accreditation standards, this finding is unexpected (Council for Accreditation of Counseling and Related Educational Programs, 2009a). Finally, limited number of participants from Counseling-based programs potentially affected the statistical significance of the differences noted. This will be discussed further in the Limitations section.

Importance to Faculty. RQ3 asked: *How important to faculty is teaching crisis management concepts and disaster mental health within Master's-level student affairs and college counseling graduate preparation programs?* As presented in Chapter 4, faculty from all programs identified *Making appropriate referrals* as the most important concept to be studied in a Master's-level student affairs and college counseling preparation program (mean 1.31, SD 0.67), followed by *Understanding scope of practice* (mean 1.56, SD 0.72). No construct received an overall rating of lower than a Neutral level of importance, with *Using the National Incident Management System* (mean 3.02, SD 1.10) receiving the lowest rating from all participants in level of importance placed on teaching the concept. The majority of the constructs received a rating between Somewhat Important and Neutral. The results of this analysis show that faculty in all program types do think that crisis management and disaster mental health are important topics to cover in their student affairs/college counseling graduate preparation programs. However, the faculty disagree about the depth and breadth of what to cover within those broad categories.

The researcher, with the assistance of the Kennesaw State University Center for Statistics and Analytical Services (KSU CSAS), then calculated an ANOVA, followed by Tukey's HSD to discover significant differences by program type. In general, faculty from Counseling-based

programs rated each individual construct as more important than the faculty from Administrative- or Student Development-based Programs.

Counseling-based programs were statistically (at the 0.05 level) more likely to rate the following constructs as more important than their colleagues in Administrative- based programs: *Recognizing symptoms of bereavement*; *Assisting students through the bereavement process*; *Recognizing symptoms of trauma-induced anxiety*; and *Assisting students with trauma-induced anxiety*. Counseling programs are also statistically (at the 0.05 level) more likely to rate *Assisting students through the bereavement process* as more important for instruction than their colleagues in Student Development-based programs. This result means that Counseling-based programs are more likely than Administrative-based programs to believe providing instruction to students on the emotion specific constructs listed is important. The researcher expected this result, as Counseling-based programs specifically state they are providing instruction to ensure their students have strong therapeutic skills, and anxiety and bereavement are two reasons that college students often seek counseling on campus (American Counseling Association, 2010; Archer & Cooper, 1998; Green, Lowry, & Kopta, 2003). The Counseling-based programs and Student Development-based programs were found to be more similar than different; the researcher assumes it is because the Student Development programs offer a course of instruction that is student focused, not process focused as one would find in an Administrative-based program. A Student-Development trained student affairs professional has a heightened awareness of potential issues that affect a student's ability to learn, and anxiety and grief are two factors that are often discussed as two of those potential issues (Bradley, Coomes, & Kuh, 1985; Caple, 1996; Kuk & Cuyjet, 2009; Walter, 1989).

Further, a statistically significant difference (at the 0.05 level) was found between Administrative- and Student Development-based programs for Campus specific training. Specifically, Student Development-based programs are more likely to rate Campus specific training as more important than Administrative-based programs. The researcher suspects that Student Development programs provide more instruction on how the different types of campuses affect student learning and student development (e.g. the effects of a private, same gender school versus a large co-educational state institution) and therefore are more likely to emphasize the importance of knowing the individual campus on which the student affairs professional works (Seifert & Holman-Harmon, 2009). Encouraging students to participate in campus specific training opportunities is a logical next step for professional development of new practitioners.

While the researcher was encouraged to see the responses register on the higher end of the scale, she is curious about the number of Neutral responses some constructs received. From this study it cannot be determined if the Neutral responses were due to a lack of interest, a lack of understanding, or a combination thereof. This area of inquiry warrants further research to more fully understand and then determine the implications for student affairs practice.

The researcher would also like to note that while the faculty coordinators who responded to the survey indicated that the majority of these constructs are important to teach, not all programs actually teach all of the constructs to their students. As stated in the results for RQ 1, only four of the crisis management and disaster mental health constructs studied as part of this research were taught by more than 50% of responding programs. A faculty member who opted not to respond to the instrument told the researcher in an email, “We feel all of these concepts are very important and they should all be taught during the first year. But there is no more room in the curriculum.” An informal review of the websites for the student affairs preparation

programs in advance of this study suggests that other faculty would agree with that statement. The review revealed that the programs are already content heavy; one imagines it would be difficult to add in additional courses to the degree program.

Skills and Competencies Considered to be Important. Finally, RQ4 asked: *What skills and competencies related to crisis management and disaster mental health do faculty within Master's-level student affairs and college counseling graduate preparation programs consider important for entry-level practitioners to possess?* The five most commonly cited responses to this question were *Problem solving*, *Ability to make appropriate referrals*, *Ability to think and act quickly*, *Empathy*, and *Flexibility*. Of these skills, *Ability to make appropriate referrals* is the most straightforward and easy to comprehend skill: Can the student affairs practitioner identify situations when a referral to a more qualified practitioner is appropriate and does the student affairs practitioner know to whom those referrals should be made? *Ability to make appropriate referrals* is also the skill that translates best to direct instruction. Faculty can provide information about the resources that are available for referral, and then have students work through case studies to learn when and how to refer appropriately.

On the other hand, *Flexibility*, *Empathy*, *Problem solving*, and *Ability to think and act quickly* are not as easily understood and evaluated. For example, people operate using multiple definitions of *Empathy*, with some defining it more as being sympathetic to a person, and others defining it more as learning to understand how another person may be experiencing an event (Hazler, 2007; N. L. Wilson, 2010). We can teach our students what techniques can be used to reflect empathy, but we cannot teach them to actually have empathy for their students. That comes with time, practice, and relationships that are developed with students, not through direct instruction (Boin & McConnell, 2007; Stover & Scanlon, 2007; M. E. Wilson, 2007).

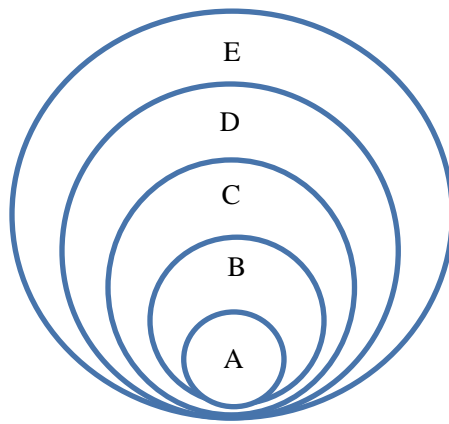
Suggestions include revising internship and practicum experiences to include these skills while being in an environment where it is “safe” to make mistakes (Allen et al., 2002; Kahn, Wood, & Wiesen, 2000). Information on the student’s abilities in these areas can be collected through the supervisor evaluations of internship and practicum experiences. Students can also write a reflection paper on their internship and/or practicum experience with details on how they used these abilities in that setting. However the students learn the skills, it would be helpful for faculty to teach these students to recognize and articulate the times they have used these skills in other areas of their lives, as well as through their academic training. Then students will be able to see their existing level of competency for each skill and provide direction on where they need to improve.

Faculty can also revise in-class supervision of experiential learning courses (if offered) to include simulations for students to work through. For example, one program used a “Simulated State University” where challenges are sent to students on a regular basis by faculty and the students meet together in person and electronically to resolve the challenges (R. L. Bowman, Newman, Bowman, & Bishop, 1998).

Implications for Practice

The purpose of this study was to review what is offered in student affairs/college student counseling programs for training new professionals in crisis management and disaster mental health. The entry-level student affairs practitioner is often the practitioner in most direct contact with the students on a campus, and as such, most likely to be the first on the scene, even before police and medical personnel. If this practitioner is the first university employee on the scene of the emergency, then this person will need to project being “in control”, and managing the variety of affected populations (as shown in Figure 5.1). The practitioner will need to request

appropriate resources, assist with preserving the scene for investigative purposes (if needed), keep the other students involved calm, and provide details to the next level university employees and emergency personnel as needed (Brunson III et al., 2010). After the immediate situation has been resolved or de-escalated, this person will need to continue to work with the students and others involved but not directly affected, ensuring they receive proper follow-up attention as needed, as well as work with other university officials to provide information to family, the media, and other interested parties (Behrman & Reid, 2002). Learning the skills necessary for crisis response during their Master's-level education will provide a frame of reference for these new practitioners when they are learning institutional protocol after arriving for their first professional position.



- Group A: Those campus members directly affected and their immediate family members
- Group B: Those directly exposed, but not directly injured
- Group C: Those who were working with those directly involved (first responders, media representatives, etc.)
- Group D: Mental health professionals, student affairs practitioners who work with the affected students, clergy, members of the media
- Group E: Members of the larger campus community

Figure 5.1: Population Exposure Model (Sharma et al., 2010)

One should also recognize the implications for providing this training beyond what the entry-level practitioners will need. As these professionals move up in their careers, they are going to be responsible for supervising and training their entry-level replacements. It is very difficult to train someone on concepts on which the trainer has never been properly trained. Patterns of wrong information are quickly established, and when that next generation of

professionals need to use those skills, they are then held responsible for acting on incorrect information.

The results of this study indicate support for more faculty/practitioner collaborations in designing and providing instruction in the student affairs/college counseling curriculum (Blimling, 2001; Carpenter et al., 1999; Hossler, 2001). Student affairs practitioners find themselves bridging a gap on campus between the clinical services provided by the licensed mental health staff and the support provided by family and friends (N. L. Wilson, 2010). Student affairs practitioners do not need to be experts in counseling theories, but they do need to be able to apply some of the counseling skills and techniques adapted in a way that makes sense for their role on campus. Further, the Counseling-based programs appear to be spending more time with their students on working with emotions such as bereavement and anxiety. This is as one would expect, given that Counseling-based programs are more concerned with the psychological well-being of students by design (Penn & Trow, 1987). Because all student affairs professionals face the possibility of dealing with students who are struggling with anxiety or bereavement, all student affairs professionals need to understand how grief and anxiety may present, and what to do with a student exhibiting symptoms of severe anxiety or grief until someone more qualified is available to assist.

It is also important to recognize that not only is it good practice to have student affairs practitioners versed in crisis management concepts, but is also required by various federal laws and government agencies. The Robert T. Stafford Act of 1988 (amended in 2000) provides for how federal disasters as a result of natural events are declared, determines the types of assistance to be provided by the federal government, and establishes cost sharing arrangements among federal, state, and local governments (Moss, Schellhamer, & Berman, 2009). Congress charged

the Federal Emergency Management Agency with carrying out the provisions set forth in the Stafford Act. The 2000 amendment to the Stafford Act provided for a national program for disaster mitigation and provided additional funding to those entities that develop emergency response and mitigation plans (Moss et al., 2009).

After the September 11, 2001 terrorist attacks, the federal government created the U.S. Department of Homeland Security, which added a component of civil defense on top of the types of disasters originally covered by the Stafford Act (U.S. Department of Homeland Security, 2012). In addition to the requirements for mitigation planning, all communities, businesses, institutions, and levels of government are now required to participate in the National Response Framework if they want to be eligible for federal reimbursement of costs related to the disaster or catastrophe (U.S. Department of Homeland Security, 2008). This means that all responders need to be fluent in the Incident Command System of operations and the National Incident Management System for managing any scale response. This requirement is a direct result of the September 11 attacks, as one of the obstacles faced by the first responders was an inability to communicate across functional areas (FEMA, 2003). The laws regarding requirements for reimbursement, procedures for responding to and recovering from the incident, and pre-incident mitigation (meaning preparation plans are in place and tested on occasion, as well as awareness and/or removal of any known hazards) requirements change because of the lessons learned from every large-scale response. It is imperative that student affairs professionals know where to locate this information so they are using the same set of operational guidelines should it be necessary. The results of this study show that students in Master's-level preparation programs are being woefully underserved in this area.

Proposed Model for Providing Instruction on Crisis Management/Disaster Mental Health Concepts. The results of this study indicate that academic programs should do much more to prepare new student affairs/college counseling graduates to function in crisis management roles on campus. The literature is already beginning to promote the idea of crisis management and disaster mental health training in all student affairs/college counseling preparation programs (Ambler et al., 2008; Clark, 2010; Coulter, Offutt, & Mascher, 2003; Miser & Cherrey, 2009). The question then is how to train students in these concepts so that they understand that these concepts are not just the concerns of campus police, and are instead the concern of all student affairs practitioners.

The researcher proposes the following model as one way to provide crisis management and disaster mental health training. The outline of instruction proposed is designed to provide an overview of related topics and to give participants a baseline of understanding. The intent of the outline is to provide a guideline for anyone wishing to provide this type of instruction, with the understanding that this training is only for participants to master the basics of crisis management; further training would be required for them to achieve an advanced level of skill. Students should be encouraged to take advantage of campus and community training in these concepts to develop a broader understanding. Further, the model proposed should be used to supplement current instruction, not to replace any material currently being covered in student affairs preparation programs. Readers should note that the researcher intends this model to be conducted as a series of workshops for students, not as a full semester course at this time. Concepts taught during these workshops can, and should, be included in other courses to reinforce what students learn. For the purposes of this proposed model, the researcher is also assuming that the students in the workshops are already familiar with each other, so there is not

time dedicated to introductions and basic teambuilding. Instructors can build that work into each session if that assumption is not correct for the students in the program. Finally, the researcher does not advocate the blurring of lines between functional roles. It is still critical for students to understand exactly what they are and are not trained to handle and how to refer appropriately as the need arises. Rather, the intent is to create familiarity with what other departments on campus provide during times of crisis and an understanding of how different departments can work together.

This model proposes a series of four workshops; these can be conducted during the course of one semester, or can be spread throughout the entire length of the degree program. Each individual program is four hours long and incorporates a variety of learning methods to reinforce the message of each program. The field of crisis management and theories within crisis management are still being developed, so instructors for these workshops must be committed to filling in their own knowledge gaps prior to teaching these workshops. Suggested ways to fill in these gaps include reading crisis management text books to familiarize oneself with theory and the latest approaches for providing psychosocial care; training in community resources for crisis management; and participating in observation sessions or volunteering with local crisis response organizations (Hoff & Hoff, 2012). It would be helpful for the instruction to assemble a resource manual for the students that includes information on all of the topics discussed during the workshops, as well as additional resources, reading lists for more information, and other available training (such as First Aid/CPR or Community Emergency Response Team (CERT) training) students can obtain on their own. The learning objectives for the workshop series are:

- 1) Students will be able to identify the positions within the Incident Command System (ICS) and the National Incident Management System (NIMS) and understand how different departments on campus would work together within those structures;
- 2) Students will be able to model skills needed to show active listening, empathy, and other helping skills that are particularly needed for bereaved students or students showing signs of severe anxiety;
- 3) Students will be able to identify the components of Psychological First Aid (PFA) and will begin to identify situations in which (PFA) is used;
- 4) Students will be able to demonstrate their individual competency level of these objectives through the use of an experiential activity.

The first session will be dedicated to building the foundations of crisis management in a student affairs role on a college campus. The workshop will begin by providing common definitions for crisis, disaster, and catastrophe. Real examples from higher education institutions will be used to illustrate these definitions. To address the fact that very few programs include instruction on ICS and NIMS, an introduction to those systems will be provided, followed by case studies of how these systems can be used for a variety of incidents. The instructor should include information on what student affairs offices can perform what functions within individual situations that may arise on campus during this discussion, and if possible, bring in representatives from some of the offices on campus to discuss how they train for these types of events. Students will also learn what other offices on campus may be required in the event of a crisis and what each office does during that crisis. Finally, this session will end with a discussion of the resources available from the campus and in the community for further instruction, and walk-through of the courses available at no charge from FEMA, for students

who are interested in learning more about ICS, NIMS, or any specific disaster situations covered through the FEMA Independent Study program (Federal Emergency Management Agency, n.d.). The homework for this session would include reviewing the information learned in session one, researching an incident at a higher education institution to evaluate the effectiveness of the campus response, using ICS and NIMS as the framework; and reading assignments on grief and anxiety in college students for the next session.

The results of this study show that while counseling-based student affairs programs address these skills as part of the curriculum, the student development and administrative-based programs are not as likely include these skills in the curriculum. For programs that do not include this information, the researcher proposes that Session Two should begin to provide students with the foundations for disaster mental health. The session will primarily cover helping skills, specifically those used when working with students experiencing grief or severe anxiety. For programs that do include this information, the session can be used as a chance to help these students further develop the skills they are already learning in the classroom.

This workshop will open with a review of Session One and include a discussion of the incidents the students researched. The instructor will review the reading assignments and begin the discussion of using helping skills with students presenting with anxiety and grief. Students will learn the counseling theories behind the helping skills they are learning or practicing. The theories will be adapted for working within a student affairs environment, which is different than working in a clinical environment. The students will then practice these helping skills with each other, or for students who already have this foundation, have them practice with volunteers who have been trained to act as though they are experiencing grief or anxiety. Feedback from the professor, other students or volunteers on how the students are implementing the skills is

encouraged. Discussion regarding using helping skills with diverse populations will be included in this section as well. This session will also include information on how and when to make referrals to other staff on campus or to community resources if appropriate. As 84.4% of the programs reported that they teach making appropriate referrals, this part of the workshop should be a reinforcement of what is being learned in the classroom. Homework for this session will include readings on legislation that affects how colleges respond to crises on campus.

Session Three will address the need shown by the results of this study to more fully cover legislation affecting how colleges respond to crisis, and the use of Threat Assessment/Behavior Assessment Teams. Then the instructor will review the reading assignments and lead a discussion on the legal statutes effecting campus crisis management. Some of the legislation that will be discussed will be the Stafford Act, FERPA/HIPPA and their applications to how institutions respond, and the laws covering civilian first responders (like the Good Samaritan law, which allows non-medical personnel to provide aid in an emergency and not be legally liable (Mallery, 2010)). A thorough discussion of understanding scope of practice will also be included in this session, along with the ethical considerations for working with students in crisis. The function of campus Threat Assessment/Behavior Assessment Teams will also be addressed. Finally, the instruction for this session will include information on self-care during an incident, and providing care for others when you are also a victim (as can be the case in some incidents). Homework for this session will include several case studies of people in varying states of crisis; the students will be asked to identify the appropriate course of action for each person and to review the information for all sessions.

Session Four will be putting all the information together. Students will have a full scale, table top exercise that they will work through for two and a half hours. Depending on the

number of students in the program, this exercise can be completed in one large group or two smaller groups of students. The exercise will be created around whatever situation the instructor would like (e.g. evacuation of campus, active shooter, fire in a residence hall, severe storm that causes damage to the campus). There should be volunteers to act as “victims” if possible, to help create the sounds of confusion that are often present during a real crisis. Having others portray “victims” would also allow students to demonstrate their knowledge of the helping skills they have learned and receive real-time feedback. However, if there are no volunteers available, this exercise can be completed using paper and pencil. The instructor will have two roles: 1) Resource for the activity in case the students become stuck at any point and 2) Game-changer (meaning they will be throwing new information to the students throughout the process, so as information changes, the students will need to change what they are doing). Students will be expected to use what they know about helping students, legal and ethical considerations, the Incident Command System and National Incident Management Systems, and Behavior Assessment Teams to work through the scenario. Campus offices that would normally provide support during an incident will be included as part of the information the instructor will provide as the Game-changer. Students will not need to have everything memorized, but being familiar with the resource manual will be helpful as they work through the exercise. The students will then process the exercise. They will start by explaining what they were doing to the instructor, and then they will walk through their decision processes for each part of the activity.

Summary of Implications. The results of this study indicate a definite need for more training opportunities in crisis management and disaster mental health for students in student affairs preparation programs. Faculty participants agreed that these concepts are important for new practitioners to have, but only a few programs are providing training in a majority of the

concepts. The fact that few programs offer training in all of the concepts demonstrates a lack of understanding on the part of some programs regarding the regulations surrounding crisis management provided by the U.S. government. These concepts are not just the domain of emergency first responders, but in fact are the responsibility of everyone who may be called upon to respond in a crisis of any scale. With the understanding that the curricula for many programs is already content heavy, the researcher proposed one method of providing basic training on crisis management concepts through a series of workshops covering the primary information new practitioners should have before starting their first post-graduate job.

Confounding Variables and Limitations of the Study

As with all research, there are confounding variables that must be discussed when considering the results of this study. One such variable is that of experience. The researcher did not ask whether the school responding to the survey had been involved in a crisis or disaster on campus. It is reasonable to think that universities with such a history may have implemented specific training on crisis management and/or disaster mental health. The researcher knows of one such institution with a history of campus crises that has implemented such training specifically because of the history. The student affairs training program at Texas A & M began including crisis management in their program after the bonfire collapse on that campus in 1999 (A. Baida, personal communication, 2011). The researcher also did not ask if the program coordinator had experienced a campus crisis (either at their current institution or at a previous institution). A program faculty member with personal experience in managing a campus crisis might be more concerned with ensuring future members of the profession were trained on what to expect should something arise. Previous experience with a campus crisis could also affect the

research interests of the program faculty, and faculty research interests can—and should—inform the curricula offered at a particular institution.

Another potential confounding variable is the faculty member's opinion on instruction. One faculty member who chose to not respond to the survey indicated that although she did agree that having the students know that resources are available was a good idea, she did not believe in “how-to” types of instruction. A “how-to” or “hands-on” approach utilizing mock drills and table top exercises is often the best way to provide instruction on some of the crisis management/disaster mental health topics addressed by this research study (Allen et al., 2002; Behrman & Reid, 2002; Boin, Kofman-Bos, & Overdijk, 2004; Henry & King, 2004). Therefore, if the faculty have a different teaching philosophy, they are not as likely to see the value in providing some of this type of instruction.

Several limitations also exist with this research. One limitation is the small number of counseling-focused programs that responded. Because only five programs identified themselves as counseling-focused, it is difficult to know to what extent these five programs are representative of all counseling-focused student affairs/college counseling programs. This is also a very small number to use in statistical analysis, so it is possible that the analysis has been affected due to this small number.

A further limitation is the relatively small number of programs overall that participated in the study. There were 95 programs (65% of the potential participant pool) that did not respond at all to the request to participate. Additionally, some program faculty coordinators, regardless of program type, may not know to what extent the topics are covered in a class, so there may be variability in the response based on the knowledge of the individual responding.

Areas of Future Research

One potential area of future research would be to explore the reasons why a program includes or does not include instruction on particular crisis management/disaster mental health concepts. There were programs that reported that they do not provide instruction on making appropriate referrals or understanding scope of practice. Given the increasing numbers of students with psychological symptoms arriving on campus, it seems prudent that everyone coming out of student affairs/college counseling programs be well-versed in what conditions they are able to assist with and when and how to refer to someone more qualified to help.

Another area of research would be to look at how students are learning the crisis management/disaster mental health skills they are learning. Many graduate students, particularly in Master's-level programs, work their way through school in a student affairs-related graduate assistantship like Residence Hall Director (Hephner LaBanc, 2010). Many programs also require practicums and/or internships as part of the curriculum; CACREP and CAS also require experiential learning opportunities as part of the curriculum (Council for Accreditation of Counseling and Related Educational Programs, 2009a; Council for the Advancement of Standards in Higher Education, 2009a; Muro, 2005; Sharkin & Coulter, 2009). One could review whether students are more likely to obtain these skills through their in-class experiences or through the experiential learning components of their degrees. This information could help faculty members design table top or other experiential exercises, to reinforce what the students are learning outside the classroom.

A third area of research is around the number of Neutral answers provided on the Level of Importance of teaching some of the crisis management/disaster mental health constructs. An interesting qualitative study could be conducted to learn more about the Neutral response, and

whether it was as a result of not knowing enough about the construct to make an informed decision or whether there was another reason behind it. An alternate approach would be to design a survey without a neutral response to force respondents to choose a meaningful response. Related to this line of inquiry would be to see if there is a relationship between the level of importance the faculty assigned to a construct and whether a program includes the construct as part of the curriculum.

This study was limited to the faculty perspective of crisis management and disaster mental health training for new student affairs professionals. A complementary study would be to use a similar instrument with the supervisors of entry-level student affairs professionals. One could then compare and contrast the results to see where educators and practitioners need to collaborate more on curriculum design. Further, one could also conduct research with new professionals (those in the student affairs field for less than five years) to learn what training they have had in crisis management and disaster mental health to determine what opportunities exist for continuing education and in-service training workshops.

Due to the small number of counseling programs that responded, there is definitely a need for follow up research on a variety of subjects with programs that identify as counseling-based. One wonders if counseling-based student affairs programs are becoming “extinct,” and if so, what are the student development and administrative based programs including in the curriculum to ensure that students still learn basic helping skills. It is beyond the scope of this study to examine the long-term effects of reducing the number of counseling-based student affairs programs on the field in general, but a longitudinal study on this observation may provide further insight for adjusting the instruction model proposed by the researcher.

This study focused on the faculty perspective for the training of new student affairs professionals in crisis management and disaster mental health concepts. Another area of research would be to find out what the supervisors of entry-level student affairs staff would like their employees to know about crisis management and disaster mental health after completing their formal education. This would be useful to determine areas of collaboration between faculty and practitioners in preparing the next generation of student affairs professionals. One might also research what new student affairs practitioners (those with less than five years in the field) feel they need to be effective in their roles, which could provide valuable information for supervisors when they are developing continuing education units or in-service workshops for new professionals.

Finally, if a program elects to implement the instruction model provided in this dissertation, it would be useful to study the effectiveness of the model in developing the skills and knowledge of new student affairs practitioners. The researcher provided the model to start the conversation about how student affairs practitioners are trained in crisis management and disaster mental health; it would be a benefit to gather empirical data about the model, perhaps in a pre/post-test research method.

Conclusion

The changing face of the higher education environment requires an occasional reassessment of what is taught in the professional preparation programs for new student affairs practitioners. Faculty within these programs have a responsibility to design programs that meet the needs of today's institutions while still providing a grounding in the profession (Waple, 2006). Since the Virginia Tech shooting, a number of scholarly works have been produced about Student Affairs practice and what, if anything, our field can learn from that situation (Davies,

2008; Drysdale et al., 2010; Hughes et al., 2011; Rasmussen & Johnson, 2008). One area of relatively uncharted territory is what training on crisis management and disaster mental health is occurring in Master's-level student affairs/college counseling preparation programs.

For most student affairs practitioners, unfortunately the question is not “if” they will be the first person on the scene of a campus crisis. Instead, the question is “when.” We are doing a disservice to the next generation of student affairs practitioners if we do not provide them with the skills to know what to do when the situation arises. Appropriately trained student affairs practitioners will be of more benefit to the students they serve because they will be able to provide needed relief immediately and continue until personnel with more training are able to arrive. Further, appropriately trained student affairs practitioners will help keep the institutions for which they work from being liable for what happens, even if it is only in the court of public opinion.

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APPENDIX A

EMAIL INVITING PARTICIPATION

Greetings! My name is Lori Trahan and I am a doctoral candidate at the University of Georgia, in the Ph.D. program in Counseling and Student Personnel Services (P-16 Educational Counseling). I am currently conducting research for my dissertation on graduate training programs in student affairs under the direction of Laura Dean, Ph.D. (706-542-6551; Ladean@uga.edu). I am contacting you because you are listed on the program website as the primary contact for the Master's level student affairs/college counseling preparation program at your institution.

Campus crises and disasters in recent years have highlighted the need for effective crisis management and response by professionals working in many areas of campus. This study is designed to gather information about the ways and extent to which graduate student affairs preparation programs are including crisis management and disaster mental health in their curricula, as well as faculty attitudes about the importance of these topics.

I am requesting your assistance with a questionnaire about the student affairs graduate program(s) which you currently coordinate. Please complete the questionnaire, located at <https://www.surveymonkey.com/s/FTHHDP7> by October 24, 2012. Prior to completing the questionnaire, please be sure to read the informed consent document attached to this email. I appreciate your participation!

Sincerely,

Lori L. Trahan
Ph.D. Candidate
The University of Georgia
678-570-3048
Ltrahan@uga.edu

APPENDIX B

LETTER OUTLINING RESEARCH/CONSENT FORM

Lori L. Trahan
80 Mill Lane
Dallas, GA 30157

9/24/12

Thank you for participating in the research study titled " An Exploratory Study of Crisis Management and Disaster Mental Health Training in Master's Level Student Affairs Preparation Programs" conducted by Lori Trahan from the Department of Counseling and Human Development Services at the University of Georgia (678-570-3048, Ltrahan@uga.edu) under the direction of Dr. Laura A. Dean, Department of Counseling and Human Development Services, University of Georgia (706-542-6551; Ladean@uga.edu).

The purpose of this study is to explore what student affairs graduate programs are currently offering in training for crisis management. If you volunteer to take part in this study, you will be asked to answer questions online about the student affairs degree program, for which you are the primary faculty contact, offered at your institution. The questionnaire is expected to take you 15 minutes to complete; you will receive a reminder email regarding the questionnaire in two weeks.

No personally identifiable information will be collected during the course of this study. The study is gathering information regarding program features ONLY. As such, the results reported will be aggregate data, with any individually identifiable information removed. Further, the data collected will be utilized only for this research. All data collected will be destroyed upon completion of the study. Finally, the information will be kept in a password-protected file online. When the data is downloaded to a specific computer for analysis, the computer will be password protected, as will the individual file. Please note that internet communications are insecure and there is a limit to the confidentiality that can be guaranteed due to the technology itself. However, once the materials are received by the researcher, standard confidentiality procedures will be employed.

Your participation is voluntary. You can refuse to participate or stop taking part at anytime without giving any reason, and without penalty or loss of benefits to which you are otherwise entitled. If you decide to withdraw from the study, the information that can be identified as yours will be kept as part of the student and may continue to be analyzed.

The benefits of this research are that the information collected may help improve the training offered by universities for future student affairs practitioners.

No risk is associated with this study, as no personal information will be collected.

The investigator will answer any further questions about the research, now or during the course of the project. --Ms. Trahan can be reached at 678-570-3048 or Ltrahan@uga.edu.

By completing the online survey, you agree to take part in this research project and allow the data you provide to be used.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

APPENDIX C

INSTRUMENT

Crisis Management and Disaster Mental Health Training in

Master's Level College Student Affairs Preparation Programs

The purpose of this questionnaire is to gather information about what is currently taught in Master's Level College Student Affairs/College counseling preparation programs regarding Crisis Management Concepts and Disaster Mental Health concepts. Please respond to the questions below regarding the training provided by the program for which you are the primary contact.

Program Background

1. Which of the following best describes the coursework emphasis in your program.
 - a. Counseling (*primary focus of program is on theories and techniques of counseling, including development of micro skills*)
 - b. Administrative (*primary focus of program is organizational theory, management skills, understanding personnel issues and working with fiscal or budgetary matters*)
 - c. Student Development/Student Learning (*primary focus of program is on psychosocial development of college students, recognizing and adapting to different learning styles and environments, and creating interventions for those differing stages and environments*)
2. Is your program accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP)? Yes____ No____
3. Does your program follow the standards for Masters-level student affairs preparation programs provided by the Council for the Advancement of Standards in Higher Education (CAS)?
Yes____ No____

4. Upon completion of their degree, are more of your students employed in (check one):
 - a. Administrative related positions (Residence Life, Greek Life, Student Activities, etc.)
 - b. Counseling related positions (Mental Health Counselors, Career Counselors, etc.)

Curriculum Question

5. Which of the following course content types are taught in your program?
 - a. History of Student Affairs
 - b. Foundations of Student Affairs
 - c. Student Affairs Administration/Organization
 - d. Theories of College Student Development/Student Learning
 - e. Legal Aspects of Student Affairs
 - f. Introduction to Counseling
 - g. Introduction to Interpersonal Facilitation
 - h. Multicultural Counseling
 - i. Multicultural Practice in Student Affairs
 - j. Intervention Strategies
 - k. Career Counseling
 - l. Career Development
 - m. Professional Ethics
 - n. Introduction to Group Counseling Techniques
 - o. Introduction to Group Process
 - p. Advocacy and Social Justice
 - q. Assessment/Program Evaluation
 - r. Other _____

Crisis Management /Disaster Mental Health Training Offered

Student affairs professionals often find themselves working in situations of crisis, either independently or in conjunction with the campus emergency response team. The following questions related to crisis management and/or disaster mental health training that students affairs professionals receive while in your Master's-level student affairs/college counseling preparation program

6. Which of the following concepts are taught in your program?
 - a. Using pre-incident education and intervention strategies to reduce long-term effects from the incident
 - b. Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident

- c. Using post-incident education and intervention strategies to reduce long-term effects from the incident
 - d. Using group process following a traumatic incident on campus
 - e. Providing basic mental health interventions in a crisis situation
 - f. Recognizing symptoms of bereavement
 - g. Assisting students through the bereavement process
 - h. Recognizing trauma-induced anxiety
 - i. Assisting students with trauma-induced anxiety
 - j. Understanding scope of practice
 - k. Making appropriate referrals
 - l. Understanding the Crisis Management Cycle
 - m. Understanding how legislation affects how threats are handled on campus
 - n. Understanding the role of the Behavior Assessment Team/Threat Assessment Team
 - o. Evaluating threats on campus
 - p. Responding to threats on campus
 - q. Understanding the Incident Command System (ICS)
 - r. Using the Incident Command System (ICS)
 - s. Understanding the National Incident Management System (NIMS)
 - t. Using the National Incident Management System (NIMS)
 - u. Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support, etc.)
7. On a scale of 1 – 5, with 1 being the most important and 5 being the least important, rate the importance level of teaching each of the following concepts in a Master's-level student affairs/college counseling preparation program.
- a. Using pre-incident education and intervention strategies to reduce long-term effects from the incident
 - b. Using on-the-scene (of the incident) education and intervention strategies to reduce long-term effects from the incident
 - c. Using post-incident education and intervention strategies to reduce long-term effects from the incident
 - d. Using group process following a traumatic incident on campus
 - e. Providing basic mental health interventions in a crisis situation
 - f. Recognizing symptoms of bereavement
 - g. Assisting students through the bereavement process
 - h. Recognizing trauma-induced anxiety
 - i. Assisting students with trauma-induced anxiety
 - j. Understanding scope of practice
 - k. Making appropriate referrals

- l. Understanding the Crisis Management Cycle
- m. Understanding how legislation affects how threats are handled on campus
- n. Understanding the role of the Behavior Assessment Team/Threat Assessment Team
- o. Evaluating threats on campus
- p. Responding to threats on campus
- q. Understanding the Incident Command System (ICS)
- r. Using the Incident Command System (ICS)
- s. Understanding the National Incident Management System (NIMS)
- t. Using the National Incident Management System (NIMS)
- u. Campus specific training (e.g. Active Shooter Drills, Fire Safety, Basic First Aid/Life Support, etc.

Skills Needed for Emergency Response

Below is a list of skills that student affairs practitioners may use when responding to crisis situations on campus. Please choose the FIVE skills you think are most necessary for entry-level practitioners to possess.

Skill

Choose 5

Flexibility
 Creativity
 Problem solving
 Ability to think and act quickly
 Empathy
 Ability to practice self-care strategies
 Developing new intervention strategies
 Selecting appropriate intervention strategies
 Understanding scope of practice
 Using Critical Incident Stress Management techniques
 Using Critical Incident Stress Debriefing techniques
 Using Psychological First Aid techniques
 Working with bereaved students
 Working with students with post-traumatic stress related anxiety
 Basic first aid skills
 Threat assessment skills
 Crisis management cycle
 Using Incident Command System/National Incident Management Systems