

**\*\*This brief outline includes suggestions and things to implement; it is not a final plan\*\***

**\*\*Think about all of these topics through the lens of supporting URM\*\***

**\*\*Think of the group risks, but also be aware of the individuals that make up that specific group\*\***

### **Physical Safety/ Physical Risk Management and Mitigation**

- **Prior to departure, make a safety plan including a detailed location plan, emergency numbers, local hospitals, local contacts, safe bathroom locations, first-aid plans.**
- **Share the plan with all students, TAs, trip faculty, and the department**
- **Have a pre-departure meeting to go over the plan**
- **Requirements for safer fieldwork: first aid kits, at least one person CPR trained - if remote, at least one person wilderness first aid trained**
- **Go over explicitly health in the field - be very explicit about things like allergies, field attire, heat, exhaustion, poison ivy, what we will eat in the field, how to go to the bathroom, etc. - culturally sensitive perspective, women specific**
- **When creating the plan, critically think and decide how and where you draw the line of pushing people to do something they don't want to do**
- **Who would students/people feel most comfortable talking to about these things? - maybe brainstorm at the beginning or near the beginning of a field experience who to talk to, write down a network of people to talk to and an action plan**
- **For overnight trips- designate a person each night as the emergency driver/communicator**

### **Mental Well-Being (group 2)**

- **Give the whole group a chance to share their experiences**
- **Deliberately scheduling alone time/ personal time for participants (and time for them to connect with home to mitigate feelings of isolation)**
- **Respect people's individual choices/ don't pressure individuals (ex: if someone doesn't want to stay up late or drink that should be completely ok)**
- **Be explicit about available mental health resources (phone numbers, apps, etc)**
- **Ensure that students have access to medication they might need**
- **De-stigmatize mental health and physical health needs in the field (ex: still a lot of stigma around menstruation)**
- **Encourage (and be deliberate about) rest! Avoid a "just tough it out" mentality**
- **Respect and encourage other peoples' boundaries!**

### **Inclusivity and Safety (group 3)**

- **Reach out to Vanderbilt Resources for URM individuals on the trip**
- **Making sure there is a confidant in the group (e.g. the TA for the field)**
- **Make it known that there's constantly a safe space and encourage people to bring things up immediately if they feel comfortable ("oops/ouch" kind of thing) but also**

if people don't feel comfortable bringing it up in the moment they can go to the confidant

- Balance between providing general information that is relevant to the whole group vs. making it clear to URM participants that the trip organizers have thought through potential inclusivity and safety issues
- Include URM-specific language in the safety and field plan
- Conduct pre-trip survey with questions geared toward specific potential issues (cultural, religious, food-related, health-related)
- Solicit (anonymous) feedback throughout field trip (if multi-day)

**When things go wrong, what do you do? How should we prepare instructors and students for adverse to dangerous situations?**

- Require copies of emergency numbers and the field plan in each vehicle and for each person
- Review how to communicate with emergency services and how to share pertinent information quickly
- Site leader should prep TAs on what to do if they are incapacitated - from a medical emergency to if something happens if they've stepped away for a minute
- Providing students with identification or credentials that they can show (especially if students are ever working in small groups or working alone) → maybe required to wear orange jackets etc - to help identify as a student/part of a group
- AWG is working (?) on a free supply of menstrual products for people to take into field
- Instructors communicating emergency plans to students very clearly (not just prof or TA knowing what to do but rather everyone on the same page)
- Personal locator beacons especially when in areas with no cell service.
- Ideally everyone in dept first aid certified (and/or wilderness certified)