SAFETY PLAN - Bowdoin EOS Pod - Draft

POTENTIAL BARRIERS TO THE FIELD TO CONSIDER:

a. Financial
   i. Cost to participate?
   ii. Personal equipment needs?
   iii. Opportunity cost (time away from other job and/or family commitments)

b. Physical
   i. Mobility constraints
   ii. Harsh weather
   iii. Rugged conditions

c. Social
   i. Family obligations that prevent participation
   ii. Unwelcome environment within class/field team dynamics
   iii. Unwelcome environment within field environment

d. Cultural
   i. Religious observances
   ii. Established trust or lack thereof with communities

e. Mental and Emotional Health

REPORTING PROTOCOL

- At institution level - see session 2 deliverable
- At department level - see session 2 deliverable
- At course level -

TRAINING RESOURCES

- Group Dynamics – Away from Campus
  o Creating community, creating comfort, emotional well-being
- Recognizing when you need help, how do you get that help?
- Outing Club, Bio faculty, EOS faculty, CTL
- First aid/first responder/EMT (RedCross/outing club/LLBean/Chewonki)
- NAMI – mental health first aid
- Bystander Intervention (GSA/AGU/Bowdoin)

FIELD WORK PLAN - COURSES

- Instructor Self-Preparation
  o Rested, well-fed, well-hydrated
  o Ensure that the aims of the lab are well-defined and that the location to be visited is ideally suited for the learning objectives
  o If co-leading, ensure that all leaders have met to discuss objectives and preparedness and who is able to take the lead for ensuring safety for the field (or boat)

- Risk Site Assessment
  o Cultural Competency
History and modern expressions of racism in the place you are visiting

- Physical/Emotional/Mental well-being
  - Weather
  - Access to bathrooms
  - Mobility access
  - Access to food and water
  - Wildlife
  - Unstable, loose landscapes
  - NO alcohol, drugs, weapons etc.
  - Prior experience and comfort of students in spaces comparable to field sites
    - Provide students opportunities to practice field skills before larger experience. Low stakes opportunities.

- Mental/emotional health
  - How to respond if/when students are in need of mental health help (e.g., panic attack, responding to environment)

- Safety equipment needs
  - Look and be legit - make sure participants have access to this equipment
    - Vests and other flare
    - Permission and Permits
  - First-aid kits
  - Emergency call sheet
  - Plan for seeking medical attention quickly
  - Communication plan
  - Work in pairs (minimum)
  - Sealed participant health information - in case of emergency ONLY

- Start of semester survey
  - What are you excited about?
  - Are you apprehensive about anything?
  - What do you need to be successful in the field?
  - What is your role? How are you contributing to the safety and community of the class?

- Pre-Departure Discussion
  - Ask students what they need to be successful during the field experience
    - Opportunity for some agency in the field experience
    - Consider learning identities of participants
    - Different students have different needs!
      - Tailored inclusive plans
  - Be transparent with how we have addressed a number of different safety, accessibility, and equity concerns.
- Students have opportunity to share concerns (maybe some we haven’t thought of)
  - Provide clear and transparent expectations
    - Where, when, how, what, who
    - What are the educational goals of the experience (be explicit!)
    - How do these goals map onto the course learning goals
  - Make equipment list/checklist
    - Give to participants ideally 1 week before trip so participants know what to expect and can think of questions to ask
    - Mark optional items and required items
  - Provide list of safety concerns
    - Sea-sickness if on a boat
    - Proper PPE
    - Weather conditions
  - Have participants fill out a medical condition/medications form
    - Sealed and only accessed if needed
    - Builds trust among group
  - Have list of emergency contacts, map to nearby hospital, land ownership contact
    - Make copies for everyone

- Field Incident Protocol
  - Health incident
    - Administer proper care
    - Notify health care officials when necessary
    - Teaching team meets to evaluate if the incident could have been avoided or prevented
      - If so, revise activities for future events
      - If not, consider alternative activities to achieve learning goals
  - Racism incident
    - Administer proper care
    - Notify on-campus staff to activate support network
      - Dean of Students
      - Office of Diversity and Inclusion
      - Mental health resources
    - Teaching team meets to evaluate if the incident could have been avoided or prevented
      - If so, revise activities for future events
      - If not, consider alternative activities to achieve learning goals

- Equity plan
  - Employ Universal Design Elements
    - Digital and print tools
    - Tool training
■ Consider physical and cognitive disabilities - must have a plan to address these in the field.
■ Consider major religious holidays
  ○ Work in pairs (minimum)
  ○ Physical accessibility
    ■ Don’t conflate “burly” objectives with learning objectives!
    ■ Ask: Is there a more accessible place to get similar experiences?

● Additional Support
  ○ Must fulfil documented academic accommodations
  ○ Alternative and additive activities - consider non-field or more inclusive ways for students to participate, gain skills, achieve learning objectives without a “burly” traditional field experience