

# Wilderness Risk Management Conference 2013-Jackson, WY

## 3 Plug and Play Staff Training Activities

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### 1. Values Clarification

- Goal
  - To identify incongruities between or among staff and administrators that create risk exposure.
- Facilitate (see attached exercise)
  - Work as individuals or small functionally grouped teams (role, seniority...)
  - Chart the results for the group
  - Discuss & analyze the differences
- Debrief why there are variations
  - Are they because of lack of policy clarity?
  - Are they due to personal assessment of what is risky?
  - Are they contextual/audience based?
  - Follow up and close gaps through education
- Design Tips
  - Keep it short, 15 items at most
  - Pick some policies, gray areas and key staff issues

### 2. Blind Spots

- Goal
  - To illustrate the limitations of our perception and build systems to illuminate our blind spots
- Facilitate
  - Show gorilla video with multiple changes
- Debrief
  - Show of hands, who saw the gorilla? The player leaving the game? The curtain changing color? All three?
  - In order to function our brains need to filter a lot of input
  - When we are concentrating on a specific task we miss other major things that may be going on, this is often called inattention blindness
  - Many of you who had not seen this video before missed the large hairy ape walking through the scene. Those that had seen it before knew what was coming and became complacent and self sure and missed the entire background color change and a person leaving the game.
  - Staff will have blind spots in an emergency created by their intense focus or simply due to “false expertise” or complacency.
  - This was a video, not a crucial situation. Imagine how much might be changing that you are missing during an evacuation from a building, a vehicle accident, during patient care, or in evaluating a terrain hazard.
- Facilitate
  - That video was tough; it was dynamic with multiple elements. Let’s make it easier. Your goal is to identify one major change in this scene.

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- Show gradual change video 3x, have people raise hands when they see change
- Debrief
  - Unlike inattention blindness, change blindness can be an issue when our visual field or auditory input is interrupted, or when change is gradual
  - Both of these phenomena are exploited by illusionists and magicians who focus or direct our attention away from where they are working.
  - Examples of change blindness include: Missing slowly changing patient vital signs, missing changing weather patterns, missing a subtle change in group dynamics, or missing events on the periphery of the primary event. In this case imagine you were scouting a river, you missed the inherent risk of the large boulder emerging in your travel path. These can also lead to false reporting of incidents and false memories of events.
  - To overcome our biological limitations, we need to create a culture where people realize they will not have the full picture, they must stop, question, and double check. We need to strive for deliberate competence. We need to take advantage of the entire group-we each see different parts of the whole.
  - Half of the people noticed the gorilla, half didn't. Compare results because collectively we have a lot of the relevant information. Ask yourself and the team, what am I missing?
  - Additionally we can use checklists and protocols, we can create distance and objectivity to better see patterns, and we can ask for help from our team-especially from those not under the stress of making a leadership decision.
  - Books like Blink have popularized the notion that unconscious decision-making is the highest form of decision making. More recent authors debunk that notion indicating that deliberate or conscious competence is ultimately the highest achievement. If we do not know how we make decisions, how will we teach others to make them?
- Design Tips
  - Choose from a variety of videos that all illustrate some aspect of inattention blindness or change blindness.
  - <http://video.pbs.org/video/1769197543>
  - [http://www.youtube.com/watch?feature=player\\_detailpage&v=\\_1Cp3Ux85IE](http://www.youtube.com/watch?feature=player_detailpage&v=_1Cp3Ux85IE)
  - <http://www.theinvisiblegorilla.com/videos.html>

### 3.3 Sentence Teaching

- Goal
  - You should be able to distill any topic, regardless of how complex, into three informative, simple sentences (principles). These three sentences/principles then become the backbone of your class, your practice, your debrief. You should be able to quiz your students after a class on the three main points you tried to convey. If they cannot discern them, you may have lost your message in the details.
- Facilitate
  - Demo a WFR diabetes 3 sentence class (Discuss that diabetes is a phenomenally complex disease, but that doesn't really matter to a WFR

- making a decision in the field, etc.). Diabetes is a disease process that affects the body's ability to process sugar. Diabetics can become ill when they have too much or too little sugar. If a known diabetic has a change in mental status, give sugar and evacuate.
- Divide into groups of 3-5 and come up with a 3-sentence campsite selection class. 7 minute time limit.
  - Hear reports from groups, transcribe into 3 words or 3 principles on the board. (Hazards, comfort, impact/LNT)
  - In the same groups, redo the same assignments with the additional context you are given (e.g. location, activity, age group). 7 minute time limit.
  - Hear reports from groups.
  - Debrief
    - It's all about the principles, everything else is context.
    - Understand what people need to know, what is helpful to know, and what is fun to know.
    - In the field, your audience, your location, your course length can affect your style of delivery, your choice of analogy or example, and the specific application of a concept, but it shouldn't affect underlying principles. One is style, the other is curriculum.
    - Teach your staff to use this when they plan classes, scenarios or debrief activities or days. It is also a great tool for mentoring someone doing something new.
  - Design Tips
    - Choose something that is common to your audience such as: campsite selection, water disinfection, LNT or packing for travel.
    - Consider a homework assignment with a more difficult topic such as: leadership or risk management!

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## Risk Management Values Clarification

Choose three of the following situations you find “tolerable” and three you find “intolerable”.

Tolerable Intolerable

- |                          |                          |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Participants use alcohol in the field.   |
| <input type="checkbox"/> | <input type="checkbox"/> | Minors are allowed to sleep in mixed gender tent groups.   |
| <input type="checkbox"/> | <input type="checkbox"/> | A program does not complete criminal background checks on staff.   |
| <input type="checkbox"/> | <input type="checkbox"/> | Staff lead participants on hiking routes where they have never been.                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | A program drives participants in 15 passenger vans with roof racks.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | A program chooses not to carry a communication device in the field.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | Driver training is not required for staff driving participants.  |
| <input type="checkbox"/> | <input type="checkbox"/> | A program with multi-day trips does not carry epinephrine.   |
| <input type="checkbox"/> | <input type="checkbox"/> | A program allows minors to hike unaccompanied by instructors.  |
| <input type="checkbox"/> | <input type="checkbox"/> | A program hires climbing instructors based on a phone interview.   |
| <input type="checkbox"/> | <input type="checkbox"/> | A program allows instructors to decide when participants should wear helmets while white water canoeing. |
| <input type="checkbox"/> | <input type="checkbox"/> | A program’s marketing material promises a “safe, rewarding adventure”.                                   |
| <input type="checkbox"/> | <input type="checkbox"/> | Legal counsel refuses to allow a program to track incident information and share information with staff. |
| <input type="checkbox"/> | <input type="checkbox"/> | A program does not disclose all activity details to their insurance carrier.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | Students are not expected to actively participate in risk management decisions.                          |