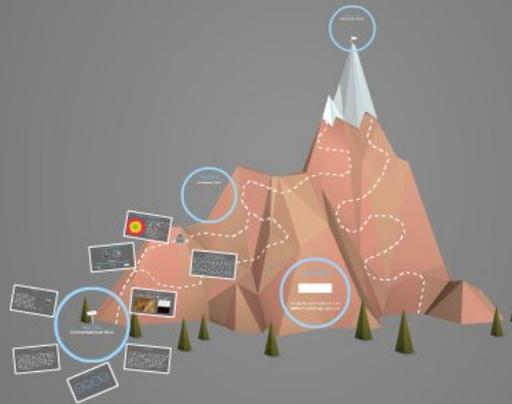


Beginning the climb toward equity

Elyse Rylander
Aparna Rajagopal-Durbin

Tools for assessing and managing social
and emotional risk

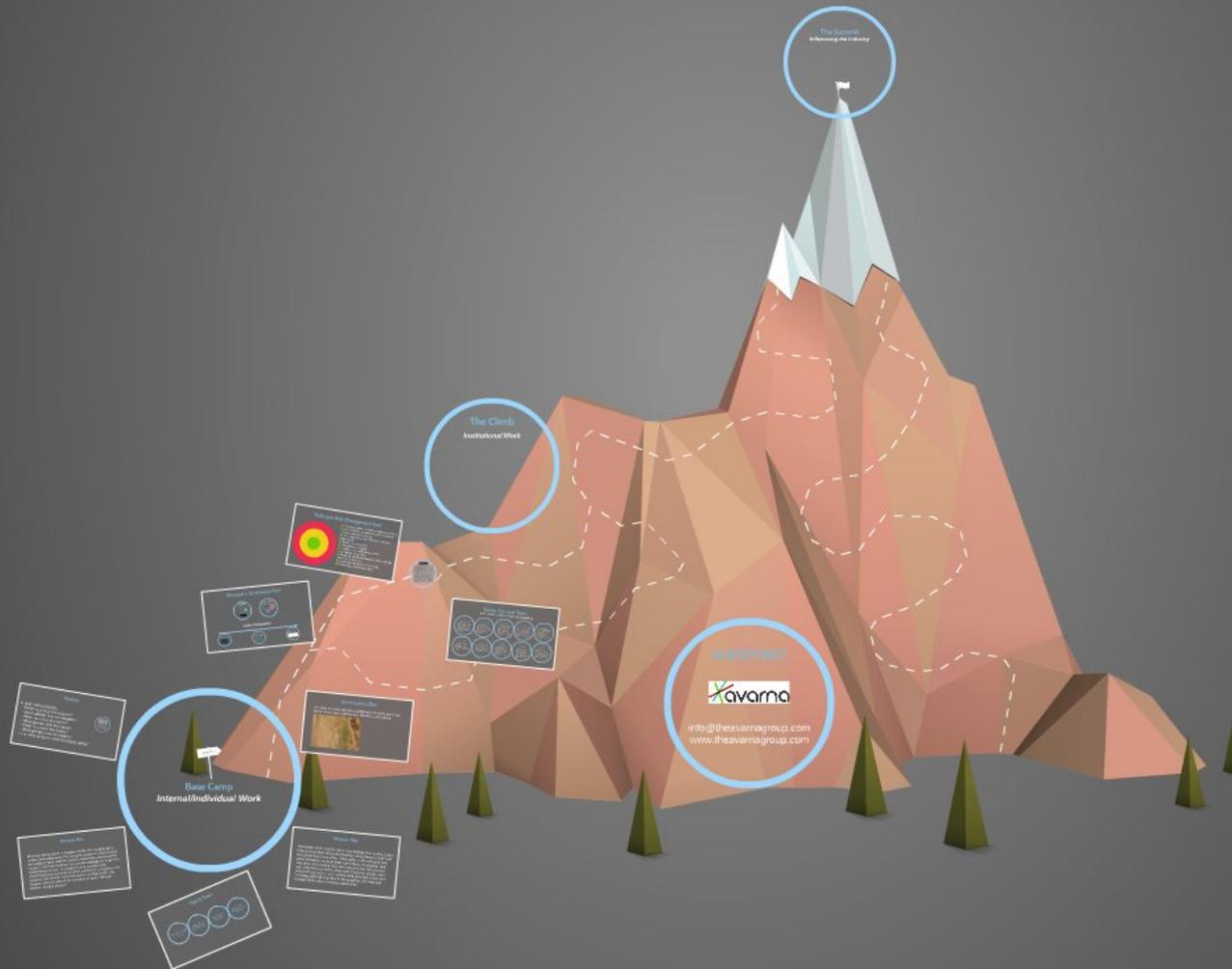


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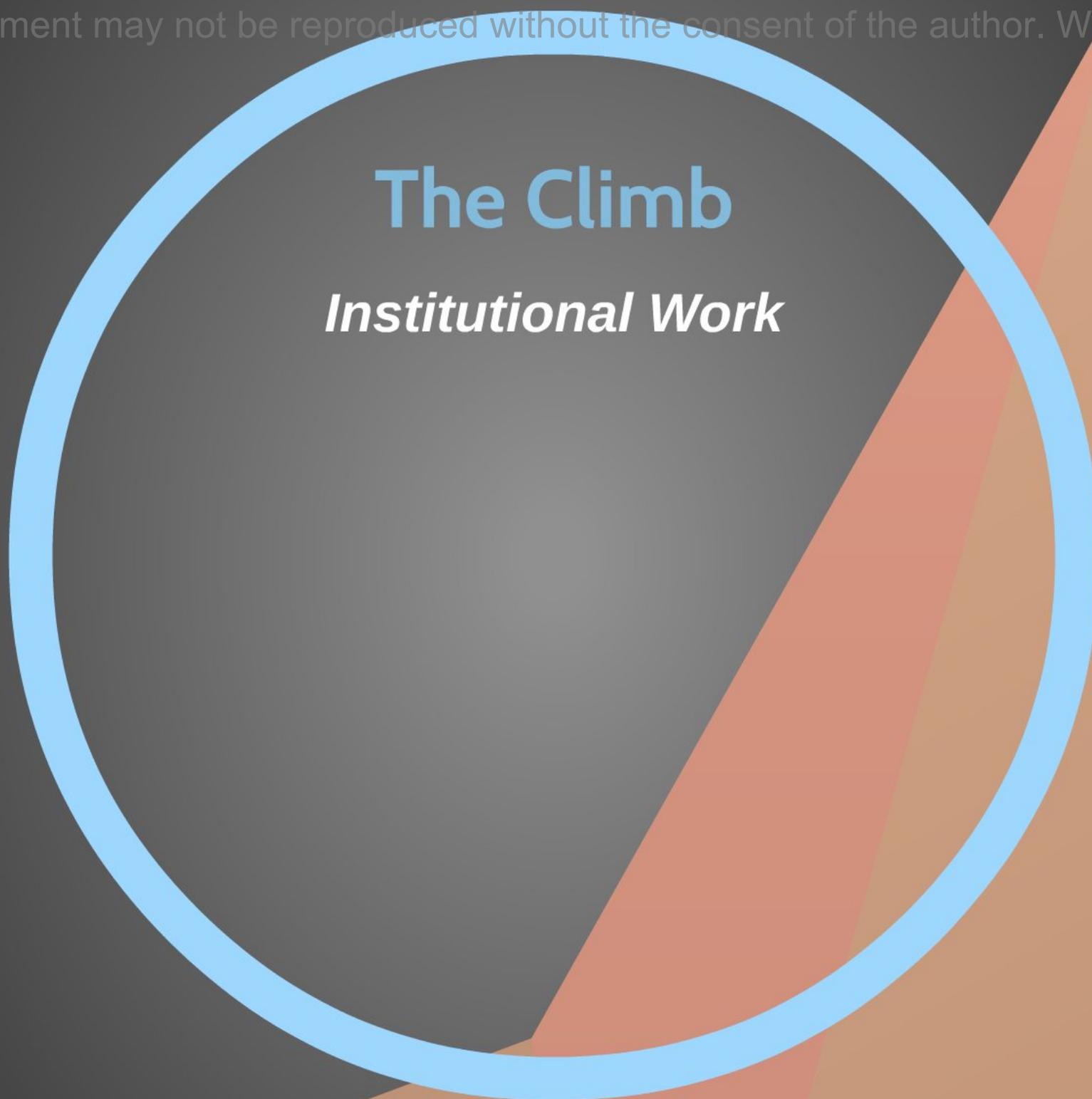
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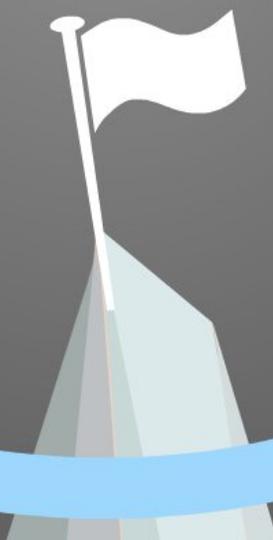
The Climb

Institutional Work



The Summit

Influencing the Industry





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Picture this

After scrubbing down, a surgeon walks into surgery for a routine appendectomy. The surgeon greets the patient and the surgical team, tells the patient about the process of the surgery, and then instructs the anesthesiologist to begin the anesthesia process. A surgical nurse assists in the anesthesia process while another continues to organize the surgical instruments. Once the patient is fully under, the surgeon turns to one of the nurses and says, “let’s get started. Scalpel please.”

Picture This

The bikers didn't realize when they started their nearly 2,000 mile journey from Missoula that they would have to deal with hail and 8 foot snow drifts. They were a self-sufficient unit, each individual carrying their own rations, cookware, tent, and other necessities. But after crossing the Yellowstone and Little Bighorn rivers, they were tired and hungry, and only half way to St. Louis, where their bike trek would end. And they still hadn't gotten to the grueling 200-mile trek through Nebraska's notorious sand hills.

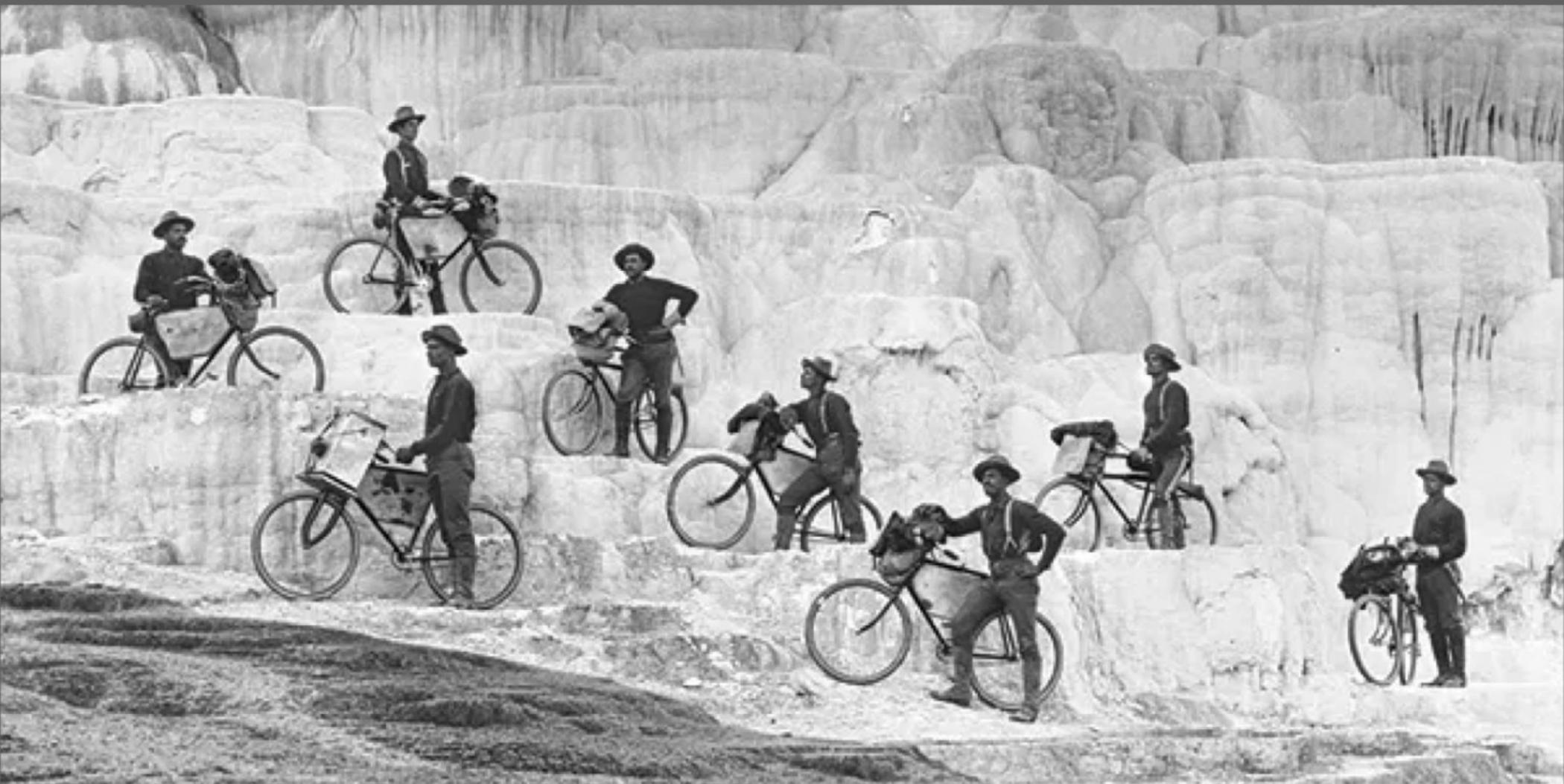
Discuss

In your mental picture:

- What race was the surgeon?
- What gender was the surgeon?
- What race was the nurse?
- What gender was the nurse?
- What race were the bikers?
- What gender were the bikers?
- For what purpose were the bikers riding?







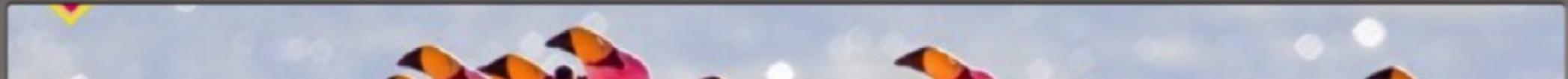
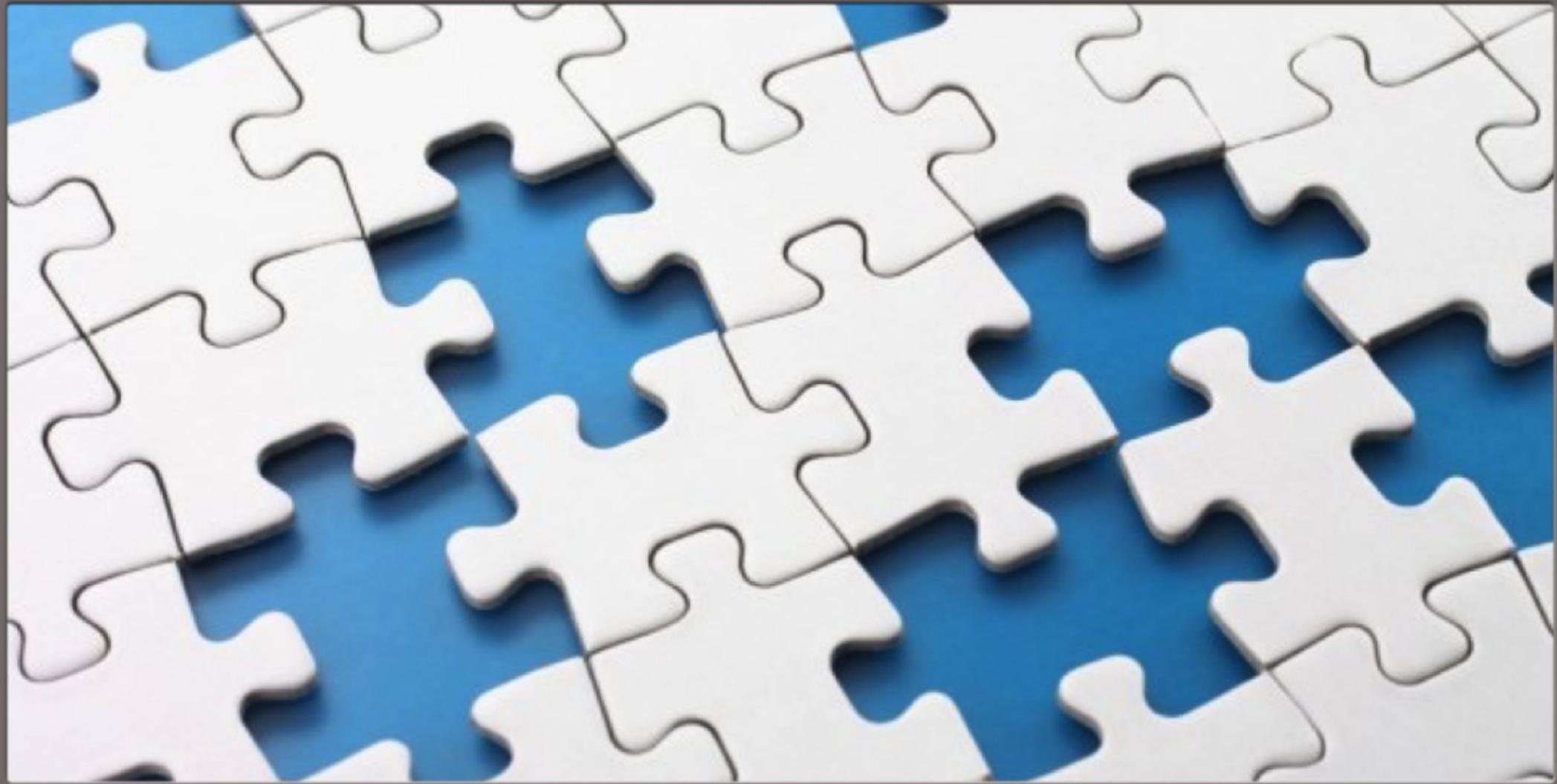


Unconscious Bias

Unconscious assumptions or judgments we make every day based on our prior experiences, identities, and culture.









Birds of a feather

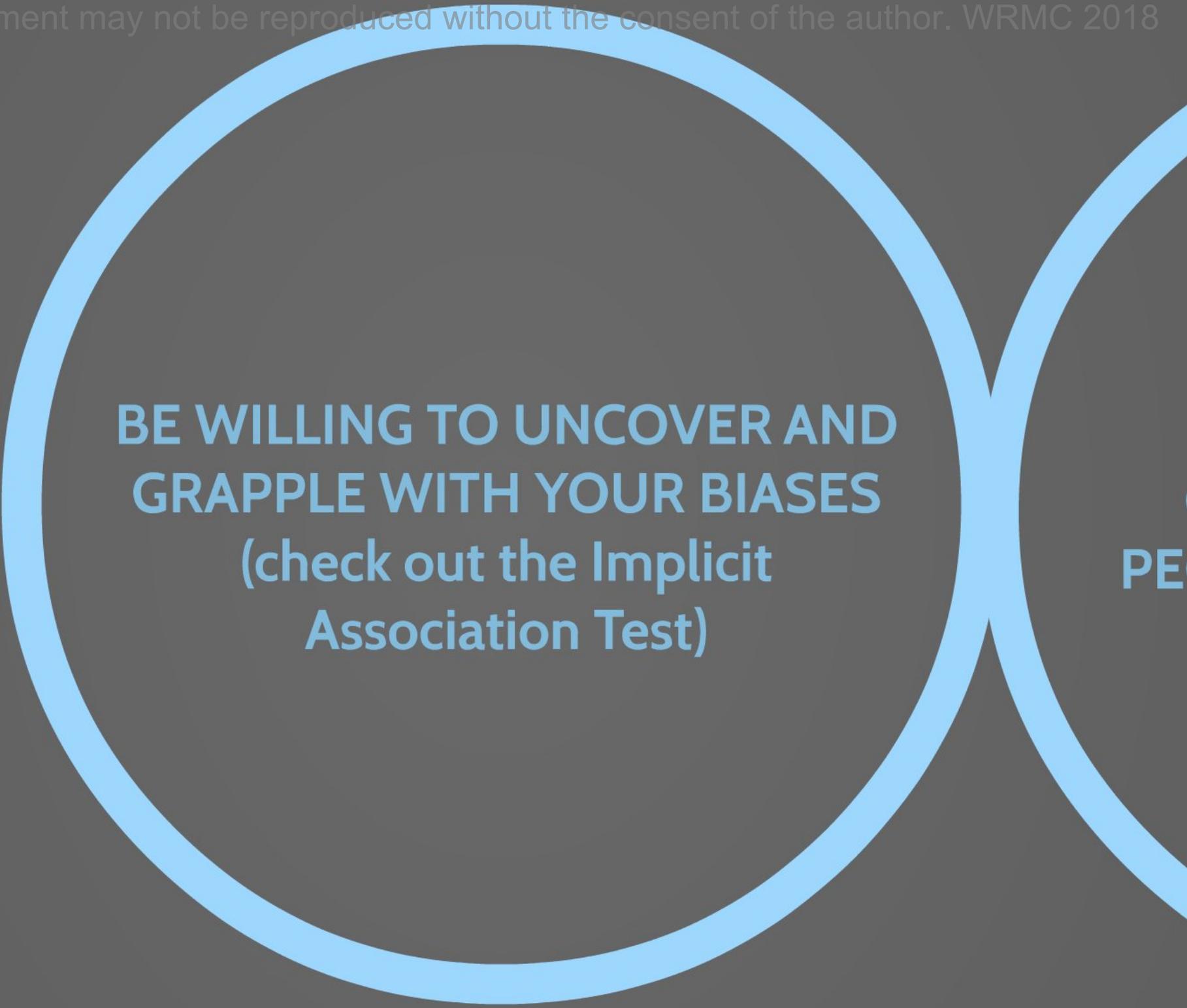
Tips & Tools

BE WILLING TO UNCOVER AND
GRAPPLE WITH YOUR BIASES
(check out the Implicit
Association Test)

ENGAGE IN DIFFICULT
CONVERSATIONS, CALL
PEOPLE IN, & BE WILLING TO
BE UNCOMFORTABLE

EXPOSE YOURSELF TO A
DIVERSITY OF VOICES,
PERSPECTIVES, AND
THOUGHTS

FOCUS ON IMPACT, NOT
INTENT, AS HURTFUL
BEHAVIOR IS NOT ALWAYS
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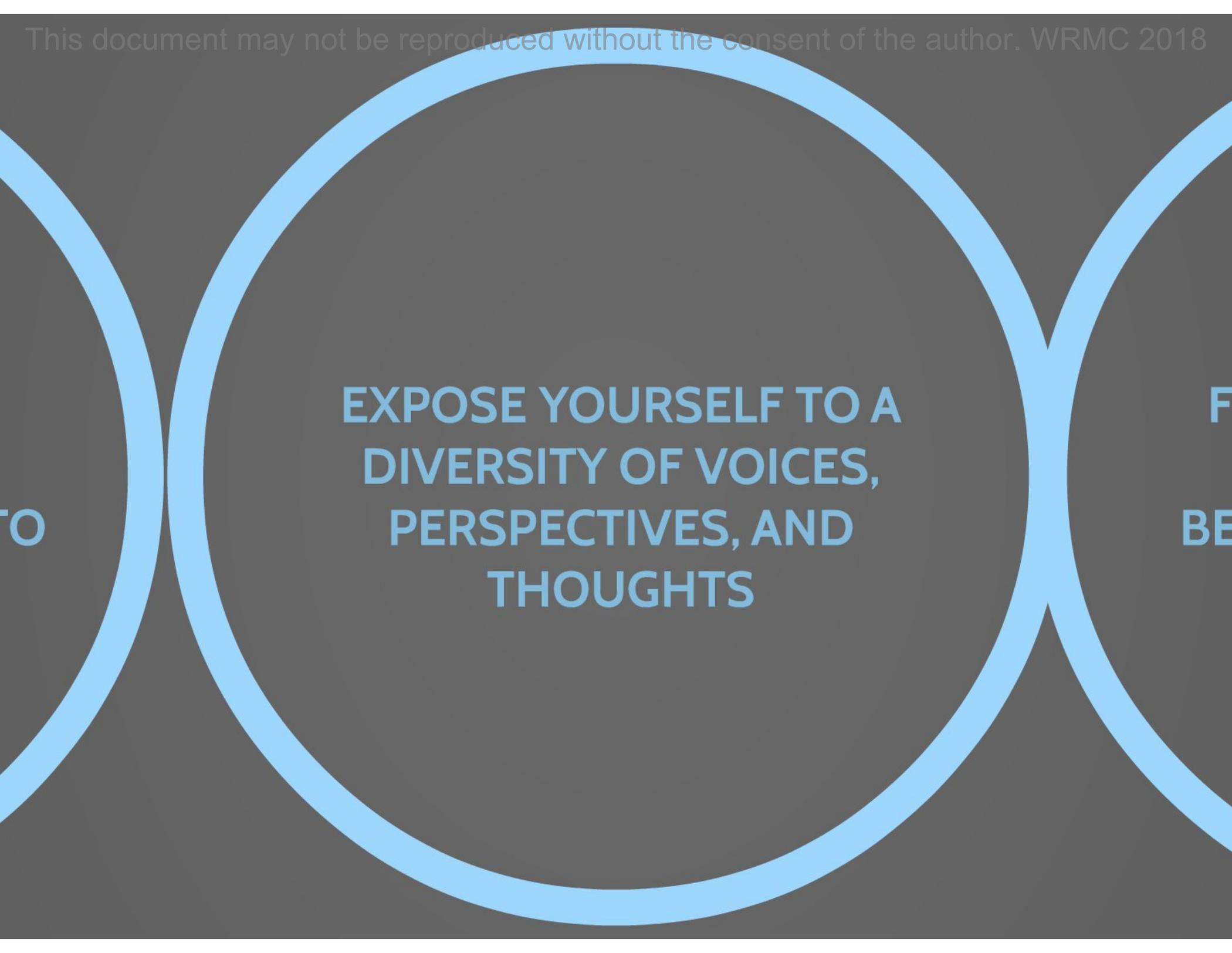


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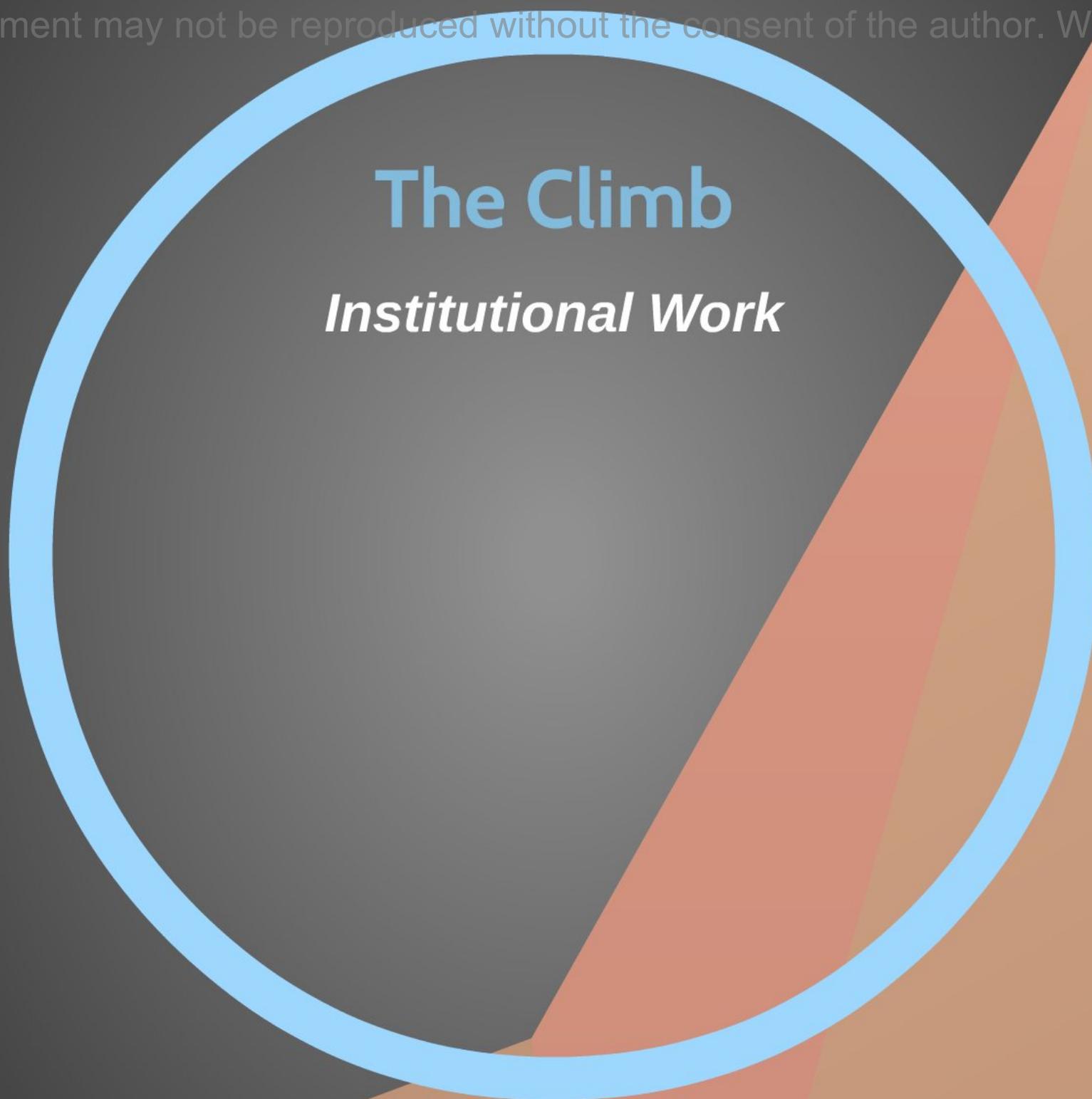


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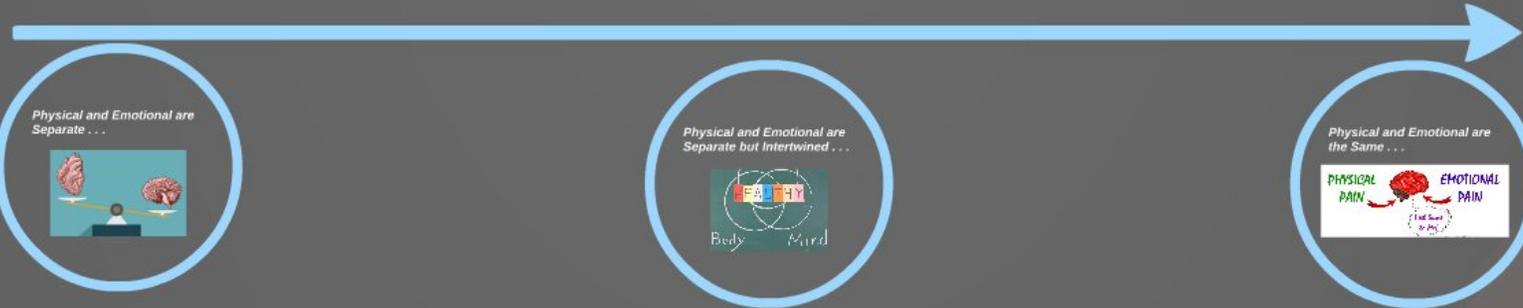
Institutional Work



Physical v. Emotional Risk



level of integration



Physical Risk

Injury



Illness



Environmental Hazard



Emotional Risk

Social exclusion



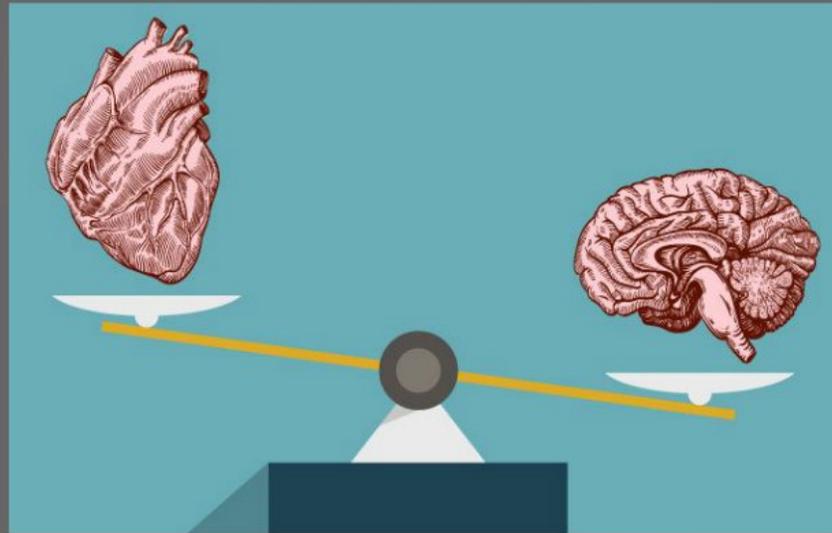
Relationship to trauma



Relationship to environment



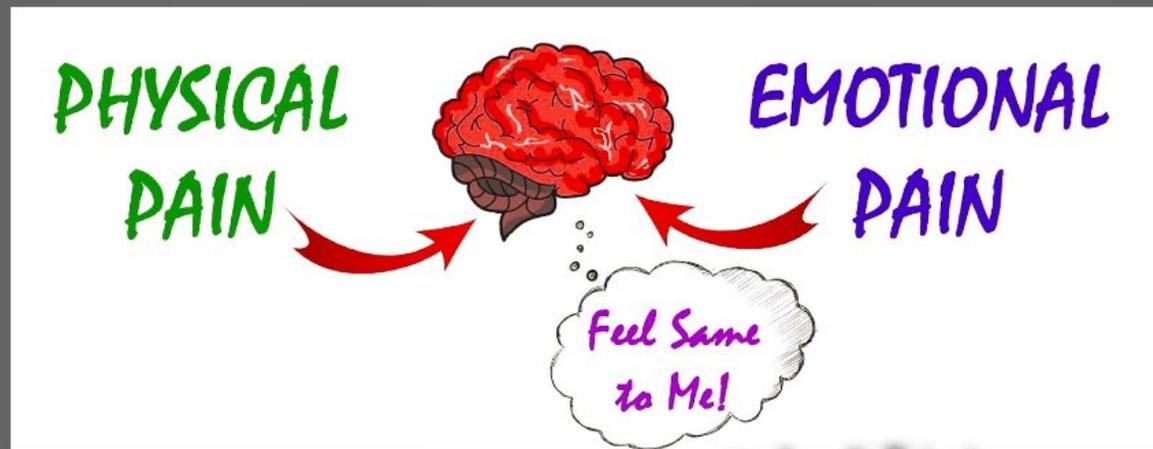
*Physical and Emotional are
Separate . . .*



*Physical and Emotional are
Separate but Intertwined . . .*



*Physical and Emotional are
the Same . . .*



Bulls Eye Risk Management Tool



1. Representation of staff & staffing practices
2. Staff cultural competency and emotional risk management training
3. The application/registration/enrollment experience
4. Medical forms forms
5. Orientation and gear
6. Hygiene and bathroom policies
7. Lodging/tent policies
8. Program Structure (location, timing, length, activities, outcomes)
9. Curriculum (formal and informal)
10. Feedback systems/support

Instructions

Split into 6 Large Groups: each group will take on a specific identity for this activity

- English Language Learners
- Black, Indigenous, and People of Color
- People with disabilities or different abilities (physical or cognitive)
- Queer Identities
- Immigrant and/or Refugee Identities
- Non-Christian Religious Affiliation

Find a partner or trio within your large group

- Review Bulls Eye Tool and 10 categories
- Mark where your organization/company is on the bulls eye as it pertains to your identity group

For all GREEN categories (i.e., where you are doing well as an organization), mark the number and why on butcher paper

Some Tips and Tools

more available online at <https://bit.ly/2NDtC7o>

1. Representation of staff & staffing practices

- Recruit and retain staff who hold marginalized identities.
- Make sure participants can see their marginalized identities reflected on their instructor team.
- Don't assume staff with marginalized identities are culturally competent.
- Make sure to team build so the instructor team knows how to work across difference.

2. Cultural competency & emotional risk management training

- Make training a regular part of staff onboarding.
- Ensure training includes topics such as unconscious bias, identity, privilege and power, toxic masculinity, and tools for staff to be allies.
- Train staff in psychological risk management.

3. Application/registration/enrollment experience

- Be sure your main marketing materials state and visualize your values as they relate to DEI (this is beyond an EEOC statement).
- Create concise forms with only necessary information that are available in multiple languages and mediums (e.g. not just online).
- Provide option to fill in demographic information (e.g. race/ethnicity, gender identity, and more).

4. Medical forms & screening

- Create consistency around gender identity language throughout and across various forms.
- Include emotional and mental health and be sure to indicate to participants and caregivers that participants will not be turned away due to emotional/mental health issues (if that's true).
- Be cognizant of traditional medical protocols, which often fail to distinguish between gender identity and biological sex.

5. Orientation & gear

- Avoid assumptions about experience based on race/ethnicity, gender, class, etc.
- Include a variety of styles and sizes to honor myriad body shapes, hairstyles, head coverings, etc.
- Avoid using lingo; if you must, be sure to explain what it means.
- Carry hair and skin care products for all participants, including culturally specific hair and skin care products (e.g., sunscreen for pigmented skin, natural hair, and more).

6. Hygiene & bathroom policies

- Provide bathroom, shower, and changing room privacy both in town and in the field.
- Identify whether the bathrooms are gendered or gender neutral
- Providing information on backcountry hygiene to all participants irrespective of gender.

7. Lodging & tent group policies

- Identify from the beginning the structure of the sleeping policies for your program.
- If you do have single-gender sleeping assignments, do so with intention and be prepared to provide support to not just LGBTQ students regarding these arrangements.

8. Program Structure (location, timing, length, activities, outcomes)

- Consider a broader definition of "outdoors" for programs.
- Consider single identity programs for participants with marginalized identities (e.g., indigenous/tribal group, woman/girls-only group, Latinx-only group, LGBTQ course, etc.)
- Remain versatile/nimble/flexible to change program structure/activities based on the group.

9. Curriculum (formal lessons & informal activities)

- Make sure that participants can relate to the lessons you are teaching them.
- Consider all connections to the outdoors
- Don't assume that all participants need challenges, need to build resilience/grit, or learn self-sufficiency.
- Create opportunities for participants to showcase their already cultivated skills, such as resilience or self-efficacy.
- Acknowledge the land and educate participants on indigenous history and presence.

10. Feedback systems & support

- Conduct frequent informal check-ins with participants (like on the trail).
- Rather than using check-ins as a way to provide feedback and go over the participants' goals, use the early check-ins to build rapport.
- "Challenging" participants? Flip your mind set to, "there are no challenging participants, only challenging situations." This mindset encourages staff to think about how the social environment may contribute to the issue at hand.
- Consider implementing an inclusion incident tracker

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QUESTIONS?



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Tools for assessing and managing social and emotional risk

