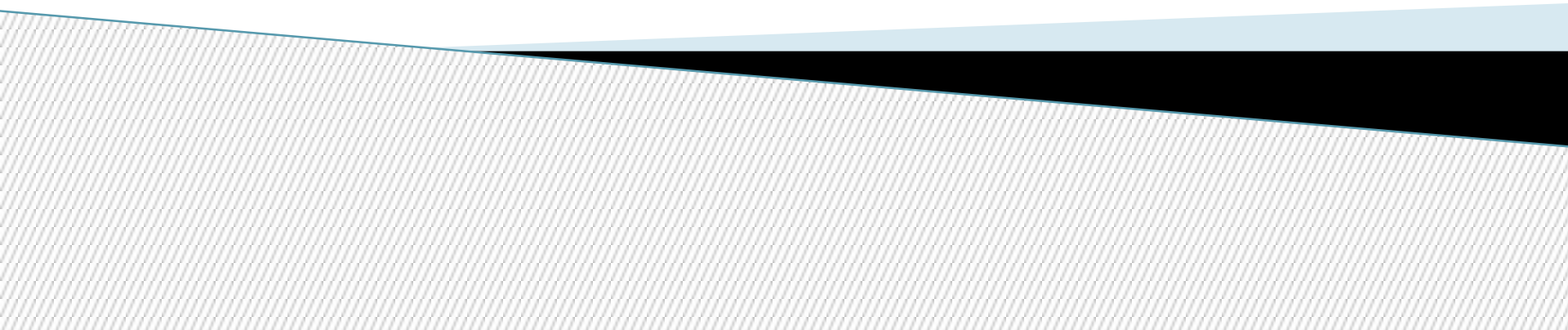


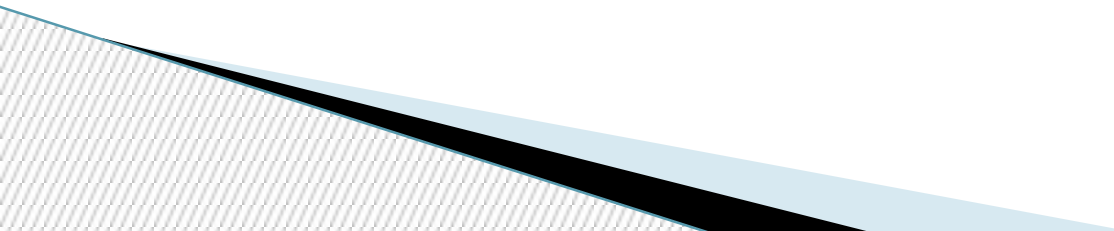
Security Planning at Tufts

Our Journey
October 2014

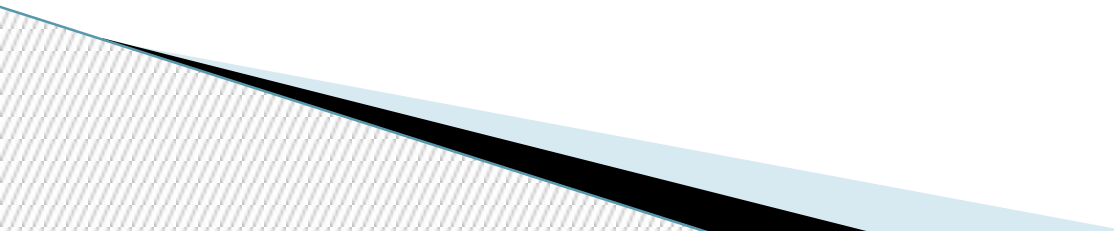


Presenters

- ▶ Margaret Higham MD
 - Tufts University Health Service, Medical Director

 - ▶ Geoff Bartlett
 - Tufts University Public Safety, Deputy Director
- 

Goals

- ▶ Describe the problem of workplace safety
 - ▶ Describe preparation of the work place to improve safety
 - ▶ Describe different techniques and scenarios used to drill and practice for security emergencies
- 

Background on Violence in Higher Education, Healthcare, and the Workplace

- Upset patients
- Disgruntled patients
- Workplace violence (between employees or partners)
- Intimate partners of patients
- Campus incident
- Police activity strays onto campus
- Drug seeking behavior

CAMPUS ATTACKS

Targeted Violence Affecting Institutions
of Higher Education



April 2010

United States Secret Service • United States Department of Education • Federal Bureau of Investigation

Drysdale, D., Modzeleski, W., and Simons, A. (2010). Campus Attacks: Targeted Violence Affecting Institutions of Higher Education. U.S. Secret Service, U.S. Department of Homeland Security, Office of Safe and Drug-Free Schools, U.S. Department of Education, and Federal Bureau of Investigation, U.S. Department of Justice. Washington, D.C., 2010.

Unclassified

U.S. Department of Justice
Federal Bureau of Investigation



A Study of Active Shooter Incidents in the United States Between 2000 and 2013

September 16, 2013,
Washington Navy Yard,
Washington, D.C.

Unclassified

Blair, J. Pete, and Schweit, Katherine W. (2014). A Study of Active Shooter Incidents, 2000 - 2013. Texas State University and Federal Bureau of Investigation, U.S. Department of Justice, Washington D.C. 2014.

Consensus Definition

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area.

2000-2013

160

incidents occurred between 2000 and 2013

An average of **11.4**

incidents occurred annually; with an increasing trend from 2000 to 2013.

1,043

Casualties, including killed and wounded (shooters were not included in this total)

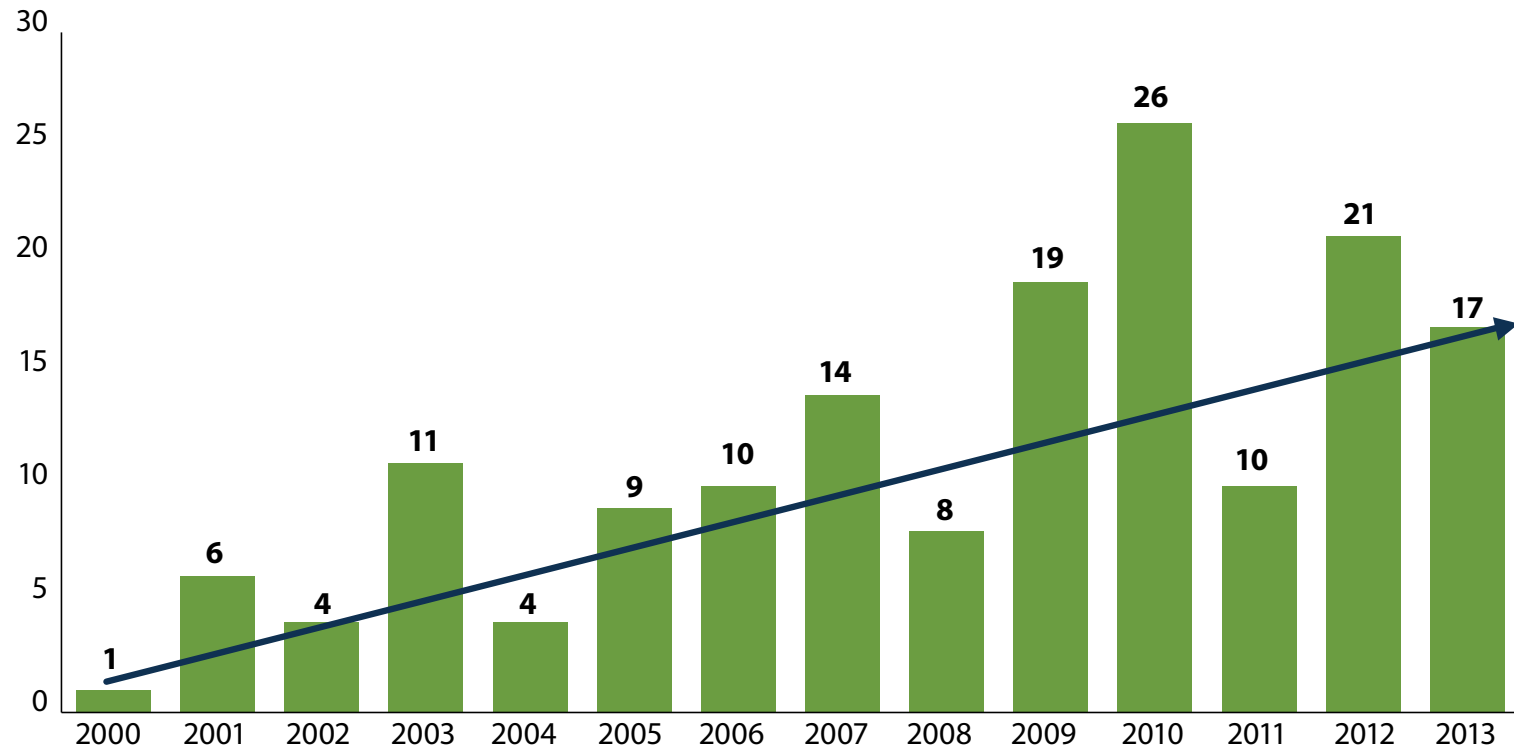
486

were killed in 160 incidents

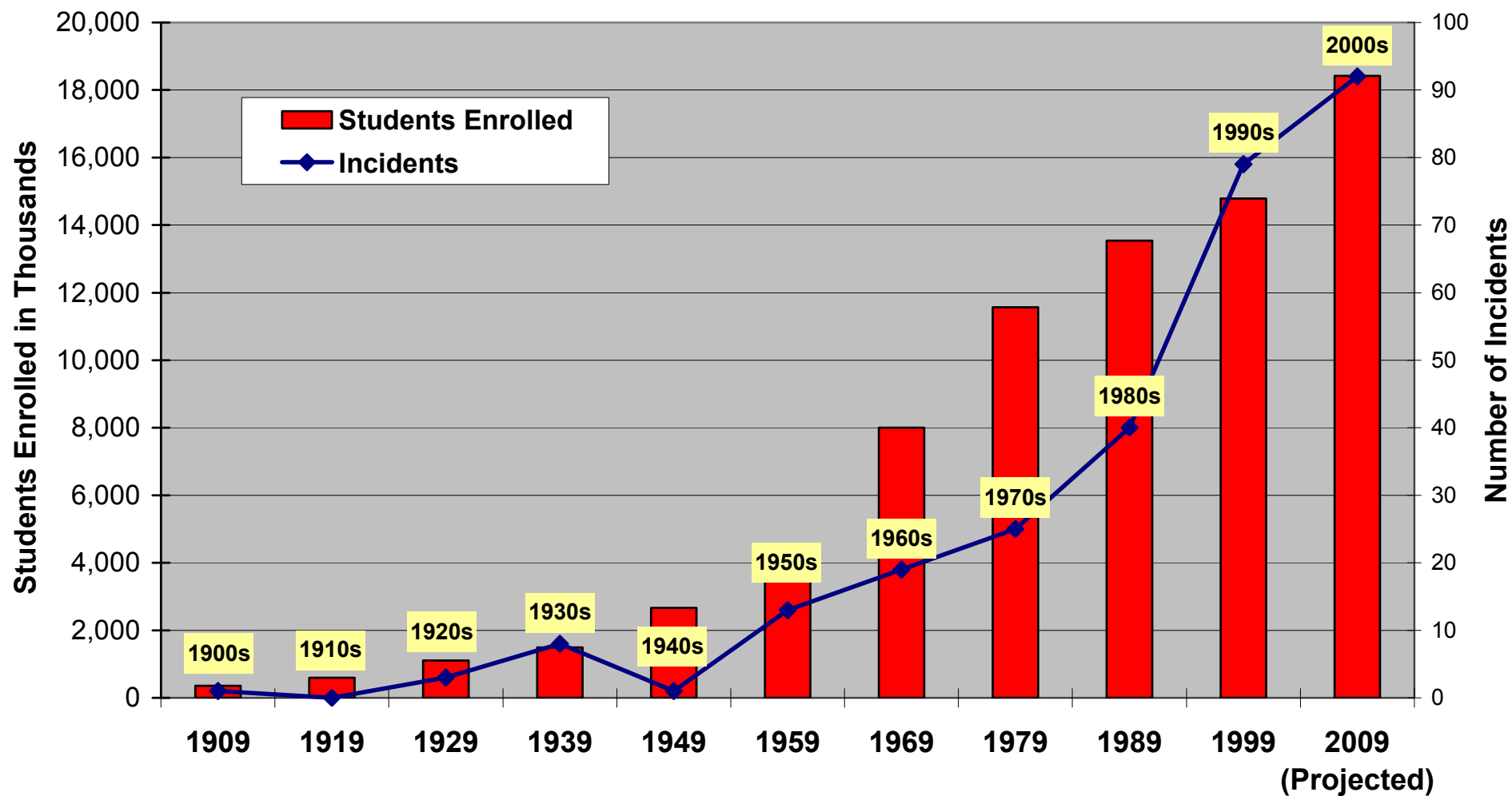
557

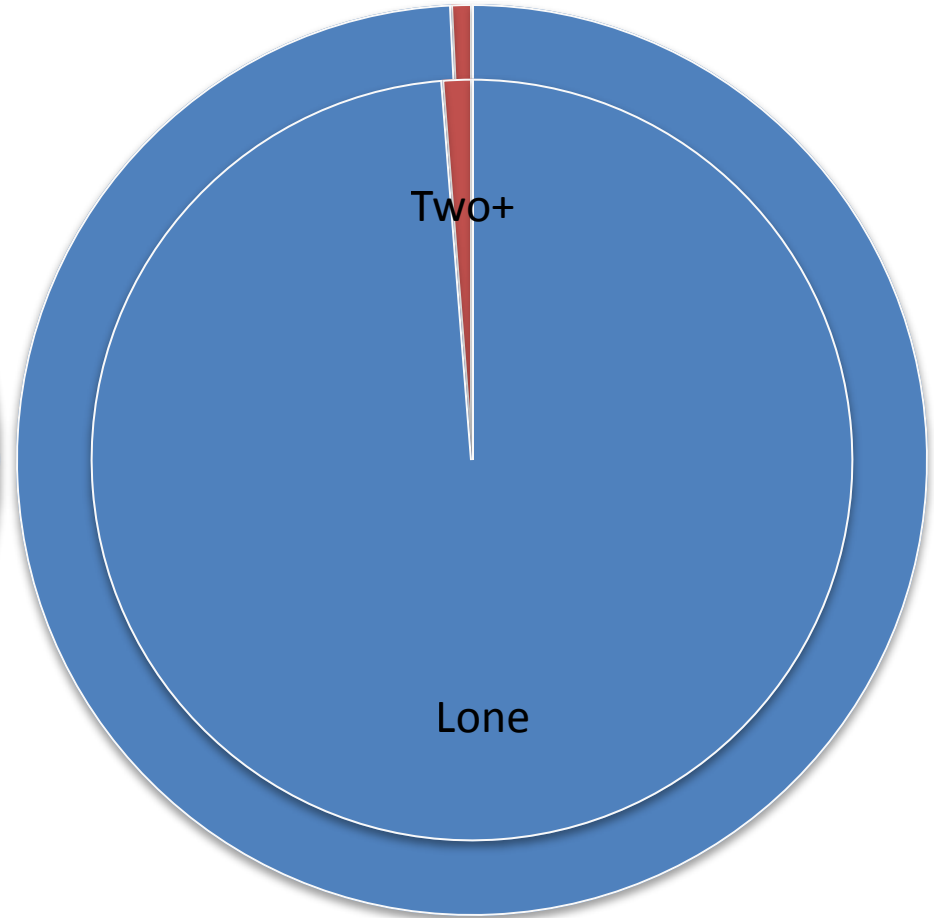
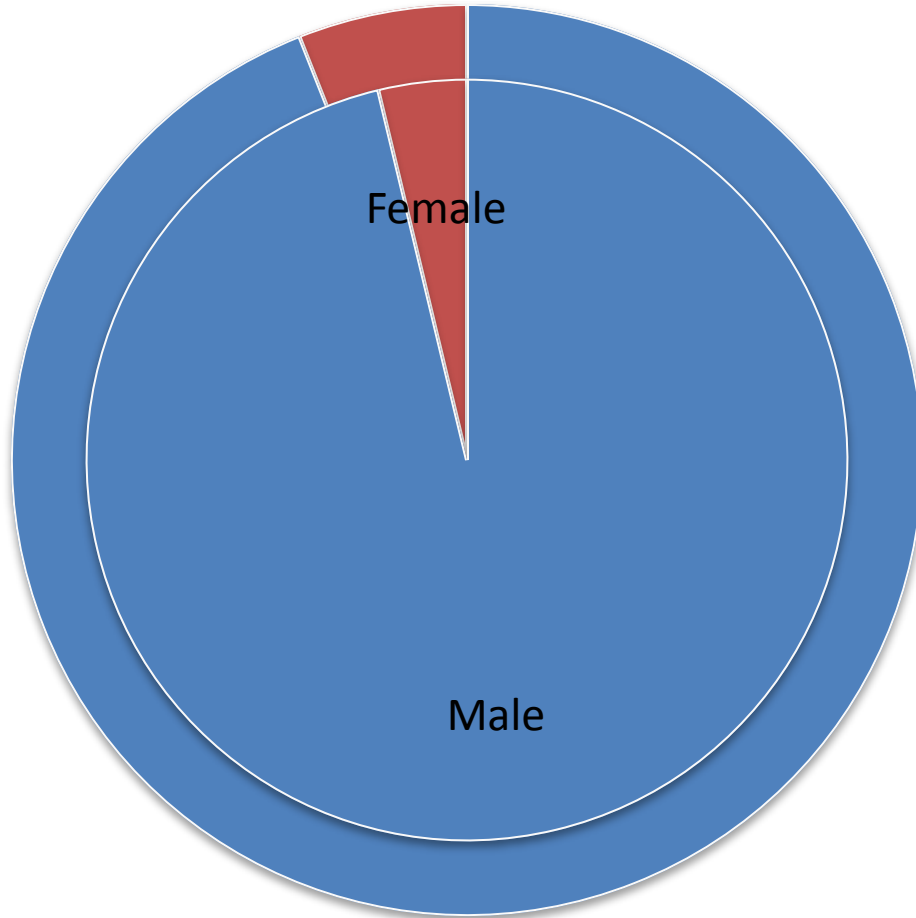
were wounded* in 160 incidents.

Frequency of Active Shooter Events by Year



Student Enrollment and Number of Incidents of Directed Assaults Reported, 1909-2009 (n = 281)*



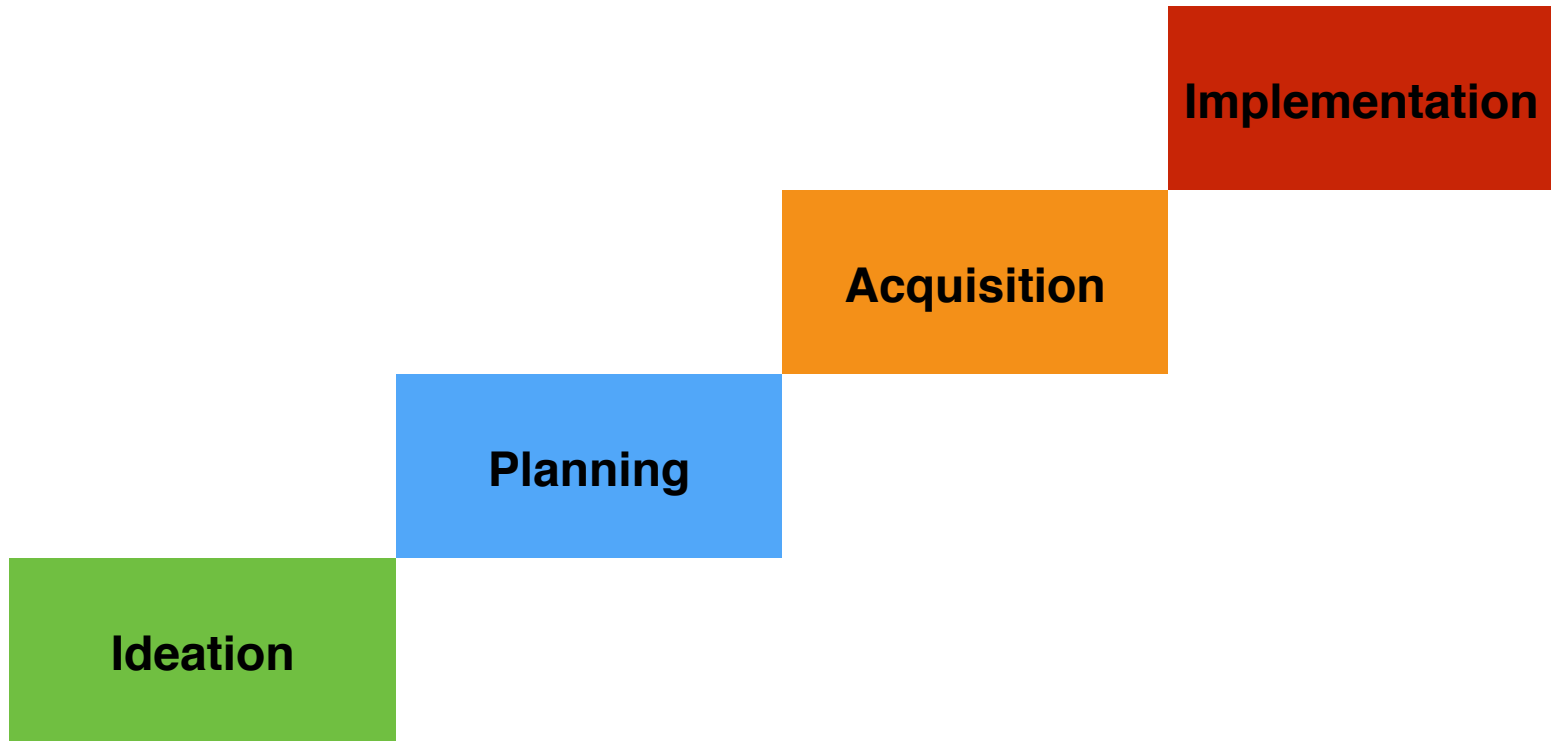


Blair, Schweit 2014

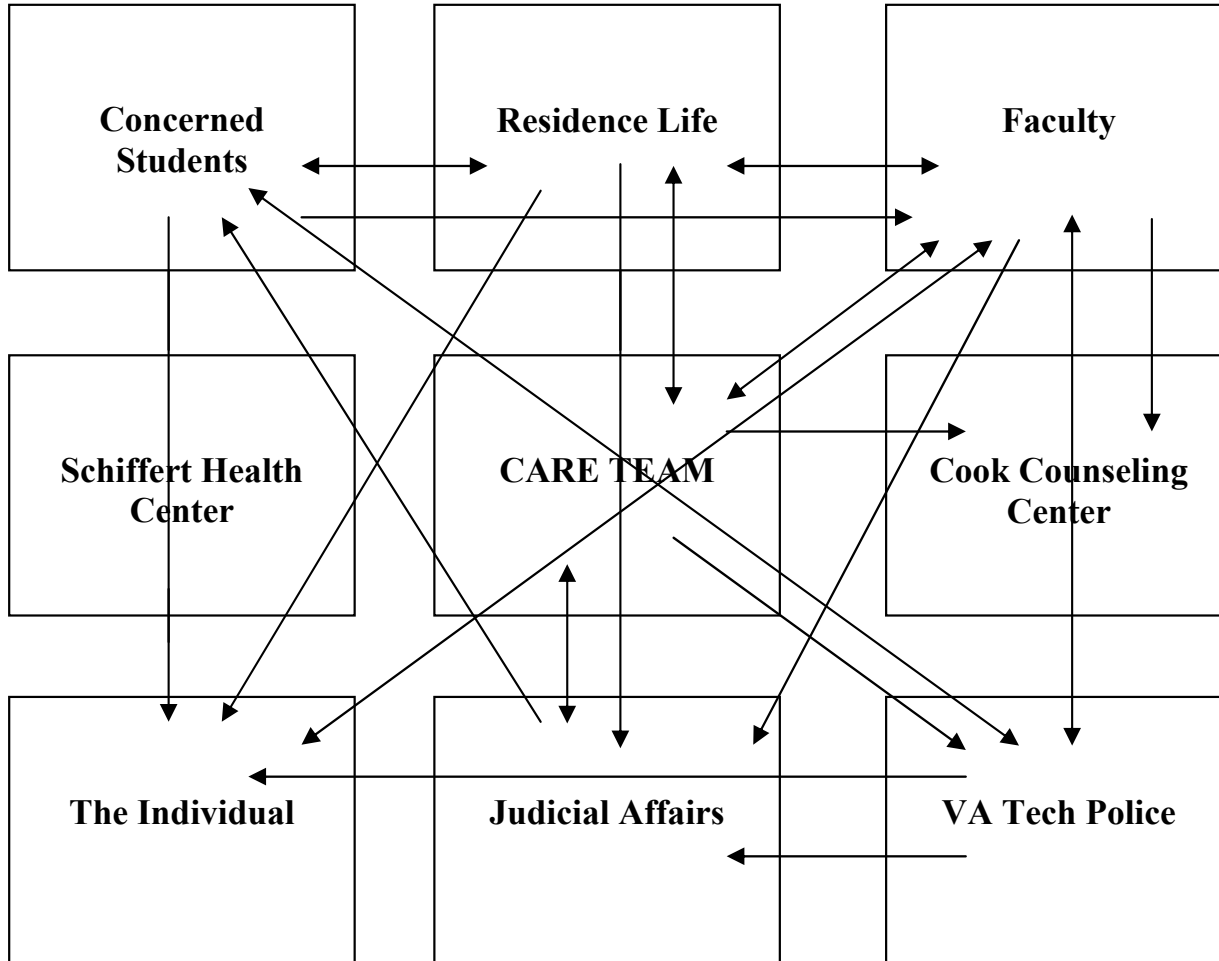
Drysdale, Modzeleski, Simons 2010

“Incidents of targeted violence at school *rarely* are sudden, impulsive acts.”

-The Final Report of the Safe School Initiative



The escalation of attack-related behaviors
“The pathway to violence”





**A safe place
to learn,
work,
and live.**

What do you need to
do in an emergency?

Controlled Environments

Uncontrolled Environments



K-12

Private Business

Healthcare

Higher Education*

Commerce



**standardTM
response protocol**



Lockout




Lockdown



Evacuate



Shelter



RUN > HIDE > FIGHT

>>> SURVIVING AN ACTIVE SHOOTER EVENT

Controlled Environments

Uncontrolled Environments



Lockout



Lockdown



Evacuate



Shelter

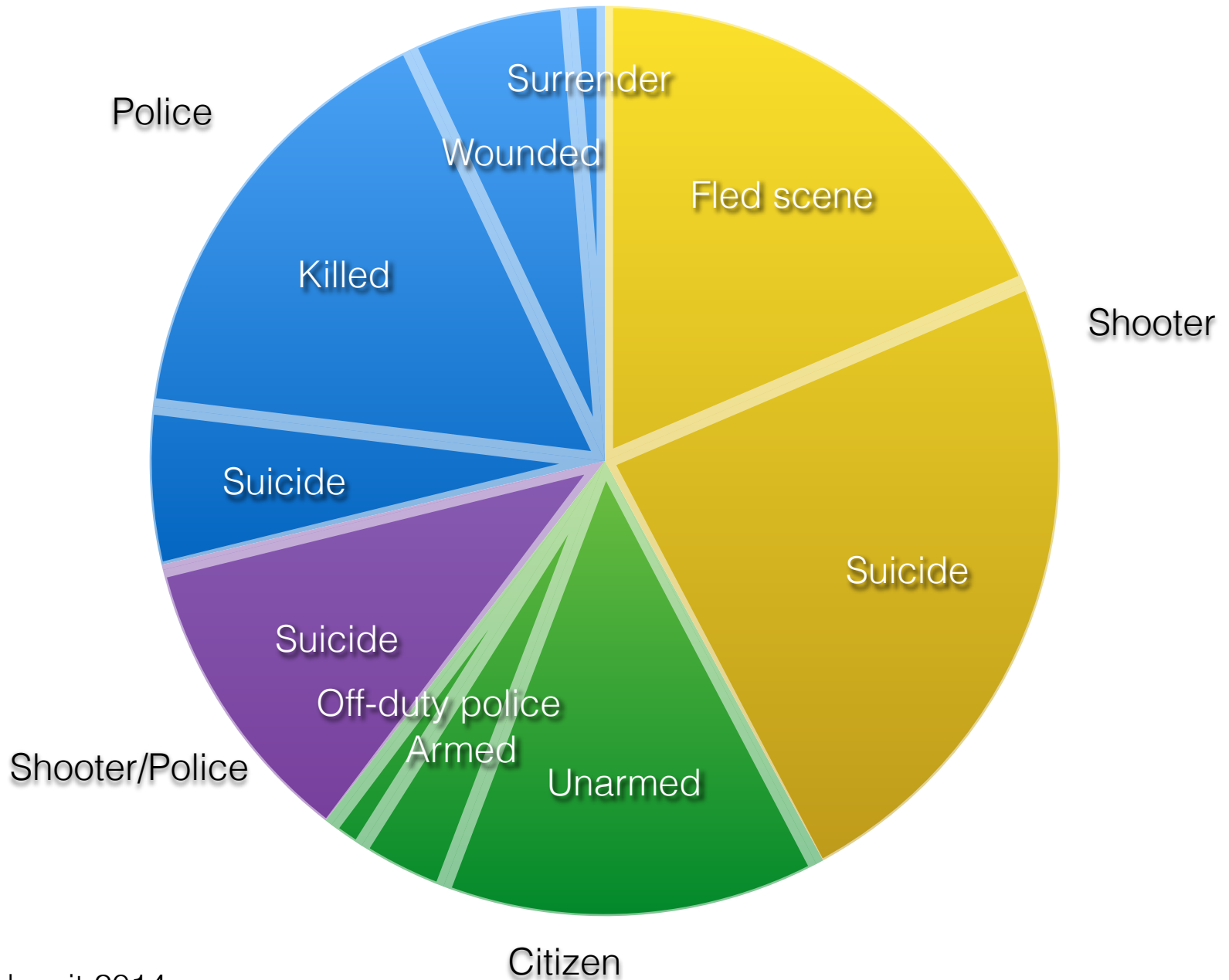




Photo: Dhscommtech at English Wikipedia

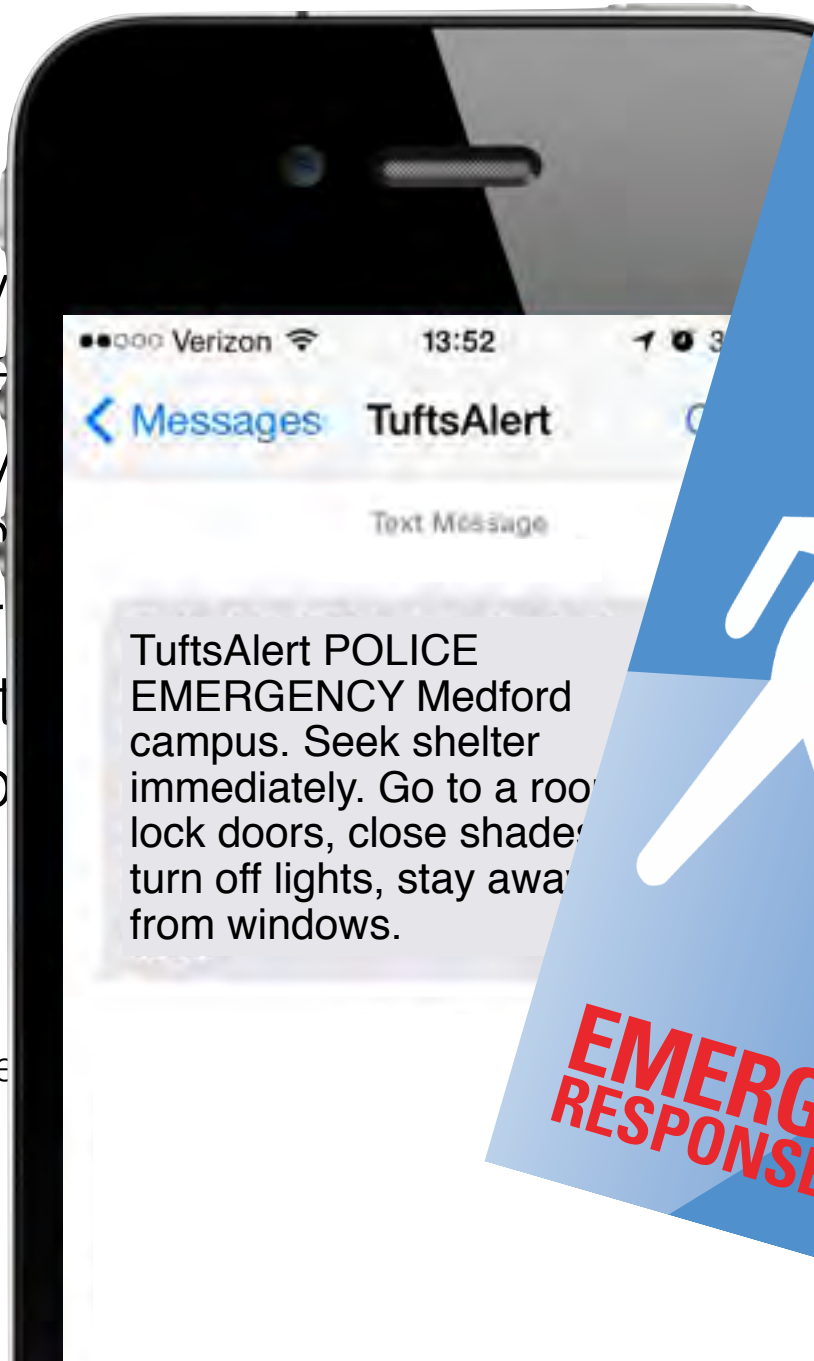
Photo: Guy Sie via Flickr





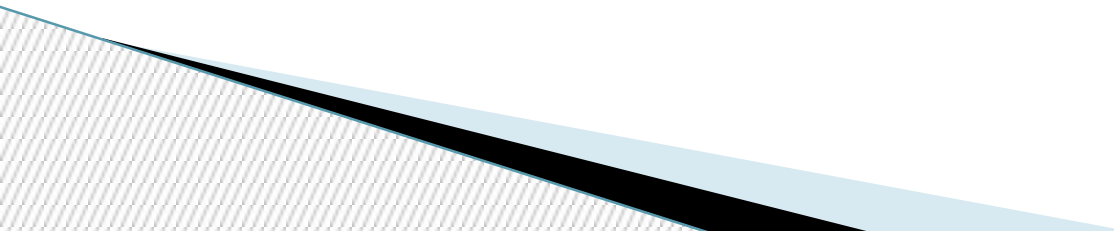
An ins
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Introduction

- ▶ Why I started thinking about Security Drills
 - 2000: Limited Emergency Plans
 - Wakefield, personal example
 - ▶ Red, Blue, and Gray
 - How to apply lessons from Fire and Health emergencies to Safety emergencies
 - Dr Gray
- 

Step-wise Approach

- ▶ Start simple
- ▶ One step at a time
 - Communication Systems
 - Communication Protocols
 - Staff Behavioral Skills
 - Practice
 - Mock Drills

Communication Systems

- ▶ Work w Campus Security
- ▶ Communication Systems
 - Panic Buttons/Duress Alarms
 - Phones
 - Intercom System
 - Campus wide alert systems—TuftsAlert



Panic Button—Front Desk



Panic Button—Nurses Station

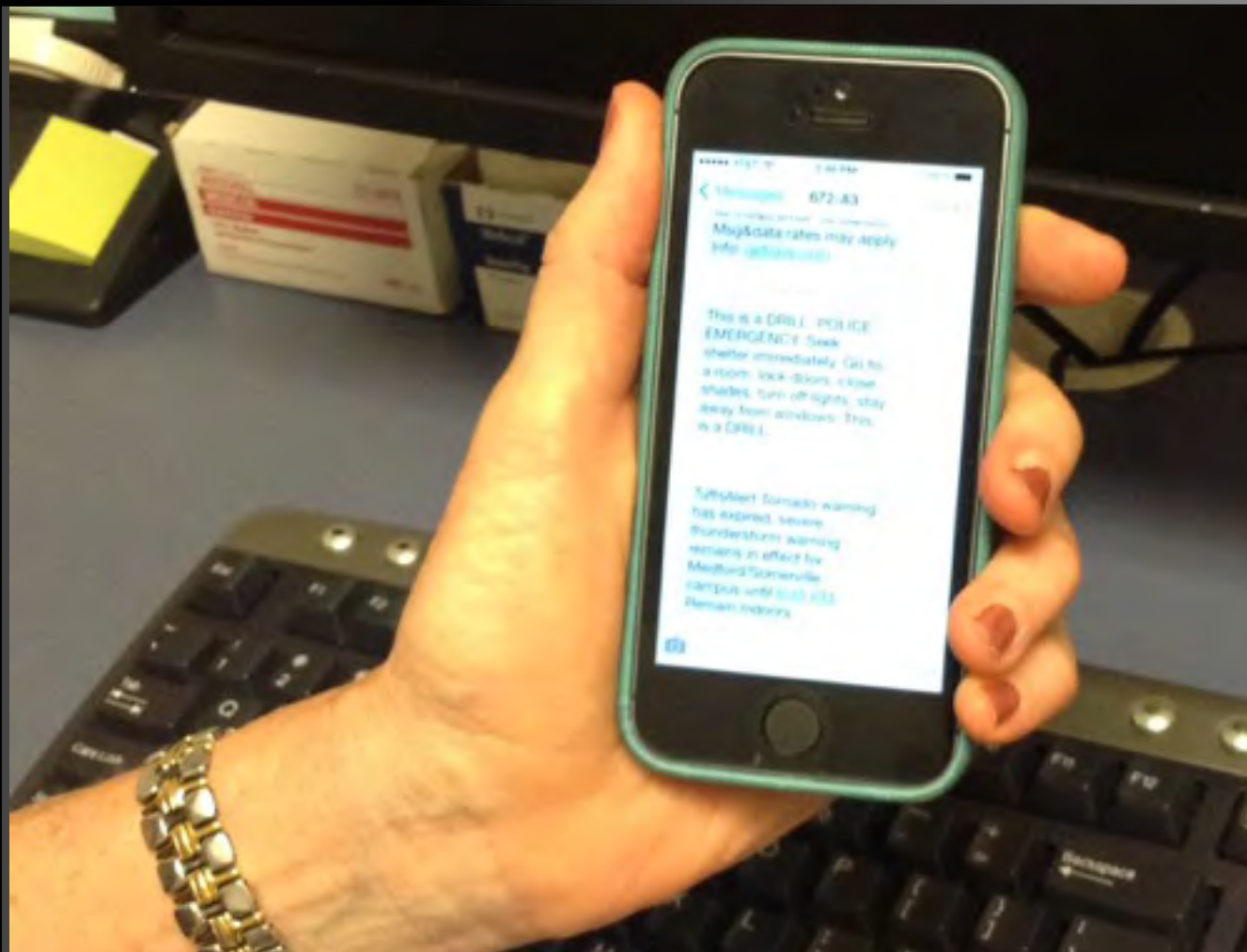


Panic Button—Laboratory



Phones in All Exam Rooms—Call for Help,
Access Intercom System





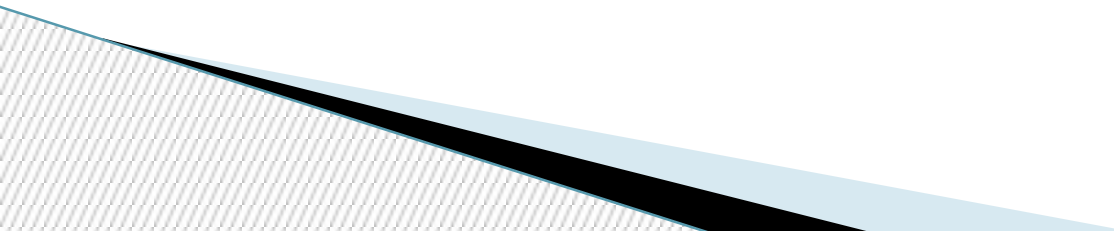
Tufts Alert System



Training Staff to Use Systems

- ▶ Practice!
 - ▶ Practice!
 - ▶ Practice!
- 

Communication Protocols

- ▶ Security Situations—greater complexity
 - ▶ Switching from the helper role to emergency role
 - ▶ ABC's for Security Situations
- 

The 4 Ps

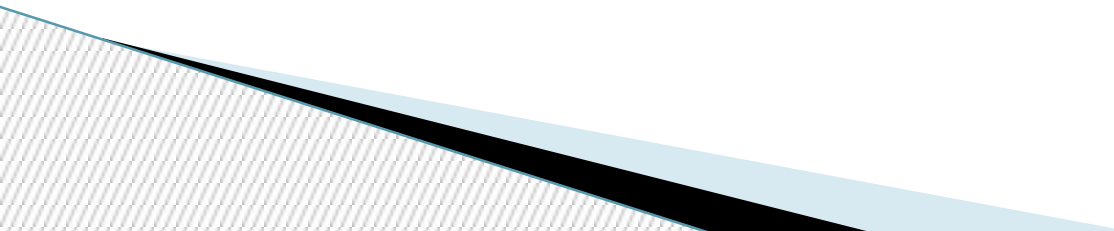
- ▶ The 4 Ps
 - Protect
 - Panic Button
 - Page 5818
 - Police 66911



The 4 Ps on Every Phone in Health Service



Behavioral Skills--Shelter in Place

- ▶ A way to Protect yourself
 - ▶ In your regular workplace, how can you quickly hide/be safer?
 - ▶ Best place closest to your work station
 - ▶ Walk through with all and identify all secure places
 - ▶ Examples
- 



Bathrooms—Great Place to hide

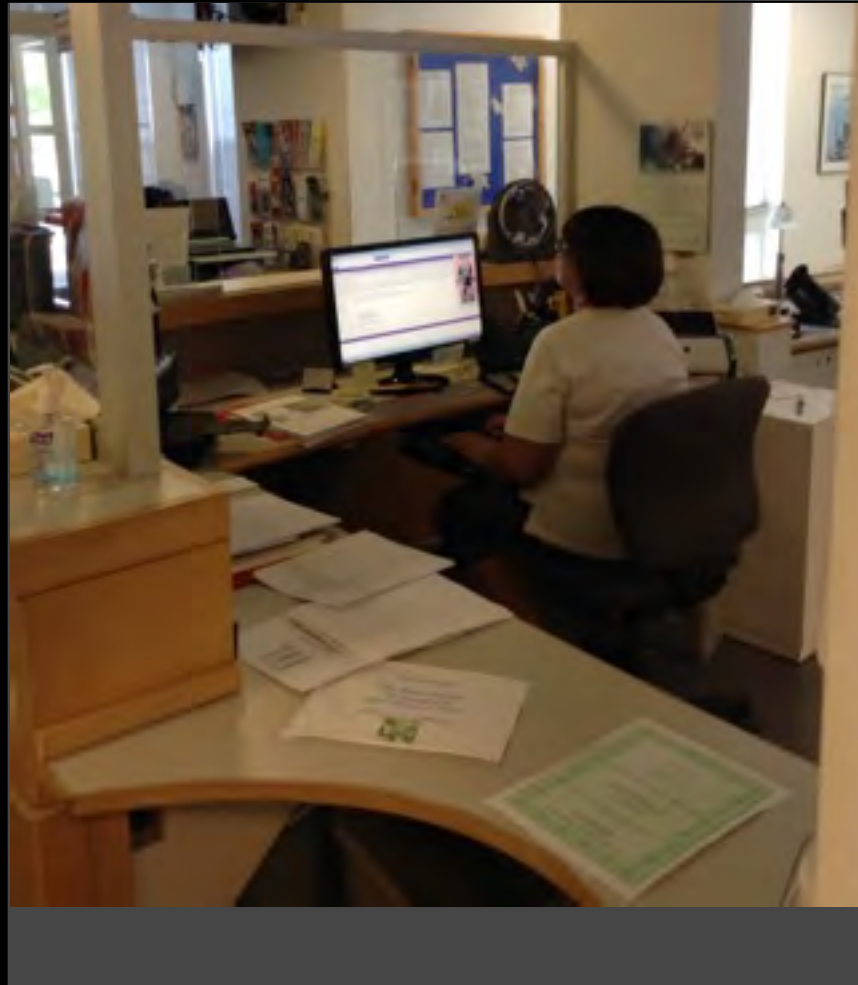


Offices with locks



Storeroom behind Nurses Station—Shelter in Place



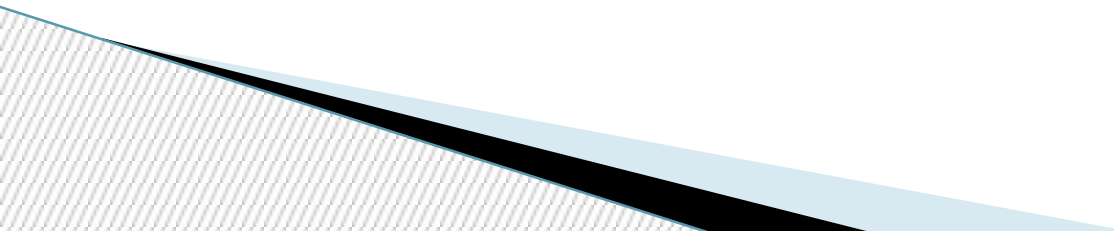


Front Desk Receptionist—Could Hide Under Counter



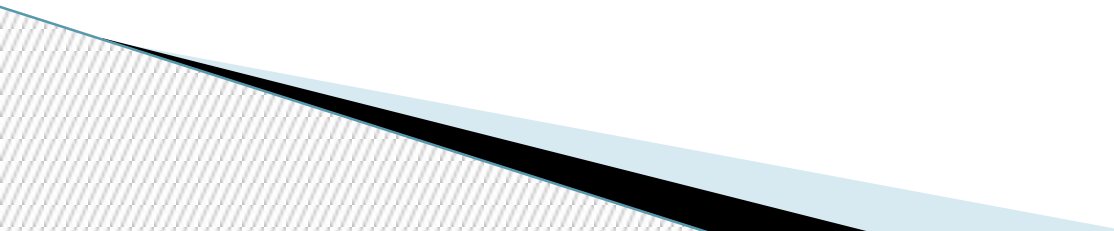
“Chart Room”—Nowhere to hide

Behavioral Skills--Mindset

- ▶ Pay attention to your instincts
 - ▶ When safety is involved, need to shift from caretaker role, to taking care of yourself
 - ▶ OK to have a false alarm
- 

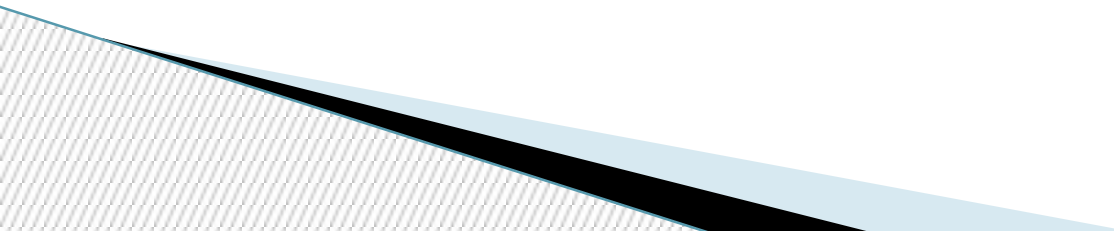
Front Desk Staff

General Approach

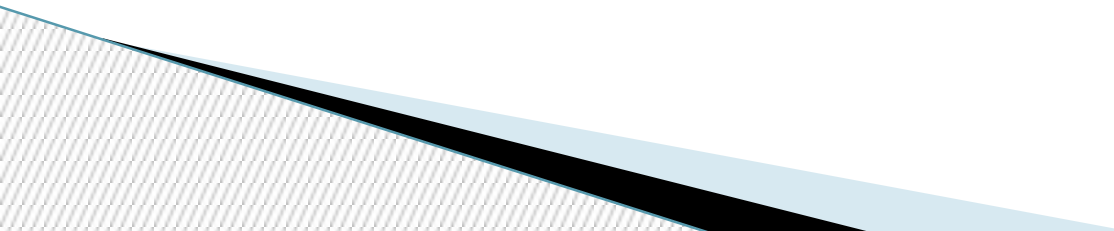
- ▶ First point of contact
 - ▶ Do not confront or argue
 - ▶ Offer to get help—Leave the area if possible
 - ▶ Remember your 4 P's
- 

Medical Staff

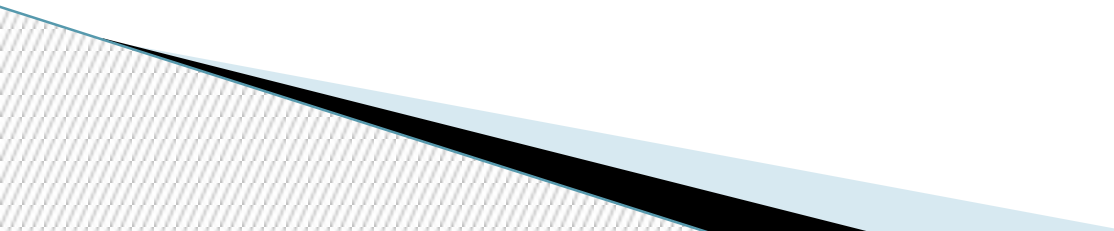
General Approach

- ▶ Do not ignore you instincts
 - ▶ Goal is to remove self and others from danger
 - ▶ Offer to go get Dr Gray
 - ▶ Don't get stuck in room
 - ▶ Use phone to Page Dr Gray or 911 if you can
- 

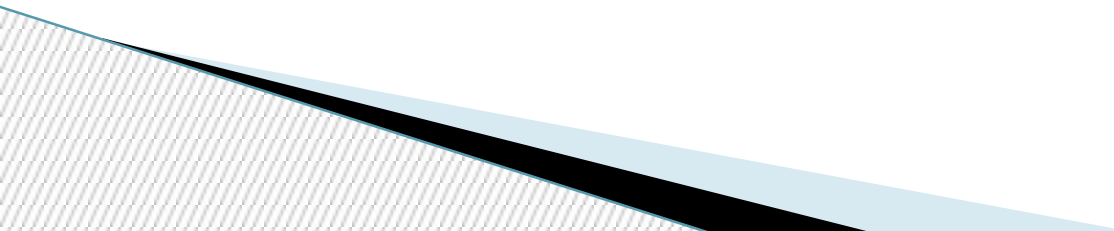
Putting it All Together

- ▶ Practicing—the 5th PRACTICING
 - ▶ Warning staff ahead of time vs surprise drill
 - ▶ Emotionally charged
 - ▶ Who is in “charge”
 - ▶ Balance between protecting yourself, and helping others—waiting students, etc
- 

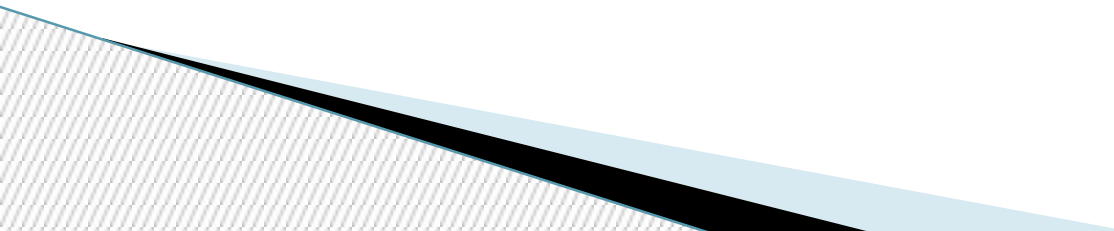
Walk Through

- ▶ Do it slow motion, stopping to discuss
 - ▶ Explain—panic buttons should be pushed, Police should be called
 - ▶ Gives staff extra time to figure out what to do
 - ▶ Do real time drill soon after
- 

Dr Gray Scenarios

- ▶ Weapons (knives, guns)
 - ▶ Narcotic Seeking
 - ▶ Aggressive
 - ▶ Campus Wide Alerts
- 

Real Time Drills

- ▶ Identify an actor/actress
 - ▶ Identify an observer who will take notes
 - ▶ Notify any employees who need special warning
 - ▶ Notify Public Safety/Police that a drill will be happening
 - ▶ Let students in waiting room know a drill is happening
 - ▶ Actor presents to a staff member and explains they are a mock patient—that a drill is starting.
 - ▶ Then launches into scenario
 - ▶ Observer or Actor stops drill when it feels complete
- 



Mock Patient

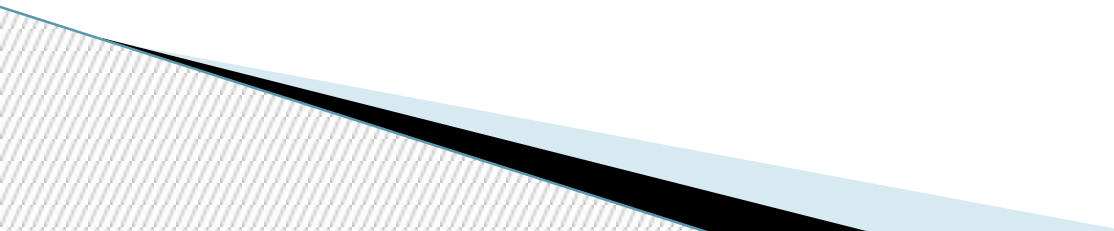
Debriefing

- ▶ Gathers staff together in central area for debrief—
Crucial
- ▶ Verbally walk through incident, asking staff what they did when, how they felt, what their thoughts were, give feedback
- ▶ Write up brief description
 - Highlight what went well
 - Reinforce most important lessons
 - Distribute to all staff

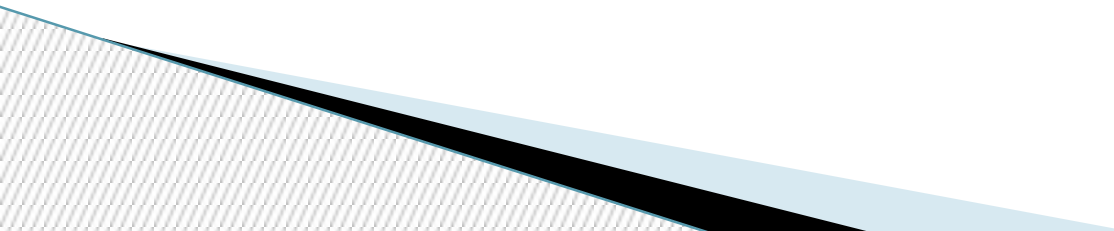
Mock Dr Gray

- ▶ Scenario: Active shooter in Health Service
- ▶ Timeline:
 - Perpetrator entered Business Office
 - Announcement on overhead page “Mock Dr Gray” and yelling and screaming could be heard.
 - Perpetrator left the business office and walked down the hall into the clinical area.
 - No staff visible
 - Drill was ended on overhead page but staff asked to stay in place
- ▶ Staff hidden in locked storage areas, bathrooms, under a desk
 - Many left building through side door, lab left through side door
- ▶ Police reported 3 panic buttons were pushed (lab, nurse’s station appointment desk)
- ▶ Police received a cell call from the front porch, two other staff pretended to call from their cells

Debrief

- ▶ Staff felt it was useful (not too overwhelming)
 - ▶ Many panic buttons pushed AND calls to the police
 - ▶ Staff expressed that they were able to quickly find safety areas
 - ▶ Question raised...do we put our selves first or students?
- 

Drill with Police

- ▶ Incorporated Public Safety Response
 - ▶ Videotaped and recorded communication w police
 - ▶ Allows staff to see and hear themselves—excellent learning tool
- 



Review Goals

- Describe the problem of workplace safety
- Describe preparation of the work place to improve safety
- Describe different techniques and scenarios used to drill and practice for security emergencies

Thank You!

Share what you have done to improve safety

