WRMC Action Steps 2015

The true value of attending the WRMC is in the resulting action you take upon returning to your organization. The following list is intended to help you know where to start.

Action steps are measurable tasks or ideas you should be able to do or implement in your program within a reasonably short time frame. They are not meant as large sweeping changes, rather as small steps to move you forward in your risk management strategy.

Each presenter has contributed three action steps from their 2015 WRMC workshop. In some cases the action steps parallel the main take home points of the workshop; in other cases the action steps are examples of a multitude of possible follow-up action.

The following action steps are arranged alphabetically and include pre-conference workshops and posters.

10 Steps to Better Risk Management
Alex Kosseff, Andrew Leider
1. Identify up to 10 steps your program can take to improve risk management fundamentals.
2. Establish a plan including human resources and a timeframe for addressing the risk management steps relevant to your program.
3. Evaluate the cultural barriers to addressing risk management in your program and commit to two approaches to overcoming these hurdles.

A Culture of Risk Management
Jonathan Igoe, Alec Norton
1. To increase staff ownership of a risk management plan, experienced staff present from their own experience at leader training.
2. To increase participant ownership of a risk management plan, staff review program goals and expectations with participants upon arrival. All agree to uphold high standards of personal conduct.
3. To create a culture of risk management, staff meet in person with directors at the end of the summer to review incidents, near misses and suggested improvements to training and summer operations.

Ambushed by Myself: Growing Beyond Several Unexpected Leadership Pitfalls
Lester Zook
1. Mine my organization's history for "teaching stories" that I can use in training to illustrate leadership mindfulness/mindlessness.
2. Identify areas in our operation and program where specific negative leadership dynamics may be at work ("toxic combo," "leaderless among peers"), and develop an action plan to remedy these.
3. Creatively develop several interview questions for prospective staff that integrate principles of self awareness and learning from past experience (and failure).

And the Winner is...(?) Hot issues, Hot Cases
Cathy Hansen-Stamp, Reb Gregg
1. Review your organization's risk management plan and/or policies to identify and address issues raised in this session's legal discussion.
2. Identify issues raised in this session that affect your operation and incorporate case discussion and outcome into your organization's staff training.
3. Work with legal counsel to review case law in your jurisdiction that address 3 issues raised in this session. As a next step, consider having legal counsel provide you with a brief review of case law and laws that specifically impact the different aspects of your operation and your documents, prioritizing discreet areas.

Blindspot: Near Miss Trauma
Brendan Madden
1. Program managers should adapt their near miss review practices to include processes for searching for the signs and symptoms of stress injuries.
2. Program managers should investigate support services to assist staff who have experienced occupational stress injuries (example: local therapists who are certified in EMDR).
3. Administrators should develop a plan to create a supportive culture around (a) reporting near misses, and (b) reporting signs and symptoms of occupational stress injuries.

Case Studies in Wilderness Medicine: Matters of Judgment
Shana Tarter
1. Review the experiences in which you have provided medical care, identify at least one thing that was different than you experienced in your training, and share that with your peers.
2. The next time you provide care in a remote setting, ensure you step away from the patient/scene, review your notes/verbalize your notes, and create physical or temporal distance before making key decisions.
3. Add an extended (12 or more hours) scenario into staff training to prepare instructors for long term care responsibilities.

Case Study of a Major Burn Injury and the Subsequent Litigation
Al Wright
1. Program managers will review and enhance their safety management protocols as it relates to stove safety and other potential equipment related failures.
2. Outdoor staff will improve practices for administering release forms to students and will increase detailed planning for post-incident emergency responses.
3. Managers will increase awareness of steps in the litigation process as a defendant.

Cases in Quantifying Risk
Ross Cloutier
1. In general terms, to understand that the ISO 9000 risk management standard exists and see how a risk manager might apply its structure to their own organization.
2. To take the Parks Canada risk assessment template and apply its process to other organizations.
3. To be able to take the Avalanche Avaluator and SAR Risk Assessment Guide and apply the risk management principles behind their development to other, new, wilderness risk management applications.

Checklist Manifesto for Outdoor Programs
Al Wright
1. Outdoor staff and managers will evaluate current-use checklists for effectiveness.
2. Staff and managers will adopt improved check-lists for their adventure activities.
3. Managers will adopt practices for training staff in use of the checklist system.

Climbing Incident Analysis: Mazama Case Study
Doug Wilson
1. Identify your organization's top 3-5 incident types using an incident pareto.
2. Brainstorm potential root causes for those incident types using Ishikawa diagrams.
3. Analyze commonalities in your incident data and work with your leaders to determine potential steps to reduce future incidents.

Communicating Through Crisis: A Holistic Approach
Will Marling, Skip King
1. Gain understanding of the impact of physical and/or emotional trauma experienced by victims, responders, and organizations – how it's caused, and how it radiates through entire communities.
2. Gain understanding of what the public wants to know, and how both conventional and social media work to answer those questions
3. Learn to align communications efforts so that essential messaging remains consistent and accurate, while being sensitive to the needs of both victims and organizations dealing with a crisis.

Contracting with Outside Organizations
Cathy Hansen-Stamp, Todd Duncan
1. Analyze your organization's current (or projected) contracting arrangements for vendors, organizations engaged in a mutual services arrangement or other third parties. Consider whether those arrangements align with your mission, and adjust as appropriate. Characterize the nature of the remaining relationships and develop screening guidelines.
2. Work with informed legal counsel to develop a contract template or template/s for your contracting relationships. Develop an administrative system for overseeing contract arrangement and negotiation, with attorney and insurance representative input as needed.
3. Consider targeted staff training regarding roles and responsibilities in contracting relationships.

Crisis Communications Boot Camp
Skip King
1. Identify key INTERNAL communications roles (news media, social media, family, staff, and government relations); determine who in your organization will handle them in a crisis situation.
2. Identify external human and physical resources that will facilitate crisis management, and pre-planning to establish necessary relationships to ensure smooth flow of information.
3. Identify mechanisms for skills development, and develop the framework for your own Emergency Communications Plan.

Crisis Management: A Preplan in Action
Drew Leemon
1. Identify three to five questions that would likely be asked of your organization in a crisis.
2. Craft organizational and crisis message points unique your organization.
3. Practice two new methods of monitoring social media.

Decision-Making: Errors of Perception
Gates Richards
1. Address decision-making strategies within your team as a concept worthy of attention, but do so without focusing on a specific decision.
2. Conduct some of these activities within your team to illustrate that we all have misperceptions–this is a fact, not a judgment.
3. Create a decision-making system within your team to minimize the chances of only one perspective being used in the DM process

Developing a Culture of Risk Management Throughout Your Higher Education Institution
Paul Tame
1. To identify risk management priorities and support champions across the institution/organization, leveraging administration and policy managers at all levels to develop common objectives and shared purpose.
2. Compile audit data and risk management resources, motivate the various parties to engage in dialogue and develop mitigation strategies.
3. Develop a cross campus/institution/organization culture of risk management across all departments and branches within the institution.

Dissecting Critical Incident Response: Applying Concepts to Your Own Program
Steve Smith, Amberleigh Hammond
1. Use the workbook to review your own written emergency response plan.
2. Conduct a crisis scenario using your emergency response plan to rehearse organizational response.
3. Revise or improve your emergency response plan based on the learning from your scenario.

Effective Outdoor Program Design & Management
Paul Nicolazzo, Joel Reid
1. To reduce incidents within an outdoor program, train your instructors to the point of failure for an accurate self and organizational assessment.
2. To increase instructor judgment, train your instructors in site management theory followed by field demonstrations and practice using established activity progressions sites.
3. In order to design and manage a outdoor program effectively, organizations should consider administrative candidates who are aligned with their mission and vision, have spent numerous years in the field as instructors and staff trainers in the activities they will be managing before being trained and mentored as an administrator.

Evolution of a Process: Recording and Using Risk Management Data to Improve Your Program
Nathan Trappe, Kate Farthing
1. Analyze your current process for collecting RM data and explore how each item contributes to the overall understanding of risk on your programs. What information are you collecting? Do you know why you are collecting it and what you want to use it for?
2. Develop a framework for developing a risk analysis tool for categorize incidents and accidents and creating dynamic, usable reports
3. Identify a timeline for updating your risk management reporting tools and set a goal for implementing a risk review and analysis process that can be completed within the year.

Green Horns to Gurus: Program Supervision Strategies for Managing and Supporting Field Staff
Chris Benson
1. Identify your definitions of competency, experience, and self-awareness for the needs of your program and staff.
2. Experiment with a paradigm that asks which quadrant your staff, or staff team are operating in. Use specific tools/strategies, and questions to help support the staff.
3. Do your own research that qualitatively or quantitatively looks at your safety results vs. your staff's experience, competence, and self-awareness.

Have You Got it Covered? Exposures That Could Lead to an Organizational and Financial Meltdown
Steve Neal, Sam Daume, Mike Lucas, Don Pachner
1. Plan a meeting with your insurance broker, legal counsel and other professionals to review your organization's insurance program coverages with a goal of understanding what is and what isn't actually covered.
2. Create or review Employee Handbooks and Forms, ensuring stated policies, practices and procedures clearly communicate standards of behavior for a non-threatening, respectful and diverse workplace.
3. Develop an annual process to ensure members of your organization understand the importance of timely and accurate reporting of insurable incidents.

"I'm not like the others:" 3 Activities to Minimize the Emotional Risk of Exclusion
Rachael Price
1. Facilitate three exercises from the "NOLS Inclusion Briefing Guide" (found in the WRMC on-line resource center) with your staff.
2. Encourage staff to use the "Iceberg of Diversity" activity (found in the WRMC on-line resource center) with program participants.
3. Every week, practice one act of allyship, and encourage your staff to do the same.

Inclusion and Cultural Competency for the Outdoor Educator
Rachael Price, Liz Hardwick
1. In the next season, facilitate three exercises from the seminar (and the accompanying facilitation guide) with your staff, and encourage them to facilitate at least one with students.
2. In the next two years, incorporate at least 5 structural inclusive practices per year within your organization to change your organizational culture.
3. Practice an act of allyship every week to support a member of a nondominant community.

Lessons from Leaving: Analyzing Student Motivations and Prevention Strategies for Early Dismissals
Graham Ottley, Curt Davidson
1. Implement at least 1 new training technique for field staff to mitigate behavioral or motivational issues.
2. Analyze how well your current staff training prepares your instructional staff for early dismissals and behavioral/motivational events.
3. Provide an understanding of how staff can prevent behavioral or motivational reasons for leaving the field.

Medical Topics for Remote and Wilderness Medicine
David Johnson
1. Programs should be aware of current medical concepts in order to develop sound, medically-related field policies.
2. Staff should be familiar with relevant, basic medical information so that they may perform more safely and competently in the field to mitigate risk and minimize harm to clients who may be sick or injured.
3. An understanding of medical risks, sound medical practice, and current epidemiology can aid program when selecting first aid training, training providers and consultants for a program.

Minimizing Risk When Working with 'At-risk' Populations
Kati Mayfield, Becca Polglase, Diane Girard, Julie Dubin
1. Look at your current program offerings. Consider how you have had to adapt these programs to new   audiences, or what it would entail to do so.
2. Meet with potential and current community partners who are working with the types of communities you would like to work with, learn from them.
3. Do you currently have the necessary liability insurance to work with kids or other "at-risk" populations? Contact your insurance provider if you aren't sure.

Mock Trial Focus Group
Tracey Knutson, Wilma Gray
1. Learn issues central to wilderness recreation lawsuits and discover the range of responses and attitudes that can be expected from jurors at trial.
2. Armed with these insights, program leaders/owners can assist your attorney to tailor strategy for handling a lawsuit to fit best with your organization, including discovery and possible settlement.
3. Provide risk assessment data useful for your program

Navigating Health, Safety, Security and Risk Management Abroad
Bill Frederick
1. Identify the 5 most significant hazards to your program.
2. Articulate specific strategies for prevention and mitigation of most significant hazards.
3. Develop transportation, communication, program vetting, contracting, and crisis management plans based on health, safety and security strategies.

NOLS Administrative Risk Management Training
Katie Baum Mettenbrink, Dave Yacubian, Brendan Madden
1. Take two exercises from the training and use them in in an administrative staff training in the next six months.
2. Ask your insurance carrier if they have tools that you can use for driving training.
3. Clarify emergency response roles and procedures, in writing, with your contractors.

Parent Phone Call Lab
Liz Tuohy, Emily Ledingham
1. Identify two characteristics or behaviors of potential parents (or clients) that are likely to hook you into angry or defensive communication. Write down one strategy for responding constructively to each of those behaviors.

2. Identify five pieces of information you want to have written down before making your next parent phone call about a behavioral incident. Then do the same for a medical incident. Incorporate those lists into your next staff training.
3. Identify two people in your program or a similar program who can serve as resources for you in preparing for or debriefing a challenging parent phone call. Contact those people in the next six months about serving as resources for you in the future.

Performing Under Pressure (pre-conference)
Deb Ajango
1. Create a realistic and intense/stressful emergency-based scenario (field or administrative) that can be used to improve instructor performance under stress.
2. Develop organizational guidelines or a create a form that can be used to help people give and receive effective feedback.
3. Create a useable and effective checklist that is single-task oriented and that can help guide employees through a field emergency.

Performing Under Pressure
Deb Ajango
1. This workshop will identify how and why people under-perform during intense situations. Participants will be asked to identify specific teaching methods that can be incorporated into their own organizations that can improve instructor performance under stress.
2. Participants will be given ideas for modifying field emergency action plans; they then will identify how these ideas can be incorporated into their own organizations in an attempt to improve instructor performance under stress.
3. Participants will be given ideas for modifying administrative action plans; they then will identify how these ideas can be incorporated into their own organizations in an attempt to improve administrative performance under stress.

Practicing Your Worst Nightmare: A Realistic Emergency Response Scenario
Gretchen Ostherr, Frances Mock
1. Use realistic scenarios to train leaders for responding to emergencies.
2. Review your Emergency Response Plan (ERP) to identify gaps in your communication, media relations and operational response.
3. Include a process for collecting evidence and witness statements in your ERP. Understand the legal issues related to emergency response.

Preparation for Field Activities in Uncontrolled Environments
Dave Story, Pam Collins
1. Risk Assessment Process
2. Hazard Identification and Mitigation
3. Risk Matrix and Summary

Preparing and Executing Effective Critical Incident Simulations with Administrative Staff
Mark Vermeal
1. Identify 3-5 plausible critical incidents.
2. Determine where on the simulation continuum their organization currently is and plan the first in a series administrative staff simulations.
3. Conduct the simulation and implement changes.

Psychological First Aid Toolkit
Laura Gladrey Griebling, Paul Dreyer
1. Participants will have greater understanding of the larger context of psychological first aid tools used in a multitude of disaster settings, and how they are currently being utilized in wilderness contexts.
2. Participants will understand the basic mechanisms and development of stress related symptoms following unexpected incidents
3. Participants will see and practice with some practical and reproducible tools that they can incorporate into their program settings when unexpected events arise. These tools will help support reduced development of stress related symptoms.

Ready for Prime Time? Crisis Training for Traditional and Social Media
Travis Taylor, Karmina Zafiro
1. To improve crisis readiness, your crisis communications "fast pack" should include a threat assessment, template action plan, audience matrix, social/media policies, incident control center checklist, and flow charts, logs and rosters.
2. When a crisis is imminent, always do a PANTCHEK:
   - Public welfare is the first priority
   - Assemble the facts. Once they are verified, Announce All bad news at once
   - No blame, No speculation, No repetition of negative charges or questions
   - Tell your side of the story or Take responsibility
   - Care and Concern for those affected – express it sincerely and right at the outset
   - High-level organization spokesperson – let the public see the crisis has top-level attention
   - Ensure that it will not happen again with a solid plan that will generate confidence
   - Keep a separate plan for moving daily business ahead
3. When refreshing your social media guidelines, ensure responses are geared toward genuine concerns and answer the big questions, consistently and quickly.

Rejecting The Binary: The Benefits of Considering Emotional Risk for LGBTQ Individuals
Kira McGieson, Elyse Rylander
1. Examine your organization's policies and practices regarding emotional risk management for LGBTQ individuals.
2. Include Queer Sense as a tool in your organization's risk assessment repertoire.
3. Introduce Queer Sense to staff as an additional emotional risk assessment tool.

Risk Management Metaphors from Baja Road Signs: A Guide to Risk Mindfulness
Eric Boggs
1. Identify two characteristics or behaviors of potential participants that that are likely to lead to poor risk management. Write down one risk-mindful habit for responding constructively to each of those behaviors.
2. Identify one metaphor that you want to have written down before making your next emergency phone call, a medical incident, and a behavioral incident. Incorporate those lists into your next staff training.
3. Identify two habits in your context that can promote risk-mindfulness (the practice of paying attention in a particular way, on purpose and in the moment)

Risk Management: The Traumatic Aftermath
Will Marling
As an introduction to area of crisis response and intervention:
1. To identify emotional needs after a critical incident, risk managers should diagram the emotional impact to determine priorities
2. To equip team leaders with skills to support those harmed and traumatized, risk managers should introduce crisis intervention checklists to team leaders during training
3. To promote physical and emotional health, risk managers should follow a self care checklist with every managed incident.

Sharing in Safety: Risk Management for Corps
Dave McEvoy, Jarrod Ball, Greg Moore, Rachel Lettre, Su Thieda, Jeff Parker
1. Incorporate new teaching tools into staff and corps member trainings.
2. Build a network of colleagues to share feedback and best practices.
3. Examine actual case studies and key decision-making points.

Structured Interviews: Moderating Risk Acceptance
Adam Brown
1. Identify the link between recruiting/hiring practices and potential exposure to risk.
2. Identify where their organization falls on the spectrum of interview complexity & style.
3. Provide framework and schema for raising the bar of organizational hiring practices and ultimately staff quality.

Supporting Struggling Participants: Strategies for Managing Behavioral and Mental Health Issues
Katie Baum Mettenbrink, Emily Leddingham
1. Define two zero tolerance and five case-by-case participant behaviors for your program, and check alignment between administrators and field staff at next opportunity by soliciting examples of each and discussing.
2. Query field staff about challenging behavior or mental health incidents they have faced. Chose 2-3 as case studies for next staff training or briefing. Talk through the case studies and identify what management strategies might be appropriate and how staff could determine whether the situation is field manageable.
3. Make a list of 5 questions you'd like field staff to consider in assessing a challenging behavioral or mental health issue. Aim for questions that will help your staff decide whether the participant should continue on your program.

The Law Says 'Yes' to Risk
Reb Gregg
1. Consider and discuss with your management team and staf the role of risk in achieving your institutional goals.
2. Discuss with members of your management team and staff your organization's legal duty of care and determine if enrollment and operations factors unintentionally alter that duty.
3. Determine if your operations serve the public interest sufficiently to justify a standard of care which may forgive simple carelessness.

The Normalization of Deviance
Aram Attarian
1. To become familiar with the factors associated with the potentially problematic safety concern of Normalization of Deviance
2. To identify, share and share the causes.
3. To create an institutional awareness of Normalization of Deviance.

The Value and Practice of Medical Screening
Amberleigh Hammond
1. Analyze what the purpose of medical screening is for your program.
2. Articulate your organizational risk tolerance as it pertains to medical screening, accepting participants, and the complexity of a possible evacuation.
3. Create/modify your medical form based on the purpose of their screening, staff training, and course environment.

Top 10 General Dos and Don'ts to Avoid in Liability
Tracey Knutson
1. Identify at least two areas where their practices intersect with or create potential liabilities.
2. Identify at least two areas where recent claims that have been identified in the law could be avoided in their operation.
3. Identify specific existing practices and/or policies and procedures for areas that can and should be updated or revisited.

Tough Mudder Tragedy: Lessons Learned (So Far)
Jill Penwarden
1. Identify ways to address an activity's inherent risks to the extent possible, including appropriate staffing, identification of and compliance with applicable safety standards, drafting and implementation of emergency response plans, and by setting participant expectations and rules.
2. Identify and learn ways to allocate risks when contracting with third party vendors.
3. Learn how to protect your organization by utilizing appropriate contracts and having insurance in place in advance of an activity or event.

Tower of Babel: Complexities in Inter-cultural Emergency Response
Tim Hare
1. List the resources that you currently have in place to support your international programs.
2. 2. Identify blind-spots (trainings, medical resources, cultural understanding) and develop a strategy for addressing them.
3. Find one person at this conference from a different culture and talk to them about differing perceptions of risk between your two cultures.

Training Your Leaders as Wilderness Medicine Instructors
Dave McEvoy
1. Participants will return to their employers/ organizations, review their injury and illness data (or lack thereof), and modify the suggested first curriculum for their own staff.
2. Participants will present the first aid curriculum to their own field staff, who will then deliver the information to their own students/ volunteers in the field
3. Participants will realign their organizations' risk management policies to better support the prevention of the most common backcountry injuries and illnesses.

Training Your Staff to be Risk Managers
Liz Tuohy
1. After you or your staff prioritizes one risk management area that needs better preparation, design an impactful training exercise to meet that goal. At the same time, cut lower prioity topics from your training.
2. Identify and address one thing in your organizational risk management culture that is preventing your staff from becoming better risk managers.
3. Align the risk management language in your organization's field staff interview questions, position descriptions, and evaluations.

Two Silos and a Crosswalk
Reb Gregg
1. Test the elements in each silo against your operation. Do they fit? What might you add to either silo?
2. Are there elements you had not considered (administrative support, or record keeping, for example)?
3. How would you grade your program with respect to attention being paid to the elements in each silo?

Travel Health for International Programming
Bill Frederick
1. Identify specific overseas medical resources for each itinerary and determine their relative capabilities.
2. Prepare staff and participants for international travel in regards to health issues.
3. Prevent and avoid travel related illnesses.

Understanding Andragogy: Designing your Staff Training to Motivate Adult Learners
Jess Wilson, Joanna Lemmon
1. Define difficulties within your existing staff training. Identify where Knowles theory of Andragogy (adult learning theory) is missing.
2. Prepare for your next staff training by including lessons or information based on the motivations of adult learners; thus better meeting the needs of your staff.
3. Post staff training – debrief with your staff on effectiveness of updated presentation of information. Were they engaged with content? Did they retain information?

Understanding Hotchkiss: What Happened and How it Impacts Your Program
Frances Mock
1. Consider the risks of your program and the scope of the warnings you provide to participants.
2. Confer with a local attorney about the law governing your programs on the scope of your duty of care and your duty to warn.
3. Consider additional safety precautions you may need to take to protect students from known risks.

WFR Recertification
Gates Richards, David Janney
1. Renew Wilderness and CPR certifications.
2. Use the course content to compare current trends in wilderness medicine decision-making guidelines with an individual's organization protocols.

3. Develop 3 wilderness medicine scenarios to use in staff training.

Working with Minors: Legal Issues
Cathy Hansen-Stamp
1. Review your program's participant agreement with legal counsel, focused on its application to minor participants, and their parent/legal guardians. Consider changes to the document specific to your jurisdiction's case and statutory law, the integrity of the agreement's language and other relevant issues.
2. Review your information delivered to minors and their parents. Are you accurately and objectively 'painting' the program to your public? Consider your word choices, including minor/parent personal responsibilities, the activities and risks.
3. Assess your current exposure to the risk of sexual abuse occurring in your program or being raised by someone attending your program. Once assessed, work with your legal counsel to understand the applicable law in your jurisdiction regarding the definition of abuse, and reporting or other requirements. Develop a basic plan to address issues of preparation, detection and reaction/reporting/response.