SAFETY PLAN - CU Boulder Orthoclase Pod

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

REPORTING PROTOCOL

- At institution level - see session 2 deliverable
- At department level - see session 2 deliverable
- At research lab/course level - must consider for each lab group/course

TRAINING RESOURCES

- CU run fieldwork safety course
  - Arctic training class
- LGBTQ+ safe space training
- CU Center for Teaching and Learning
- Office of Institutional Equity and Compliance (OIEC)
  - Bystander
  - Unconscious Bias
- Interest in department supported first aid training
  - CPR
  - First Aid
  - WFA/WFR
- Interest in department supported field training
  - First aid
  - Group Dynamics
  - Anti-racism/inclusion
  - Risk assessment
  - Basic car skills (i.e., how to change a tire!)

**No More Excuses. Field Safety NEEDS to be prioritized. Financial Support must be provided!**

FIELD WORK PLAN - COURSES

- Risk Site Assessment
  - 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 spaced comparable to field sites
  - PROVIDE students opportunities to practice field skills before larger experience. Low stakes opportunities.

- Instructor Self-Preparation
  - Rested, well-fed, well-hydrated
  - Ensure that the aims of the lab are well-defined and that the location to be visited is ideally suited for the learning objectives
  - 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)

- 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)
  - What to EXPECT - clear and transparent expectations
    - Where, when, how, what, who
    - What are the educational goals of the experience (be explicit!)
  - 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 access if NEEDED
    - Builds trust among group
  - Have list of emergency contacts, map to nearby hospital, land ownership contact
    - Make copies for everyone
- 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.
      - For example, wheelchair-accessible field sites.
    - Consider major religious holidays
      - Examples: Yom Kippur, Ramadan, Easter, Diwali, etc.
  - 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

FIELD WORK PLAN - RESEARCH LABS
- Racial Risk Site Assessment
  - As a lab group, have meeting to ask if they are comfortable going in the field and to the specific field location
  - Discuss things that could go wrong: medical issues, safety issues, etc.
  - Bring anecdote to group: explain that things can go wrong, and give specific example
  - Discuss cultural context of location to make everyone aware of the context the work is being done in and to best prepare
  - Discuss cultural norms of field location and how to respect their culture
    - Discuss basic etiquette and provide language basics (phrases if not predominantly English-speaking)
  - Provide evidence of belonging in the group
    - Everyone given a copy of permit that shows their permission to conduct field work
    - Wear CU-related clothing
    - Leader should be prepared to vouch for students if they are questioned
- Pre-Departure Discussion
  - Make equipment list/checklist
    - Give to lab group ideally 1 week before trip so participants know what to expect and can think of questions to ask
    - Mark optional items and required items
    - Emergency contact information. Emergency services available to CU personnel
- List safety concerns
  - Sea-sickness if on a boat
  - Proper PPE
  - Weather conditions
- Weather report for field site location
- Have participants fill out a medical condition/medications form
  - Write on piece of paper and hand in to leader
  - Builds trust among group
- Have list of emergency contacts, map to nearby hospital, land ownership contact
  - Make copies for everyone
- **Incident Protocol**
  - See above
  - Even numbers in the field. NEVER by yourself.
- **Additional Support**
  - Emotional support
    - If a traumatizing event:
      - Acknowledge what happened with the group
      - Leader individually meets with everyone to check if they are OK
  - Have contacts for emotional services, evacuation services (see pre-departure checklist)