

Section 1 – Independent Analysis

Based on the 4 Scenarios presented, please complete the following questions relating to the varied components of risk management considerations, protocols and training present in your organization.

Case Study #1:

A group of 10 students and 1 teacher chaperone from West Philadelphia High School are with 2 instructors on day 3 of a 5 day urban expedition in Philadelphia. This expedition is focused around the theme of getting to know your city- the group has traveled to a number of different neighborhoods done interviews, tried new foods, done service projects and slept in places like a museum, a treehouse and the zoo. They have been traveling by foot or public transportation and have carried backpacks full of all of their gear. The group has been getting along well; everyone is participating and in general having a great time. The group is now on their way to a homeless shelter to cook dinner and sleep overnight at the adjoining rec center. The group gets off the city bus and makes their way 4 blocks to the shelter. On the way a bystander begins calling obscenities at the students and strikes the teacher chaperone.

What do you?

The bystander is now gone. The students are shaken and some want to go home, 2 are threatening to get on the next bus and go. The teacher chaperone is uninjured but angry blaming the instructors for the incident.

What do you do?

Questions

What is the issue present in this case study?

Does your organization have protocol in-place to address such a situation? Yes / No
If yes – please list an overview of this protocol:

How would you act / react to this situation if you were...

- in the field conducting the program?

- in the office receiving a call from your staff?

Does your organization provide training to program facilitators / instructors addressing the issue?
Yes / No
If yes – please provide an overview of this training:



20 years



Case Study #2:

Background: You are running a youth program that engages young adults in outdoor recreation and service programming all summer long. The program engages participants from diverse backgrounds, cultures and interests. The program’s diversity, and the unique experiences and perspectives it brings, is an important element to the participant and program experience.

Mid-way through the summer, several leaders mention that several muslim participants in their groups have started fasting in observance of Ramadan. This means they are not eating any food or drinking any water during the day while programs are in the field. You still several weeks left in the program, during which these members will continue to fast. You and the leaders are concerned about the well-being of these members while they are participating in physically demanding activities out of doors. You are also worried about the safety and emergency response of each team if an incident with one of these members occurs that could be a result of his or her religious observances.

Also, in reviewing the program calendar for next year, you notice that Ramadan and your program will overlap for an entire month, not just a couple of weeks. Is there anything you can do now with your program model to ensure engaging this community in your programs?

Questions

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Yes / No

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Case Study #3:

Background: Essence is a sophomore African American female with a 3.7 GPA at one of Philly's lowest performing neighborhood schools. Her strengths are in follow through and service, but she struggles with empathy and her appreciation is often overshadowed by her anger. Pre-trip mentoring focused on this anger and how her negative attitude makes life harder for herself.

Trip Incident: I received a call at the end of the first week of a 2-week trip from a trip leader concerned about Essence's negativity and complaining. The trip leaders had created a behavior contract with Essence on day 3 to outline the expectations for the remainder of the course. Her behavior improved for several days and they were impressed with the leadership she showed in group discussions since then.

The call from the program came when they were preparing to head out on a 3-day, 2-night backpacking campout during the final week of the trip; Essence was getting increasingly negative and talking about coming home. Instructors needed Essence to make a commitment to choosing to engage positively with the group or they would not be able to take her with the group the next day. After providing me with this background info, the leader set up a time for Essence to speak with me privately.

Essence described making friends but finding the trip really hard in terms of the service projects, living conditions, and food. She admitted that she had been complaining a lot and I pushed her to think about what was in her control and how her choices were impacting the group. I used what the instructor had shared to ask her about the leadership she had shown over the past few days and what a powerful presence she has when she manages the negativity. We discussed how the complaining covers up the real emotions and makes it hard for people to support her. She described another student and a leader who she felt close to, and I encouraged her to seek them out and tell them how she was really feeling (scared, anxious, overwhelmed) about the backpacking trip. She also agreed that she could limit herself to saying only 1 of every 3 negative comments and keep the rest in the journal and work to capture positive moments, memories, and things she appreciated about her new friends.

Her leader called back the next morning to debrief and felt that Essence's effort and motivation had improved - they felt confident that she would be able to contribute positively the 3 day backpacking trip.

Questions:

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20 years



Case Study #4:**Background:**

You are running an introduction to mountain biking program offering gateway education opportunities to the general community. Your staff are required to have and maintain current certification in Wilderness First Aid and CPR certifications and follow associated protocols.

During the early portion of the day, a participant requested assistance cleaning a minor wound on the back of her calf. Two or three very small puncture wounds were present, producing a very small amount of blood. An Instructor assisted her in cleaning and dressing wound with antiseptic and large band-aid type dressing. The instructor suggested she add some tape to the band-aid to help keep it on. Unfortunately, there was no tape in the first aid kit initially used, and had to request tape from the other instructor, who had another first aid kit. This tape was used to complete the dressing.

After lunch, the group went on a ride around the tree farm loop. When arriving at the top of a hill on the SW side of the loop trail, the class stopped to review elements of proper braking and the general strategy of going slowly down hills. This hill was steeper than previously completed in the course, and had a slight curve and brushy terrain on the sides obscuring the view from the top and bottom. Instructors were positioned at the top and bottom of the hill to aid in group and site management.

Jane took her turn while there were still two other students at the top of the hill. The Instructor at the top of the hill observed her on the first 50 yards of the hill. Moments after she went out of sight of the top instructor two non-student riders came up the hill and reached the top. They stopped and indicated that Jane had fallen, indicating that she just tipped over when she got side-hill and that it seemed a very minor mishap. These riders seemed to the instructor to be responsible people and experienced riders.

The instructor at the base of the hill noticed Jane walking her bicycle down the hill when she came into view.

The instructor at the top of the hill rode down the hill with the other two students. Upon reaching the bottom, the group was found standing together, with Jane standing by her bike. She was visibly upset (crying quietly) and when asked if she was hurt anywhere, she pulled apart her shirt and shorts at the waist to reveal some light scrapes on her upper buttock/lateral posterior hip area. The scraping was light and not bleeding. Instructors observed no other obvious signs of injury (no facial scrapes, torn clothing, no scraped hands/arms). Jane was walking without any obvious limping or discomfort and was LOCx4, though quiet and obviously upset. She denied any other pain/discomfort. This visual and verbal assessment, combined with the non-student witness' description, combined with her upset demeanor, and the location of the minor scraping caused the instructors to make the decision not to do a full patient assessment.

During the hike back to the trailhead, instructors observed Jane still walking without obvious difficulty, still upset, and still not showing any other physical signs or expressing any other symptoms of injury. Jane left the program at about 1:00 and the other students remained for approximately another 30 minutes of instruction and riding.

Instructors completed and submitted an Incident Report Form indicating a "Near Miss" incident relating to Jane's fall on the course.

Post Trip Correspondence: You have been contacted post course to indicate that Jane sought out medical care for her injuries sustained on the course. These manifested post course and included:

- Grade 1-2 Sprain of the MCL and torn meniscus on her left knee
- Sharp pain in back of head and severe headache
- Abrasions spanning from lower back to about 4 inches below knee (no further care sought for this injury)



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Section 2 – Group Analysis

After determining your small group as detailed by the facilitators, select the case study from the Independent Analysis that best matches your group and complete the following three action steps:

1. Identify risk management considerations that could change as a result of running program in a highly populated, accessible or visible setting. Compare these considerations against your existing emergency response plans for alignment.

2. Design a risk management simulation for your program that will allow you and staff to test out your existing incident management plans and procedures. Identify and list any internal resources that you may need to include in your program's incident management procedures.

3. Identify outside resources that may impact your emergency response in a urban environment. Describe how they would impact your response.

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