

Session No. 37

Course Title: Social Dimensions of Disaster, 2nd edition

Session 37: Field Trip: American Red Cross

1 hr.

Objectives:

- 37.1 Describe the mission of the American Red Cross
- 37.2 Discuss the organizational structure of the local chapter and its relationship to the national organization
- 37.3 Describe the relationships between the American Red Cross and emergency management agencies (local, state and federal)
- 37.4 Briefly describe the history of the International Committee of the Red Cross (ICRC) and the founding of the American Red Cross
- 37.5 Describe the conclusions of at least one research study focused on Red Cross responses to disaster.

Scope:

Through a field trip (or guest lecture) to a local Red Cross chapter, students are introduced to the mission, structure, history, interagency relationships, and disaster responses.

Readings:

Student Reading:

Carley, Kathleen M. and John R. Harrald. 1997. "Organizational Learning Under Fire: Theory and Practice (First four sections only) *American Behavioral Scientist* 40:310-316.

Professor Readings:

Brown, Pam. 1988. *Henry Dunant*. Watford, Herts, United Kingdom: Exley Publications Ltd.

Background References:

Moorehead, Caroline. 1999. *Dunant's Dream: War, Switzerland and the History of the Red Cross*. New York: Carroll & Graf Publishers, Inc.

Dunant, Henri. 1959. *A Memory of Solferino* (English Edition). Geneva, Switzerland: International Committee of the Red Cross.

General Requirements:

Field trip arrangements.

Student Handout 37-1 (appended).

See individual requirements for each objective.

Objective 37.1 Describe the mission of the American Red Cross.

Requirements:

Field trip arrangements.

Student Handout 37-1.

Remarks:

- I. Agency arrangements.
 - A. **Student liability** waivers may be required.
 - B. **Directions** for student questions (as specified in the Course Syllabus; Session 1, Student Handout 1-2) should be reviewed.
 - C. **Directions** for the Field Trip Reaction Reports (as specified in the Course Syllabus; Session 1, Student Handout 1-2) should be reviewed.
 1. Length.
 2. Content.
 - D. **Directions** for transportation.
 1. Driving instructions.
 2. Car pooling.

- E. **Distribute** Student Handout 37-1; “Field Trip Questions: American Red Cross”.
 - F. **Explain:** the list of questions contained on Student Handout 37-1 (“Field Trip Questions: American Red Cross”) can serve as a note-taking aid.
- II. **Speaker briefing.**
- A. **Emphasize:** factual information is desired, not a “public relations” presentation.
 - B. **Emphasize:** students have been required to prepare questions; allow 15-20 minutes for this.
 - C. **Explain:** a list of questions and topics will be provided that can structure the presentation (Student Handout 37-1; “Field Trip Questions: American Red Cross”).
 - D. **Explain:** students have been assigned a research article (Carley and Harrald 1997); provide a copy or summary.
- III. Mission: American Red Cross.
- A. **Speaker** responses to **question number 1** on Student Handout 37-1; “Field Trip Questions: American Red Cross”.
 - B. **Student questions** may add illustrations and clarification.

Supplemental Considerations:

Field trips can be a **high point** in the course. This depends, however, on the **thoroughness of preparation** by the professor. Experience suggests that some students may **arrive late** to the agency unless the importance of a **timely arrival** is stressed and **driving instructions**, including parking locations, are provided. Similarly, the **focus** and **quality** of the agency presentation will be **enhanced** if the professor **meets with** the representative a few weeks **prior** to the field trip. A copy of the **question list**, i.e., Student Handout 37-1; “Field Trip Questions: American Red Cross,” **Course Syllabus**, and the **article assigned** for student reading (Carley and Harrald 1997), can provide **requisite context**. Experience suggests that time allocation for **student questions** must be **emphasized**. Most agency representatives **enjoy** describing their work, agency mission, etc., and **easily forget** the student question **requirement**. Students should be encouraged to **car pool** as this provides **opportunity** to discuss the agency visit during the return to campus.

Objective 37.2 Discuss the organizational structure of the local chapter and its relationship to the national organization.

Requirements:

Field trip arrangements.

Student Handout 37-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 37.1, Sections I and II).
- II. Red Cross organizational structure.
 - A. **Speaker** responses to **question number 2** on Student Handout 37-1; “Field Trip Questions: American Red Cross.”
 - B. **Student questions** may add illustrations and clarification.

Supplemental Considerations:

(Same as those for Objective 37.1).

Objective 37.3 Describe the relationships between the American Red Cross and emergency management agencies (local, state and federal).

Requirements:

Field trip arrangements.

Student Handout 37-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 37-1, Sections I and II).
- II. Interagency relationships.
 - A. **Speaker** responses to **question number 3** on Student Handout 37-1; “Field Trip Questions: American Red Cross.”
 - B. **Student questions** may add illustrations and clarification.

Supplemental Considerations:

(Same as those for Objective 37.1).

Objective 37.4 Describe the history of the International Committee of the Red Cross (ICRC) and the founding of the American Red Cross.

Requirements:

Field trip arrangements.

Student Handout 37-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 37-1, Sections I and II).
- II. History of the Red Cross.
 - A. **Speaker** responses to **question number 4** on Student handout 37-1; “Field Trip Questions: American Red Cross.”
 - B. **Student** questions may add illustrations and clarification.

Supplemental Considerations:

(Same as those for Objective 37.1).

Objective 37.5 Describe the conclusions of at least one research study focused on Red Cross responses to disaster.

Requirements:

Field trip arrangements.

Student Handout 37-1.

Remarks:

- I. Agency arrangements and speaker briefing (see above, i.e., Objective 37-1, Sections I and II).

- II. Red Cross disaster responses: local agency.
 - A. **Speaker** responses to **questions 5 and 6** on Student handout 37-1; “Field Trip Questions: American Red Cross.”
 - B. **Student** questions may add illustration and clarification.
- III. Research study: Carley and Harrald (1997) (assigned student reading).
 - A. **Professor** or **students** may refer to this study in questions posed to the speaker.
 - B. **Highlight** such points as these (adapted from Carley and Harrald 1997).
 - 1. **Event:** Hurricane Andrew (1992).
 - 2. **Location:** study site was Dade County, Florida.
 - 3. **Mobilization** (p. 314).
 - a. Extremely rapid due to prior preparedness.
 - b. 550 Red Cross personnel present within 72 hours after landfall.
 - c. 1,500 local volunteer and staff.
 - 4. **Institutional memory** (pp. 314-315).
 - a. What other volunteer groups will do, e.g., “the Mennonites do rebuilding.”
 - b. Sensitivity to minorities.
 - c. Estimation of number of staff needed.
 - 5. **Organizational learning.**
 - a. Common barriers (p. 328).
 - 1. Problem not recognized.
 - 2. Organizational avoidance.
 - 3. Wrong solutions.
 - 4. Organizational resistance.

b. Examples for Red Cross (p. 329).

1. Staffing.
2. Minority victims.
3. Disaster welfare inquiry.
4. Damage assessment.
5. Supply/logistics.
6. Organization.
7. Interorganizational coordination.

Supplemental Considerations:

Through **questions** to the speaker and **very brief** comment, the professor may assist students in **bridging the gap** that too often remains between material presented in an academic journal article and a personal visit to a local agency. Depending on the **quality** of the speaker responses to **questions 5 and 6** and the student questions, **minimal comment** may be necessary by the professor. It is **essential**, however, that any **deficiencies** be overcome if there is a gap between the academic material and the practitioner presentation.

Course Developer References:

- I. Brown, Pam. 1988. *Henry Dunant*. Watford, Herts, United Kingdom: Exley Publications Ltd.
- II. Carley, Kathleen M. and John R. Harrald. 1997. "Organizational Learning Under Fire: Theory and Practice (First four sections only) *American Behavioral Scientist* 40:310-316.
- III. Dunant, Henri. 1959. *A Memory of Solferino* (English Edition). Geneva, Switzerland: International Committee of the Red Cross.
- IV. Moorehead, Caroline. 1999. *Dunant's Dream: War, Switzerland and the History of the Red Cross*. New York: Carroll & Graf Publishers, Inc.