



School Social Development in Times of Crisis: A Grand Challenge Implementation

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What is USC School of Social Work Doing in the Philippines?



- **Since 2006 – 30 USC graduate students studied prevention programs to stop child trafficking**
- **Supportive relationships with USC Alumni**
 - **US Embassy**
 - **US/Aid**
 - **Alaska Milk Company**
 - **Many others**

USC School of Social Work Humanitarian Mission in the Philippines after Typhoon Yolanda 2013



Request for Help from Philippine NGOs



- Immediate and Total Funding from the USC School of Social Work Provided by Dean Marilyn Flynn – “It’s the right thing to do. It is our gift of help to the people of the Philippines”
- 10 Days
- Building Skills and Knowledge about Disaster Response and Recovery
- 7 USC Faculty Members
- Training Facility, 2 Days of Training, Training Materials

USC – PHILIPPINE DEPARTMENT OF EDUCATION





Return to the Philippines

- **Sponsored by Philippines Department of Education & USC School of Social Work**
- **Two trainings: Tagaytay & Cebu**
- **School administration, teachers, and staff**
- **4 Trainers, 100 anticipated participants**
- **Arrived at the same time as the 2014 typhoon - Hagupit**



Goals and Considerations for Training

- **Understanding the impact of environmental changes on the likelihood of disasters and to societies**
- **Introduction of a new model for Disaster Response Planning**
- **Suggestions for Interventions after Disasters**
- **Next Steps for Philippines**



Preparing
for the next
wave...

Academy of Social Work & Social Welfare Grand Challenges



“Strengthening the Social Response to the Human Impacts of Environmental Change”

Susan P. Kemp

University of Washington

Lawrence A. Palinkas

University of Southern California

Environmental Change and Population Displacement Impacts:



- **500 million to 600 million people – nearly 10% of the world's population – are at risk from displacement by climate change (EJF, 2009).**
- **The United States will see increasing numbers of internal ecological refugees as people move from arid or fire-prone areas to those with more equable climates.**
- **By 2015, on average over 375 million people per year are likely to be affected by climate-related disasters – over 50% more than have been affected in an average year during the last decade (Schuemer-Cross & Taylor, 2009).**

Source: Dr. Lawrence A. Palinkas, PhD Presentation on Global Climate Change and Population Displacement: Preparing for the Next Wave of Migration Colloquium

Natural / Man-Made Disasters and Crisis



- Typhoons / Flooding
- Fire
- Earthquake / Landslide
- Poisoning
- Arms Conflict
- Paranormal Activity / Spirit Possession





Patterns of Population Displacement:

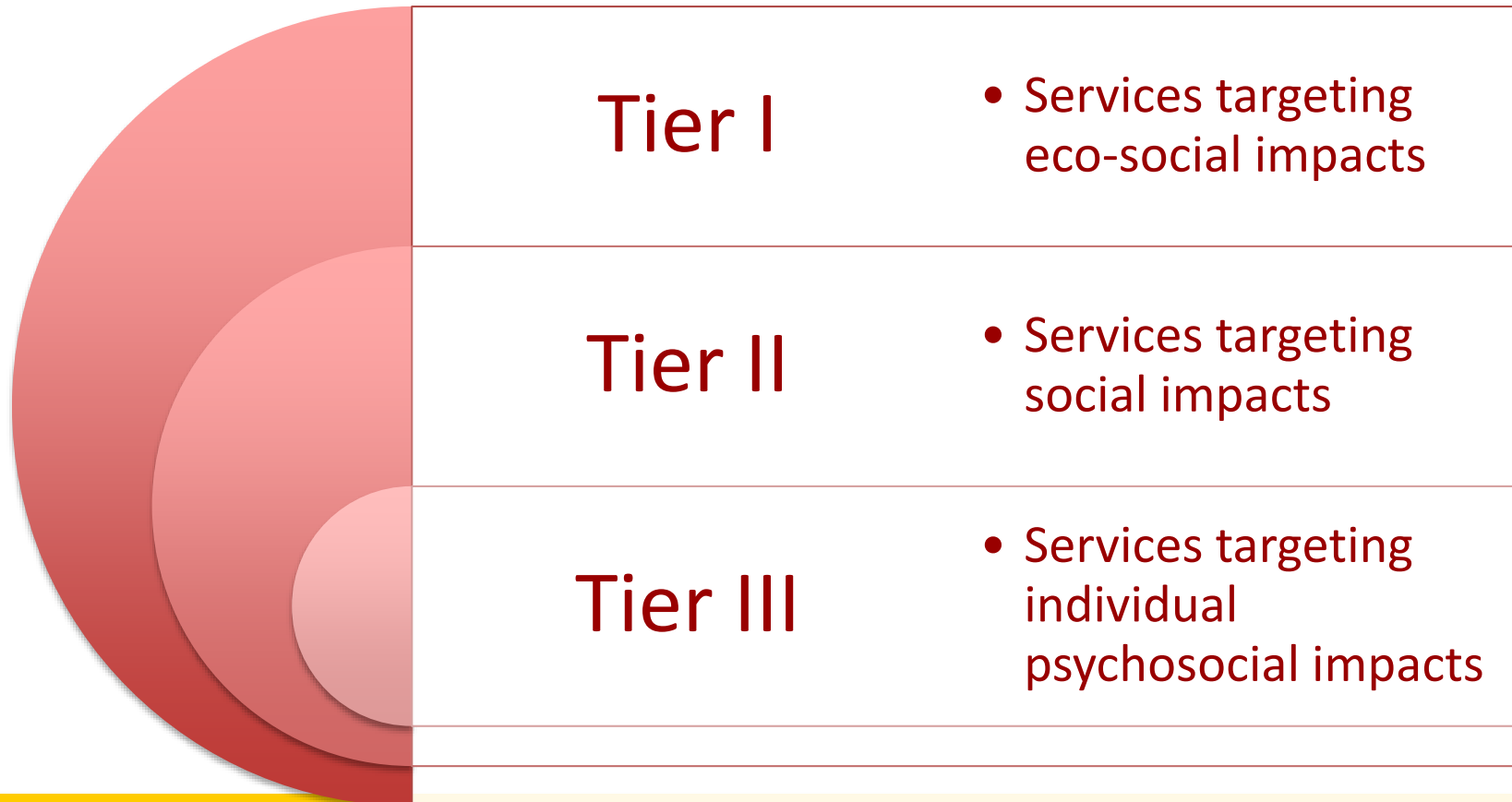
- **Acute**
- **Chronic**

Impacts:

- **Economic**
- **Social**
- **Integrated
Health**



Disaster Response and Intervention Goals





Tier I Priorities: Environmental

- **Pre-disaster: Policies, protocols, & system infrastructures**
- **During-disaster: Policies regarding equitable distribution of resources**
- **Post-disaster: Redevelopment... policies and protocols**



Tier II Priorities: Community

- **Pre-disaster: Community Leadership**
- **During-disaster: Interventions and Cohesive Response**
- **Post-disaster: Use of best practices to build and sustain networks**



Tier III Priorities: Individuals

- **Pre-disaster: Identify at-risk population**
- **During-disaster: Targeted use of EBP for direct service delivery**
- **Post-disaster: EBP practice to build resilience; triage needs and services**

Why Child Care Settings/Schools?



- **Children spend majority of their days in school**
- **Familiar and comfortable setting**
- **Seen as a safe and secure environment**
- **Large numbers can be screened, triaged and served**
- **Decreased stigma often associated with mental health services**





Why Child Care Settings/Schools?

- Parents more likely to agree to services
- Parents may be willing to participate in school sponsored programs
- Primary recommended site **BEFORE, DURING, and AFTER** traumatic events for children's services





Continuum of Services:

- **Psychological First Aid (Listen, Protect, & Connect—Model & Teach)**
- **Healing After Trauma Skills (HATS)**
- **Secondary Traumatic Stress (STS): Understanding and Reducing STS**



Psychological First Aid (PFA)

PFA is knowing how to provide basic comfort and support to reduce the emotional stress after traumatic events.



The Goals of PFA in Schools

- Establish physical and emotional safety
- Stabilize emotions and behaviors
- Return students or colleagues to an improved mental and emotional state to the family and school - ready to resume education and re-engage in family life

PSYCHOLOGICAL FIRST AID (PFA)

Training in Philippines



- **Goal: Teach trainees the Listen Protect Connect—Model and Teach model of Psychological First Aid**
- **Assure trainee comfort in using PFA through discussions and exercises**
- **Develop plans for disseminating PFA to their communities, schools, and to individuals who may be experiencing stress.**



Five Steps to Psychological First Aid in Schools after Crises and Disasters

- Listen - Makinig
- Protect - Ingatan
- Connect - Iugnay
- Model - Maging Halimbawa
- Teach - Turuan





Listen, Protect, and Connect and EXPECT RECOVERY





Healing After Trauma Skills - HATS

- **Why it was developed**
- **How it was developed**
- **Who is the intended audience/leaders**
- **What makes HATS unique**
- **Series of activities**
 - **Based on cognitive behavioral principles**
 - **Psycho-education & Activities**
 - **Family activities to support school activity**



Work and Fun in the Philippines



Secondary Traumatic Stress (STS): Causality and Impact



Definitions:

- **Secondary Traumatic Stress**
- **Compassion Fatigue**
- **Psychological Burnout**





Secondary Traumatic Stress

- **Factors Affecting STS**
- **Signs of STS**
- **Impacts of STS**
- **Importance of Self-Care**



Next Steps...



Training on Crisis Intervention in Schools

ACTION PLAN

Region I, Pasadena Division II

OXAS	ACTIVITIES	TARGETS	OFFICE / PERSONS RESPONSIBLE	TIME LINE	RESOURCE REQUIREMENTS	SUCCESS INDICATORS
I. Planning	Inform/Coordinate with the Schools Division Superintendents on the Division Training on Crisis Intervention in Schools.	SDS, EPS in Values & Guidance Division, medical Officer, DRRMC	SDS, Ms. Joyce L. Publico EPS Values & Guidance Division's Medical Officer DRRMC	Dec. 22, 2014		Division Training on Crisis Intervention in schools will be coordinated to SDS.
II. Partnership Building	*Coordinate with DRRMC & PARRC, NGO's, GO's *Issuance & Signing of MOA with target stakeholders	Target Stakeholders	SDS EPS Values & Guidance Division's Medical Officer Ms. Joyce L. Publico	1st week of April 2015		*Partnership building shall have been conducted *MOA issued & signed
III. Staff Development	Conduct Division Training on Crisis Intervention in schools.	Division Director, Nurses, Guidance Counselors, DRRMC, Stakeholders	Ms. Joyce L. Publico EPS Values & Guidance Division's Medical Officer DRRMC	April 2015 May 2015	700 seats x 250 (1 meal & 7 weeks) = P 65,000.00 Supplies= 20,000.00 Misc. Expenses= 5,000.00 Total: P90,000.00	Division Training on Crisis Intervention in schools shall have been conducted
IV. Advocacy & Resource Mobilization/ Linkages	*Issuance of Division Memo Re: Conduct of Division Training on Crisis Intervention in schools *Reproduction of Training	District Supervisors School Administrators HRIS personnel	Ms. Joyce L. Publico EPS Values & Guidance Division's Medical Officer DRRMC	March 2015		*Division Memo on the conduct of Division Training on Crisis Intervention in schools shall have been issued *Reproduction material needed
V. Monitoring & Evaluation	*Create a tool for monitoring & evaluation *Monitor & evaluate the implementation of school-based Crisis Intervention in schools	School Administrators Resilience Counselors DRRMC	Ms. Joyce L. Publico EPS Values & Guidance Division Medical Officer DRRMC	Year Round		*Tool for monitoring and evaluation shall have been created *MRF shall have been conducted year round as scheduled

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Questions?





Thank you for joining us today.



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