

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
 - 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
 - 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)
- 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 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