Urge Deliverable: Session 6

Reporting violations: provided in Session 2

Break-out groups’ discussion topics:

1. **Outline training resources that are available and requirements for antidiscrimination**, bystander intervention, and de-escalation training.
   - First Aid Training Options
     - **Students**
       - WFA - Wilderness First Aid
       - WFR - Wilderness First Responder
       - CPR - Basic Cardiac Life Support
       - EMT - Emergency Medical Technician Training
     - **Staff**
       - Wilderness Medicine Certifications

From [https://earth.stanford.edu/field-safety](https://earth.stanford.edu/field-safety)

2. **Field work**: assess sites, identify racial risks, prepare pre-departure checklist of discussions for field team, identify procedures to document incidents in the field; suggest additional required or optional training

Prepare participants

- Make sure participants are informed about what to expect on the trip, what to bring, what is required of them academically, and how they should conduct themselves. Stanford students, faculty and staff are expected to abide by the [Honor Code and Fundamental Standard](https://www.stanford.edu/group/asee/policies/standards/index.html), and [Sexual Harassment Policy](https://www.stanford.edu/group/asee/policies/harassment/index.html), and undergraduates must abide by the [University Alcohol Policy](https://www.stanford.edu/group/asee/policies/alcohol/index.html) at all times.
- Collect [emergency contact information](https://www.stanford.edu/group/asee/policies/field-safety/eoc.html) and [liability waivers](https://www.stanford.edu/group/asee/policies/field-safety/waiver.html) from all participants, including faculty and TAs. It is also recommended that you collect medical history information (same form as emergency contact) however you cannot require participants to disclose their medical information and any forms containing personal information must be kept in a sealed envelope during the trip and destroyed once you return home.
- Whenever possible, have participants work in pairs or teams. If it is necessary to split up make sure a contingency plan is developed in case of emergency.

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**Guidelines for field research, field trips, and travel study**
Acknowledging that rare field emergencies might call for flexible interpretation of some of the following points, our expectations include (and are not limited to) the following:

3. Trip leader convenes a pre-trip meeting/orientation that clearly outlines goals, expectations, and individual roles. This occurs at a time sufficient to allow participants to evaluate and communicate possible accommodation needs. This meeting should include (and is not limited to):
   a. anticipated sleeping, bathroom, and eating arrangements. How will considerations for gender identity, dietary restrictions, or other concerns impact decisions?
   b. expected duties and how duties will rotate in a way that ensures equity and inclusion.
   c. physical and other environmental conditions that participants should expect. Are there accessibility challenges? How will necessary equipment/gear be made available to all who need it?
   d. expectations for conduct. Are there group norms, local cultural norms, or local laws to consider and prepare for?
   e. expectations for alcohol and controlled substances. Stanford's policies, articulated in Explore Courses and in the Administrative Guide, apply whenever the business of the University is being conducted and there may be even stricter rules in a given local setting.

4. Accommodation needs are invited and the process to request accommodations in a confidential manner is made clear to all participants.

5. Emergency plans and a process for communication are clear before departure. The home department or unit must have an accurate and updated participant list that includes both Stanford participants and any others who may be accompanying the trip.

6. Leadership and decision responsibility need to be clear at all times, with a known path for reporting concerns, harassment issues, or incidents by any participant.
   a. Where there is a hierarchical leadership structure (e.g., faculty leader + TA, ship captain + senior scientist), it is important for people to know to whom they can report and for what types of reasons.
   b. If a person feels in physical danger or a target of harassment, they should have the option to leave a trip immediately and/or to report to any other participant.

7. To the extent possible, at least three persons should be on any trip, and individuals should not work alone in remote or potentially dangerous situations.

8. Safety briefings should be routine and at a frequency consistent with changing conditions.
   a. Harassment awareness needs to be a part of these discussions, especially when working or living in a broader community such as at field stations, aboard ship, or other shared facilities.
   b. An emergency response plan and ready access to emergency communication devices should be available to all participants. When a single individual holds the only path to communication devices this can be perceived as “gatekeeping,” and is especially problematic if that person is in a position of leadership or power.
9. Faculty members or other primary instructors should not share rooms, tents, etc. with students, postdocs, or staff for any reason.
10. Behavioral norms can blur between work/instructional time and leisure time in the field. Any time employees are with students or those they supervise, they should comport themselves as if at work and in alignment with the University Code of Conduct. Students should further abide by all aspects of the Fundamental Standard and Honor Code.

From https://earth.stanford.edu/our-values/field-expectations

Other suggestions:
- Conversation with students about community where field work is, and cultural history
- Conversation about history of vulnerable field experiences. Cultural norms.
- Provide students with University branded clothing to show that they are affiliated with the University. A good safety measure! Light colored preferably for night safety.
- Provide equipment to show ID easily and store permits
- Magnetic label to put on a car, especially a rental car, to identify the work as Stanford
- Land owners/managers - notify
- Local security/law enforcement - notify if it feels appropriate
- Get to know the community and history of the local community
- Develop partnerships with local community (real partnerships!), co-develop research

Resource Links:
https://earth.stanford.edu/field-safety
https://earth.stanford.edu/our-values/field-expectations