

2006 Wilderness Risk Management Conference Take Home Action Steps

Legal Issues- Part I (Reb Gregg)

1. Maintaining a quality program is the best way to avoid claims and losses.
2. A quality program is one which a) is fair to clients, b) meets the expectations of the organization and the client, and c) reasonably manages the risks of the activities.
3. The duty of care owed to the client is to deal with him or her as a reasonable professional would in the same or similar circumstances. The duty expands and contracts, depending on the characteristics of the participant, the environment and the activity. You must be alert to all three.

Insurance Fundamentals and Survival Tactics (Mike Lucas)

1. A Glossary of Insurance Terms
2. A Summary of Insurance Coverage Specifications
3. A Tactical Insurance Survival Guide

Managing Your Organization's Driving Risk (Kurt Merrill)

Currently unavailable

Small Group Risk Management (Christopher Barnes)

Currently unavailable

Crisis Management (Drew Leemon)

1. Learn to be calm in the face of chaos.
2. Decide what constitutes a crisis/emergency.
3. Inventory your resources and ability to respond.
4. Assign responsibilities and know who the backup is.
5. Document your plan.

Instructor Traps (Alan Ewert, Lewis Glenn, Amy Shellman)

1. Identify the various ways and times when students are exposed to risk.
2. As a staff, discuss the factors inherent in a specific program that can negatively influence an instructor's decision-making.
3. Use examples that an instructor has personally experienced to highlight instructor traps.

Legal Issues-Part 2 (Cathy Hansen-Stamp)

1. Work with legal counsel, experienced in recreational/legal issues, who can review your programs' documentation and information, considering applicable law and your mission and operation.
2. Review your marketing materials and website. Can you back up everything you say in here? Does this collective information present a fair and accurate message about your programs? Are your various 'pieces' of public information consistent with one another?
3. Carefully examine the medical & health information you gather. Is the information requested meaningful? Is the information being reviewed and dealt with by the appropriate staff in your organization, and in conjunction with a physician consultant, when necessary? Are you dealing with, and documenting, medical and health concerns, and decisions made regarding ADA accommodations/decisions?

Using Case Studies to Improve Safety Education (Deb Ajango)

Currently unavailable

Post Critical Incident Response for Small Programs (Jay Satz and Laura Herrin)

1. Fact finding and fault finding should not be confused.
2. The review process is healthy for an organization.
3. You are not alone.
4. Do not leave this conference without 5 names of those who can support you in the process.

Risk Management and Permitting (Bruce Morrow and Diane Hitchings)

1. Create positive interactions with public land administrators by:
 - a. Up-front-work, educating and interviewing
 - b. Day-to-day communication
 - c. Times of crisis
2. Have tools:
 - a. Operating plans
 - b. Performance evaluations
 - c. Correspondence
3. Train:
 - a. Staff
 - b. Clients
 - c. Public land administrators

Role of Wilderness Medicine Training (Shana Tarter, Tod Schimelpfenig, Kris Wright, David Johnson MD, Bill Kane)

1. Cultivate a relationship with a physician to act as your Medical Advisor within the next 18 months.
2. If not adopting a comprehensive set of medical protocols, list the top five areas where

you want to provide staff decision-making help (e.g. loss of consciousness, dislocation reduction etc.) and write at least those five protocols.

3. At your next staff training, review with staff who makes evacuation decisions are how those decisions are made.

Risk Management in Therapeutic Wilderness Programs (Kirk Shimeall)

1. Define what element(s) of my program/training you would like to beef? Then do it!
2. Improve your organization's Incident Reporting/Incident Review process, to make those lessons more effective for all staff?
3. How can I "anticipate, and plan" based on something I learned at the conference?

After the Fall (Kirk Shimeall and Reb Gregg)

1. Examine your organization's Critical Incident Response Plan to see if we are sufficiently prepared to weather a serious incident.
2. Make sure that your insurance company fully understands your program, and that you are on the same page in terms of defensive strategies.
3. Prepare a list of resources (peer organizations, CISD/CISM providers, friends and colleagues) that you can turn to should that need arise.

Independent Student/Participation Travel (Jed Williamson, Tod Schimelpfenig, Andy Harvard, Bruce Morrow)

1. Develop a system for analyzing when participants are ready and capable of traveling unsupervised.
2. Develop a set of protocols strategies for preparing participants for independent travel.
3. Develop communication and emergency strategies for unsupervised activities.

The Psychology and Sociology of Judgment for Outdoor Leaders (Kent Clement)

Currently unavailable

Managing Risk in College Programs (Brent Bell, Bob Baird, Drew Leemon)

Link to Outing Club Risk Checklist pdf

Challenging Communication with Parents (Laura Herrin)

1. Family members and program staff see the world through different lenses.
2. You can be prepared for both anticipated and unanticipated communication.
3. Self-care is crucial-develop a plan that works for you.

Managing Sexual Activity on Course (Michael Lindsey and Frances Turner Mock)

1. Ensure you have policies to govern sexual activity for both students and instructors.
2. Have a checklist to advise instructors how to respond to sexual activity or if a student alleges she has been sexually assaulted.
3. Determine whether you are obligated to report a sexual assault to local law enforcement.

Communicating Risk to your Stakeholders (Preston Cline and Clare Dallat)

1. Develop a concept map of your organizations interaction with new clients in regard to risk communication.
2. Research 5-10 websites of other organizations. See if aspects of their risk communication approach could be of use to your organization and adopt the theory (not the actual!!) to implement in your organization.
3. Using proven methods for communicating risks to your administrators and staff, restart the conversation at your organization concerning risk.
4. Sit down with your key stakeholders and have an honest discussion about why the organization takes the risks that it does.

Principles to Practice: Risk Management Concepts in Wilderness Programming (Schimelpfenig and Barnes)

Currently unavailable

6 Ways to Proactively Address Behavioral Incidences in the Field (Will White)

1. Review your program brochures and course descriptions to see if you highlight the student population that your program works with and the behavioral expectations for students in the program. The clearer you are with your student profile the less likely you are to have students who do not fit your profile. Student profiles can include behavioral expectations for students, skills needed, as well as fitness level.
2. Review your program application medical section to see if you request all past and present medications of the applicant as well as counseling history. The medication section should also include when the medication was started, amount, why it was prescribed and prescribing physician. Make sure your admissions office has a reference guide to medications which will allow you to look up what each medication is prescribed for. Counseling history should include why the student was in counseling as well as a release to talk with the therapist. Follow up on questions about medications with the prescribing physician.

Working with Subcontractors (Jeff Klein)

1. Share your impediments to growth with potential partners.
2. Document explicitly all roles/responsibilities necessary to complete a program.
3. Negotiate division of roles/responsibilities with potential partners, memorialize in a contract, and communicate to potential participants.

Evaluating Risk Using the HIRA model (Matt Cruchet)

1. Put together a HIRA focus group within your organization.
2. Target a specific part of your program for a HIRA review.
3. Conduct a HIRA review using the provided template.

Managing Risk in International Programming (Bill Frederick)

Currently unavailable

Life or Death? Lessons of Antarctic Explorers (Rebecca White)

“Loneliness is the penalty of leadership, but the man who has to make the decisions is assisted greatly if he feels that there is no uncertainty in the minds of those who follow him, and that his orders will be carried out confidently and in expectation of success.” Sir Ernest Shackleton

For a successful expedition leaders should:

1. Keep morale high through cheerfulness, attention to the needs of each team member and group dynamics.
2. Make informed, unequivocal decisions.
3. Plan well – Make sure there is enough food, equipment and clothing for the length of the trip and climate.
4. Plan for any contingency.
5. Have courage!

Managing Risk With Volunteer Leaders (Alex Kosseff)

1. Present some of what you learned at the WRMC to your grassroots volunteers and ask them for their perspective on your programs' risk management practices.
2. Investigate one or more creative approaches to improving the training available for volunteers.
3. Complete a simple self-review of your program's risk management systems.

Scenario Planning and the Emergency Response (Chatfield, Lindsey, Madeja)

Currently unavailable

Training Your Staff to be Risk Managers (Liz Tuohy)

1. Identify the objective hazards in your program that could cause fatality or disabling injury. Determine how you manage these risks within your program.
2. Create one field-based risk management scenario to use for staff training.
3. Determine the three key factors that you want every staff to remember from staff training.

Working with the Media (Bruce Palmer and Kevin Hamilton)

Currently unavailable

Working with Minors (Doug Caum, Reb Gregg, Henry Wood)

1. Minors require an enlarged duty of care. Adhere to this duty in your marketing, screening and operations.
2. More than other client populations, Minors benefit from the enhanced learning opportunities of adventure programming.
3. Consult with your local attorney to learn the laws of your State regarding duties owed to minors and how to protect your program from claims of minors.

Small Group Leadership and Communication (Tod Schimelpfenig and John Kanengieter)

1. Build a team environment
 - a. Effective teams consciously devote time to team building.
 - b. Use the Leadership Styles Exercise from the Workshop to identify the styles among your team members.
2. Build an error trapping environment on your team where:
 - a. People can speak and state pertinent information.
 - b. People can question actions and decisions.
 - c. People are alert and vigilant.
3. Develop strong communication skills in your team.
 - a. Create effective briefings.
 - b. Clearly State decisions. Discuss with your team your decision-making model.
 - c. Address alternative plans and changes from normal operations.
 - d. Clarify and paraphrase to check for understanding

Medical and Psychological Screening Approaches (Dave Johnson)

Currently unavailable