

URGE Deliverable Session 6 - Safety Plan

Deliverable - Safety Plan

Education is essential but action is also imperative for achieving the objectives of URGE. Therefore, each URGE topic is paired with deliverables for individual pods to draft and share.

This deliverable is a safety plan, whether you work in a laboratory or in remote field settings. Consider spaces in your organization as well as in the broader geosciences that have barriers to access for people of color. Much of the attention on this topic has been regarding field work but this also applies to spaces closer to home, e.g. a Black graduate student walking home late from lab work may be more likely to be stopped and questioned by police. Consider that Black, Brown, Indigenous, and other people of color will face different challenges from one another.

Suggested discussion questions:

- Where is your work done? Are these spaces uncomfortable or unsafe for people of color?
- What training does your organization require or offer? How often? Do you find this training effective? What would you introduce to make it more effective?

Deliverable:

Develop and publish a safety plan specific to your pod (lab, university, organization). This safety plan should include a code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training⁵. This safety plan can (and should be) a work in progress that is revisited and refined.

- Example Safety Plan: (Demery & Pipkin, 2021) www.preprints.org/manuscript/202008.0021/6
- Example Code of Conduct: [Basin Research Group](#) (under “Inclusivity and Diversity”)
- More Resources: https://serc.carleton.edu/advancegeo/resources/field_work.html

Pods should upload their safety plans to the URGE website by 4/16/21. We also encourage pods to post on their organization’s website and share over social media (#URGEoscience & tag @URGEoscience). Sharing deliverables will propagate ideas, foster discussion, and ensure Accountability.

CU Boulder URGE Pods - Deliverable 6

Develop and publish a safety plan specific to your pod (lab, university, organization):

1. Code of conduct as well as a process for reporting violations, as covered in your Complaints and Reporting Policy deliverable from Session 2.
 - a. CU [Student Code of Conduct](#) - includes alcohol and other drugs policies
2. Outline training resources that are available and requirements for antidiscrimination, bystander intervention, and de-escalation training.
 - a. Bystander intervention training (OIEC)
 - b. LGBTQ+ safe space training - Geo+ hosted in Fall 2020
 - i. Offered to all levels in the department
 - ii. Run by Center for Inclusion and Change
 - c. CU Center for Teaching and Learning - GTP - challenging teaching moments
 - i. Inclusive Communities of Practice through CTL @ CU
 - d. Trainings through the [Center for Inclusion and Change](#)
 - e. Trainings through the [Office of Institutional Equity and Compliance](#)
 - i. Bystander
 1. Becoming mandatory for all campus members soon
 - a. <https://www.colorado.edu/odece/campus-actions>
 - ii. Unconscious Bias
 - iii. Difficult Conversations/Classroom Dynamics
 - f. Trainings through [INSTAAR](#) (this links to Coursera courses, but were also virtual trainings Oct. 2020)
 - i. Antiracism
 - ii. Inclusive Culture
 - g. [Mental Health First Aid Training](#)
 - i. This is a major time commitment, but is also really good from my (Jen's) experience
 - h. [Health Services Trainings](#)
 - i. Trauma response
 - ii. Supporting Underrepresented Students
 - iii. Deescalation
 - i. Mandatory Reporter trainings -- required once every 3 years at campus level
 - i. Some departments make this a more frequent requirement
 - j. First Aid/CPR?
 1. [Mentoring compacts examples](#)
3. For field work, include a racial risk assessment of sites, a pre-departure checklist of discussions within the field team, procedures for documenting incidents in the field, as well as additional required or supported training.
 - a. Risk management trainings for field work settings

- i. Explicit safety plans
 - ii. [Link to flyer describing Risk Management workshop from 2020](#)
- b. Field work safety pre-departure form
 - i. [Example field risk + plan form](#) shared by Kristy (I think from CIRES?)
- c. Magnetic decals for cars?
 - i. Similar: baseball caps, labeled vests
- d. Satellite phones/GPS devices to be taken into the field
- e. Calendar keeping track of who is in the field/where they are/contact info
- f. CU's [MRS](#) has documentation on field safety plans
- g. [Field teaching specific suggestions/guidance from CU](#)

This safety plan can (and should be) a work in progress that is revisited and refined.

Stuff and Budget

- [Checklist](#)
- In reach or satellite phone
- First aid kits
- Decals and department "gear"

Checklists and Conversations

- [GEOL specific department letter for field work](#)
 - Need to consider policies about when conducting field work with people from other institutions that may have different rules and policies than CU? This comes up a lot for me but maybe not for other people
- Pre-departure [checklist](#) and convo starter document
- [Policy](#) document
- "Next steps" document for recommendations
- Example forms and checklists (Deakin University, Australia)
 - First Aid checklist:
https://www.deakin.edu.au/_data/assets/pdf_file/0020/228611/field-trip-first-aid-guidelines.pdf
 - Fieldwork Preparation Checklist:
https://www.deakin.edu.au/_data/assets/pdf_file/0003/228225/fieldwork-preparatory-checklist.pdf
 - Fieldwork for Students with disabilities:
https://www.deakin.edu.au/_data/assets/pdf_file/0003/228612/fieldwork-fact-sheet.pdf
 - Fieldwork Operational Checklist:
<https://drive.google.com/file/d/1HtuH8kS3R3xpRaMaRhUE9nfXFIACaAIC/view?usp=sharing>

Quick tip: to make a google doc link prompt the recipient to make a copy of the document, change the “edit” at the end of the link to “copy”

Ex: Shares the original:

https://docs.google.com/document/d/1f1Ckcp6i2tt9sT2vAKr3TdedCIIIGKnmesLx6ef_Myj8/edit

Forces a copy:

https://docs.google.com/document/d/1f1Ckcp6i2tt9sT2vAKr3TdedCIIIGKnmesLx6ef_Myj8/copy

Recommendations

1. Make some key trainings mandatory
 - a. Create a rolling system to implement these consistently. ALL department community members have to take one of the trainings each year and they take each of 3 required trainings once every three years. This will decrease the time commitment per year but also mean that community members stay refreshed and engaged in these dynamic topics.
2. Make key trainings apart of faculty annual reviews
3. Generate some way to assess the quality of trainings and workshops and allow for the improvement of them through time
4. Develop a suite of “[conversation starters](#)” about how to talk about field risk and nuance
 - a. Set of questions or prompts that are flexible for situation or scenario but will help with more explicitly framing field or lab experiences
 - b. Use existing documents that we can use as a guide or teaching tool
 - c. Specific advice for supporting and creating safety for people of color commonly encountered environments (field, laboratory at other institutions, conferences, etc)
5. Develop comprehensive list of resources for field
 - a. What does the department own?
 - i. <https://docs.google.com/spreadsheets/d/1e9i7yTqTdtioieqnCleRbw-2p7bjlH FdW0xcLV8nQ/edit#gid=0>
 - b. What needs to be added?
 - c. Who is going to maintain the list and monitor the check in/out process?
6. First aid kit and emergency field supplies
 - a. In-reach device or satellite phone
 - i. See table below for details
 - b. [Stuff and Budget](#)
 - c. [Checklist](#) - field research list to promote all aspects of well-being
 - d. In reach or satellite phone
 - e. First aid kits
 - f. Decals and department “gear”
7. Have “emergency call” sheet that cascades through emergency numbers given to all students whenever any kind of field trip happens
 - a. Lab group specific or departmental call list

- i. Could use google voice number or link to an oncampus phone to transfer to personal cell phones
- 8. Intra-group interactions
 - a. Incident reporting structures
 - b. Structure to handle it the issue is the supervisor in the situation

Item Category	Name	Description	Price Per Unit	Units Requested	Total Price	Justification	Link to Purchase
Communication	Garmin InReach Mini	handheld GPS/Satellite texting and emergency device	\$349.99	5	\$1,749.95	Allows students to communicate with advisors, trip leaders, each other, and emergency services even when outside of cellular service. Field rugged.	https://buy.garmin.com/en-US/US/p/592606
Communication	Garmin InReach Subscription	Subscription for inReach devices. Note: cost calculated is per year, per device with device active entire time. Subscription plans vary from \$11.95/mo to \$49.95/mo. Pricing shown is for max estimated cost.	\$600.00	5	\$3,000.00	Allows students to communicate with advisors, trip leaders, each other, and emergency services even when outside of cellular service. Field rugged.	https://discover.garmin.com/en-US/inreach/personal/#subscriptions
Medical	Small First Aid Kit	small first aid kit appropriate for day trips within prompt reach of emergency medical services. To be carried in vehicles.	\$53.95	5	\$269.75	Basic medical supplies for dealing with minor injury and illness on day-trip field work and local field trips.	https://www.forestry-suppliers.com/product_pages/products.php?mi=36195&itemnum=25587

Medical	Backcountry First Aid Kit	larger first aid kit to be brought into extended backcountry field work, overnight field trips, and other travel that is not within immediate reach of emergency medical services	\$240.00	3	\$720.00	Advanced medical supplies for stabilizing major injury and illness until emergency services can arrive in backcountry situations, dealing with minor injury and illness. Appropriate for multiday remote field work. NOTE: users should have basic first aid training to use kit, preferred wilderness first aid training.	https://mymedical.com/products/myfak-firstaidkit?currency=USD&variant=19844419092576&utm_medium=camp&utm_source=google&utm_campaign=Google%20Shopping&qclid=CjwKCAjwu5CDBhB9EiwA0w6sLUZnOHDiBbKsKkW90IEctuzh-kkiuKvhYAbwmNAC2CPRXmvpZYbOBoCid8QAvD_BwE
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This is an outline of a potential field safety and conduct policy that the department could adopt. In some places, we have included suggested text to outline specific policies, while in others more development is needed and our suggestion is merely that a policy be created. Ultimately, these bullet points can be merged into a single field policy document.

- A general conduct policy (how to treat classmates, instructors, members of the community, outcrops, etc.)
 - Undergraduates on field courses are expected to adhere to the [CU Student Code of Conduct](#), including policies on drugs, alcohol, and weapons.
- A plan for what to do in case of emergency
 - {Primarily a list of emergency contacts, separated out by type of emergency and who needs to be notified}
- Safety in the Field
 - The instructor or team leader is responsible for providing a briefing on safety hazards specific to the area (e.g., sun exposure, rock fall, wildlife); students and/or team members are responsible for listening to this briefing and following location-specific safety guidelines, including the use of necessary safety equipment (e.g., hard hats, safety vests, radios for communication between groups, etc.).
 - A secondary trip member (the ombudsperson) will be designated. They are responsible for carrying the inReach device, and are a go-between for other trip members and the trip leader if members are uncomfortable with ongoing trip safety or behavior and do not want to talk with the leader directly.
 - When in doubt about whether something is safe, ask.
 - In general, fieldwork should not be conducted solo; a partner or group/team provides a better safety net in case of emergency. The instructor or team leader is responsible for keeping track of group/team members and not leaving any members behind. Students or team members should not leave the group they are with (unless they have explicit permission); we recommend use of the “buddy system”, which can include telling your buddy if you are taking a quick bio-break out of view of the rest of the group. If a larger group breaks up into smaller groups, the instructor or leader should make a clear plan for when and where the smaller groups will rejoin, and what they should do in case of emergency.
 - First aid kits and responsibilities: At least one person on every trip should at a minimum be wilderness first aid and CPR certified.
 - {something about expedition behavior and looking out for your peers}
 - {something about communication in the field?}
- Safety in Camp
 - {Something about stoves, campfires, etc., incl. Looking up regulations that restrict open flames}
 - {Something about choosing safe and legal campsites}
 - {alcohol policy}
- Operating Vehicles

- Only department-approved drivers are allowed to drive vehicles. Vehicles are to be used for transporting students/team members and equipment between field sites (or between field and campus/camp/lodging) and getting necessary supplies (e.g., groceries).
- Students are generally not allowed to use vehicles for other purposes or outside of the regular “working” hours of the field day.
- No distracted driving. We encourage the use of a copilot who can look up directions, answer phone/radio calls from other vehicles, play music/podcasts so that the driver is not distracted by handling their phone, maps, or other distractions while driving.
- Seatbelts are required at all times.
- The instructor or team leader is responsible for assessing driving conditions that might adversely affect safety (e.g., snow, deep sand, fording a creek, rough 4WD section), informing drivers of possible hazards beforehand, and giving drivers an opportunity to opt out of conditions/situations that they do not feel comfortable handling.
- If alcohol is being consumed on a trip, an absolute minimum of eight hours between the last sip and getting into the vehicle to drive is required.
- Policy for reporting harassment/bullying/etc. while in the field
 - Link to resources for reporting when back on campus
 - If you are experiencing harassment, bullying, or any other type of unsafe behavior from another student or from a community member, you should immediately report this to a trip leader (instructor, TA, trip leader for a research trip).
 - harassment, bullying, or any other type of unsafe behavior from a trip leader in the field that involve the leader and can't wait for reporting later
 - The trip ombudsperson may contact the department chair directly using the inReach without going through the trip leader. The chair will then make a decision about the next steps, depending on severity and urgency of the situation.

Stay Warm (or cool!):

- Footwear: this is a very personal thing. Bring shoes that you will be comfortable in all day and will give you the ankle support your body needs for the work you're expected to do.
- Socks: As Lieutenant Dan says in Forrest Gump: "Take care of your feet and try not to do anything stupid! Always change your **socks!**". If you expect lots of hiking a pair of thicker, taller socks will be your best bet.
- Pants - think about a pair of pants that you'll be comfortable hiking in, sitting in the car for 6 hours in, squatting down to see that one rock in.
- Underwear
- Layered tops - you won't necessarily need everything below, but think about being able to make adjustments on the fly throughout the day. Sun level, wind, and time of year can all rapidly influence temperature. As a rule of thumb, bring ~3 top layers to play with. In Winter you may want more layers (4+), and in the peak of summer you may want less (<3).
 - T-shirt / tank top
 - Thin sun shirt - sometimes you'll feel cooler with a light-colored long-sleeve that keeps sun off your skin and is breathable than you will in a t-shirt
 - Long sleeve T-shirt
 - Fleecy layer
 - Puffy/warmer layer
- Hats - 1 hat to protect you from the sun (useful all times of year), 1 warm hat in fall - spring.
- Gloves
 - In winter take the same approach we took to tops: the more the merrier! Bring at least 2 pairs in winter so that if one gets wet you have backups. Usually, 2 different weights can be helpful (thin that you can write in/do fiddly things in + thick that will keep your fingers warm)
 - If you expect to be doing any digging / trenching a pair of work gloves can be great. Ask your instructor if this is something you might need.

Stay Dry:

- Rain Jacket
- Rain pants
- Umbrella - Look at the weather, consider what your field work is like (will you already be carrying 50 lbs of rocks and adding the umbrella will be the proverbial straw that broke the camel's back?)

Be Productive:

- Journal or packet you will need to do your work
- Pens / pencils - a good sharpie can do wonders for you (colored pencils if you will be doing sketches)
- Ruler for scale! Great for taking measurements and professional looking field photos
- Something to take pictures with - smartphones are great

- If you will be doing structural geology: compass w/ a leveling bubble (bonus if it can also do slope angle!) on it for taking strike
- Are you taking samples? Bring things to appropriately take the samples you want (e.g. water pump, rock hammer, chisel, etc.) and to take them home safely (e.g. vials, sample bags, tin foil, etc.)
- Bonus: a small whiteboard with vis-a-vis or dry erase markers to write time, date, sample site, etc. to take pictures with.

Look Good:

- Sunglasses (if you are taking rock samples and will be doing hammering/trenching/etc. These are mandatory! A rock chip in the eye is a real bummer.)
- Car shoes (but be respectful of your car-mates if you got stinky feet)
- An extra hair-tie (or 2)
- Camera

Stay Healthy

Stay hydrated

- For day trips - 3 L of hydrating fluids (you will need more water than normal while hiking/digging/thinking in the sun!)
 - If it will be cold: HOT DRINKS. Hot cocoa, hot tea, coffee, warm tang or just plain warm water will all cheer you up an impressive amount.
 - Drinks w/ electrolytes & salts (e.g. gatorade) or NUUN drink tablets
 - Any incentives you need to drink that water - e.g. a little lemonade powder
- For multi-day backcountry trips: water purification means. Options include water pump, aquamira, iodine, UV purifier, etc.

Stay fed

- Bring 500 - 1000 extra calories than you would normally eat (for example if you will be gone breakfast-dinner, an average person might bring 2500 - 3000 calories). Examples of ~500 calories: 2 cliff bars, a PB&J sandwich + apple, a package of frosted pop tarts. You probably will come home with some extra food, but that is much preferable to the other way around!! You'll likely be doing more than normal physical activity, and you can't be productive and learning if you're hungry! **Please talk to your instructor if you think this might not be financially feasible for you, we have mechanisms to make sure you're fed in the field.**

Bathroom hygiene

- Small bottle of soap (like Dr. Bronners) or hand sanitizer
- Period products. Some extra TP or wet wipes, a plastic bag, a pair of extra underwear, and a little bit of water dedicated to hand washing can also make this a more comfortable process. This is a nice resource: <https://www.rei.com/learn/expert-advice/backpacking-with-your-period.html> If you

have questions or concerns about dealing with menstruation in a field setting, please see your instructor.

- For people with a vagina: a pee rag can be really really nice on a multi day trip. Tie this to the outside of your backpack and don't mix it up with another bandana.
- How to poop in the woods article from REI:
<https://www.rei.com/learn/expert-advice/hygiene-sanitation.html>

Preventing and treating common injuries in the outdoors

- Blister care - bandaids, antibiotic ointment, tape
- Sunscreen!!
- Advil or tylenol that you can self-administer for headaches/aches and pains
- Benadryl in case of allergic reaction (e.g. bee sting)
- If you have an Epi-Pen, please bring it and keep it in a warm/waterproof and accessible location. Please inform your group mates and instructor of its location.
- If you use an inhaler, please bring it and keep it in a warm/waterproof and accessible location. Please inform your group mates and instructor of its location.
- Anything you may need for mental health wellness.

Be prepared in case of emergency

- Do you have the card with the department's emergency numbers?
- What do you need to stay in-touch in case of an emergency?
- Based on your instructor's/PI's recommendations (i.e. will they have a good first aid kit?):
First aid-kit that is appropriate for your level of medical training (e.g. if you have CPR training a rescue mask would be appropriate). NOLS Wilderness medicine sells good pre-made kits and supplies to build/supplement your own.
<https://store.nols.edu/collections/first-aid-supplies>

Instructions:

On the next page is a template for the departmental support letter to be taken into the field. Please edit the letter (checklist below) and then send it with any additional departmental approval documentation. The chair will return a signed copy of the letter to be taken into the field with you.

Checklist:

- Footer: chair's phone and email (via website)
 - Should this be the fieldwork coordinator? i.e. Maddy?
- Date (just below letterhead)
- Names of those who will be in the field
- Location of the fieldwork (be as specific as possible)
- Start and end dates for the fieldwork (these should be no further apart than one year, if the field work is occurring over multiple years, get a new letter once a year)
- Description of the field activities (ex/ mapping, sample collection, instrument deployment/maintenance, again be as specific as possible)
- Contact info for point person not in the field (whoever can answer emails/share info)
- Chair's name and title



DATE

To whom it may concern,

This letter certifies that NAME(S) (is/are) conducting research as a part of the Department of Geological Sciences at the University of Colorado Boulder at or around PLACE between the dates of START AND END. Their research supports our mission to advance understanding and appreciation of the Earth: it's resources, structure, processes, and history.

The field work being conducted consists of ACTIVITIES. Please do not interfere with this project or any instrumentation associated with it.

Permits, permissions, and overview documents for this research project are available either from the field team or by contacting NAME@colorado.edu.

Sincerely,

CHAIR NAME (Professor Robert Anderson)
CHAIR TITLE (Distinguished Professor and Chair)
Department of Geological Sciences

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
 - . Mobility constraints
 - i. Harsh weather
 - ii. Rugged conditions
- c. Social
 - . Family obligations that prevent participation
 - i. Unwelcome environment within class/field team dynamics
 - ii. Unwelcome environment within field environment
- d. Cultural
 - . Religious observances
 - i. 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)