WRMC Action Steps 2017

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 2017 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, posters, and short talks.

And the Winner Is...(?) Hot issues, Hot Cases
Cathy Hansen-Stamp

1. Review your organization’s risk management plan and/or policies to identify or clarify 3 issues discussed in this presentation.
2. Identify 3 issues raised in this presentation that affect your operation and incorporate case discussion and outcome into your organization’s staff training on these issues.
3. Ask your legal counsel to review case law in your jurisdiction addressing 3 questions/concerns, relevant to your organization, which you identified in this presentation. As a next step, consider having legal counsel provide you with a brief review of case law and laws that specifically impact your operation, prioritizing discreet areas.

Antibiotic Resistant Staph Infections/MRSA
Anna Johnson

1. Develop a field/administrative staff training module to address the strengths and weaknesses of MRSA recognition/treatment within your particular programs/locations.
2. Evaluate your current pre-trip medical forms and post-incident documentation for infection specific situations.
3. Identify the most appropriate hygiene/first aid products you provide/expect your participants to bring.

Big Decisions In The Field (and Their Legal Implications) Part II
Leslie Arutunian

1. Review your organization’s policies for consistent field-based decision making.
2. Train for awareness and understanding of legal implications.
3. Align policies and practices with insurance coverage.

Blindspot: Near Miss Trauma
Brendan Madden
1. Re-design your program oversight and mentoring system to flag near-critical incident.
2. Train program supervisors to effectively debrief such incidents and provide effective support to affected staff.
3. Source an EMDR certified psychologist in your region who can provide counseling to staff as necessary.

Building a Foundation for Understanding Inclusion
Sydney Clark
1. Replace one book you are planning to read on a subject directly related to your work with a book on a similar subject by an author that identifies with a social group outside of the dominant categories.
2. Attend, and/or provide incentives for your employees to attend, one seminar or workshop on diversity, equity and inclusion in the outdoor industry within the next 6 months.
3. Join or organize a working group within your organization to address one specific area where there is room for improvement concerning diversity, equity and inclusion. Challenge yourself to look beyond sexism and focus on other daunting areas of inclusion in our industry, such as racial and ethnic diversity.

Case Studies in Wilderness Medicine
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.

Collaborative Risk Management: How a Park Agency and Contracted Recreation Providers Facilitate Adaptive Recreation and Risk Management
March Marchello
1. Identify and invite 3-5 individuals from within your organization, collaborating service provider groups, and/or other organizations serving similar populations to meet and consider a team risk management approach.
2. Develop and use a risk rating system for each program and track results.
3. Visit online instructions for developing Essential Eligibility Criteria.

Communicating Through Crisis: A Holistic Approach
Skip King
1. Help attendees understand how impact of a negative event radiates outwards from the incident, touching a large number of different groups.
2. Help attendees understand how to manage the interests of the public, via conventional and social media, in a way that provides the needed information while remaining respectful of victims and survivors.
3. Gain practical experience via simulations and role-plays.

Continuing the Conversation: A Plenary and Panel Discussion on Gender Questions
Paul Dreyer

1. Identify 3 specific actions to take within the next 6 months to make your organization's policies or presentation more inclusive and welcoming to LGBTQ communities.
2. Within the next 3 weeks, facilitate a meeting/gathering with colleagues or friends to talk about your learning from this session.
3. Within the next 6 months, develop (or further hone) a method to receive feedback about how equitable and welcoming others perceive your programs to be.

Creating a Comprehensive Risk Management Database
Kathleen Floberg

Participants will leave with:

1. Ideas for what types of data to collect
2. Processes to analyze and review data
3. Ways to move your staff culture towards a “pro-reporting” one

Creating a Culture of Practice
José González

1. Schedule a brainstorming session with your team to come up with ways to break down barriers to having your staff practice skills regularly and make it fun.
2. Seek out a colleague in the specific area you work in in outdoor education to be your “extra ear" or coach when you are practicing your next skill to master whether it's a parent’s call, kayak roll, belay escape, vertical rescue, or any other pertinent skill.
3. Identify three important, practice-able skills for each individual or department within your organization. Task them with deciding how to practice them and set a date _____ months out to review results

Crisis Management: A Preplan in Action
Drew Leemon

1. Build or utilize a simple template to develop a crisis management plan.
2. Identify key players in your organization who will be involved with crisis management and assign roles and responsibilities.
3. Run a crisis drill to determine current areas of strength and areas that need improvement in your organization's existing crisis response capabilities.

Crisis 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.

Effective Outdoor Program Design and Management
Paul Nicolazzo

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 an 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.

Emotionally Invested Risk Managers
Casey Montandon

1. Create a mission statement that staff/program are invested in and can stand behind.
2. Use a training scenario/real life situation to create an emotional response to why Risk management is the priority in the program.
3. Using real-life testimonials of parents/loved ones/guardians who are directly affected by the actions of our staff to create a greater responsibility.

Getting your Board on Board with Safety and Risk Management Meltdown
Mark Vermeal

1. Evaluate the effectiveness of your Board and Safety/Risk Management Committee in executing their roles in safety governance and oversight.
2. Evaluate the composition of your Safety Committee/Risk Management Committee, and the timing and frequency with which they meet. Is the committee composed of members with the skill sets that are necessary to be a valuable resource to staff? Are meetings held with the frequency and at times of year that are useful?
3. Implement a tool that uses safety as a metric for evaluating staff performance.

Have You Got it Covered? Insurance 101 with Exposure Scenarios that Could Lead to Catastrophic Organizational and Financial Loss
Steve Neal

1. Plan a meeting with your insurance broker, legal counsel and other professionals to review your organization's insurance program coverage with a goal of understanding what is, and what is not actually covered.
2. Build a staff training module to promote awareness of relevant coverage and specific steps to mitigate exposures.
3. Develop an annual process to ensure all members of your organization understand the importance of timely and accurate reporting of insurable incidents.

Honing Accident Analysis Skills: Classic Cases in Outdoor Pursuits
Jed Williamson

1. Participants will learn how to analyze conditions that can lead to accidents.
2. Participants will learn a format for analyzing accidents that have happened.
3. Participants will learn how to prepare themselves for possible next steps, which could include talking to parents/guardians, peers, administrators, and possibly lawyers – or testifying.

Hotchkiss Update: Where are We Now, What's Next?
Frances Mock
1. Assess the scope of the warnings you provide to participants to capture the risks of your activities.
2. Confer with a local attorney about the law governing your programs on the scope of your duty of care, your duty to warn, and your program's ability to utilize a participant agreement including a release of liability for negligence.
3. Consider additional safety precautions you may need to take to protect participants from known risks.

How To Feed Alligators: Ten Things You Need to Know About Communicating in a Crisis
Skip King
1. Gain insight into how reporters actually do their jobs, so that you can better manage media encounters
2. Gain insight into proper management of social streams during a crisis, so that you can both share information the press doesn't want to report and have better odds of controlling the spread of misinformation
3. Gain insight into pre-planning so that you can be more effective in both mediums.

How to Train High School Teachers to Safely Lead International Trips
Angus Murray
1. Review upcoming trips with a RAMS (Risk Assessment and Mitigation Strategy) document during workshop.
2. Review effective practices of their own programs using the 10 effective practices from the CAIS document.
3. Review how staff are prepared at their organization to lead off site trips.

Incident Management from a Litigator's Perspective: Facts, Honesty, and Compassion as Lawsuit Avoidance Techniques
Leah Corrigan
1. Review written materials discussing inherent risk and assumption of risk, and marketing materials to determine if message is honest and consistent.
2. Meet with staff and administrators to train on the importance of being comfortable with discussing inherent risk and getting client buy-in, and develop techniques that work within your organization for discussing and training on these issues.
3. Review your emergency response planning to determine if the methods or training are inconsistent with the bedrock principals of honesty, empathy, and information.

Incident Response: The Aftermath of Infectious Disease Exposure
Caroline Nassif

Here are our top 3:
1. Develop clear roles for your incident response team members that match your organization's needs for when a crisis arises.
2. Develop clear protocols when various partners are involved – who is responsible for what, and who is in charge.
3. Consider what you would do when one of your own staff, or one of your stakeholders, is personally affected by the incident.

We thought these would also be good action steps from our presentation:

4. Clarify which entities your organization needs to inform in case of an emergency. For example: local authorities, Public Health Department
5. Develop a clear template for reporting incidents that outlines the parties involved, visibly displays the timeline of events, and lists action steps.
6. Don’t forget to recognize your team for a job well done - we have an amazing team and we want them to know they are appreciated.

Injury in the Wild: Understanding and Preventing Outdoor Education Injury Incidents
Clare Dallat

1. Review the incident reporting tools your organisation uses and whether these tools facilitate a healthy ‘no blame’ reporting culture.
2. Identify whether your organisation’s incident prevention development process is data-driven and whether it values the input from key stakeholders.
3. Using the NET-HARMS ‘Hierarchical Task Analysis', review and conduct one that applies to your own organisation to enable the specific tasks associated with the design, planning and conduct of your programs to be risk assessed/ reviewed.

Interagency Incident Response: SAR Case Studies and Paddlecraft Safety
Steve Neal

1. Commit to pre-incident outreach to Federal, State and local gov't agencies, and other stakeholders.
2. Review your program and incident response plans to incorporate paddle sport safety preparedness and regional interagency coordination.
3. Coordinate a table top or real-time drill of your critical incident response plan that incorporates the role of regional stakeholders.

Leading Beyond Invincibility, Group-Think, Stupidity, and Other Catastrophic Attitudes
Lester Zook

1. Leaders should return home from the conference and read their organization's incident reports from the previous season, looking to identify evidence of "the human element" in each. These can be used to create learning case studies and develop experiential training approaches.
2. Leaders should identify elements in their client preparation and group-relationship building processes that may unwittingly foster group-think or destructive goal pursuit dynamics.
3. Leaders should consider developing an accountability relationship (with another leader, mentor, colleague) as a forum for conversing about and understanding personal leadership practices/tendencies that could become dangerous.

Lessons from the Lava Mountain Fire: Planning, Communications, Evacuation, and Post-Crisis
Matthew Cook

1. How to connect with local resources to create a plan that is realistic and actionable if an evacuation is necessary from your location.
2. How to plan for success WITH participants and not in spite of them.
3. What questions to ask your insurance broker and your insurance company in preparing for a potential loss of income or business interruption.

Dechįta Nezǫ Gots'udí (Living on the Land in a Good Way): Decolonization, Indigenous Knowledges, and Risk Management Planning
Jess Dunkin

1. Identify the Indigenous group(s) whose territory you live and work in. Learn more about your obligations as a guest in this territory.
2. Review your programming to see how it privileges certain ways of relating to and being on the land over others.
3. Explore how decolonizing and anti-colonial methodologies can make your organization and risk management plans more equitable.

Managing Behavioral Crisis in the Remote Setting
Laura McGladrey

1. Identify the purpose and intent of your screening and the information needed from applicants that is congruent with that purpose–eliminate questions from your screening protocol that do not support its purpose and intent.
2. Identify areas of sensitivity and privacy in your enrollment/application process and craft appropriate mental health related language/questions for screening interviews.
3. Identify areas of your enrollment/application process that are subject to the relevant laws discussed in this session and work with an attorney familiar with your state's and federal laws to review your application and screening process. Plan time to educate and train your staff on mental health and privacy issues.

Managing Risk Through Participant Engagement
Sara Stinnette

1. Review all pre-program/activity paperwork to ensure it includes all pertinent information for participants to help manage their own risks.
2. Identify three key moments during your program/activity that participants can be involved in managing the group's safety. Share these times with instructors to create teachable moments throughout your course.
3. Create a list of health/safety questions for instructors to complete right after participants have left. These questions should help your organization gather any health information that participants and their families may need going forward.

Navigating Health, Safety, and Security Abroad
Bill Frederick

1. To better anticipate potential incidents and emergencies abroad and effectively reduce their likelihood.
2. To more effectively respond to incidents and emergencies abroad and to mitigate the harm to all stakeholders.
3. To more strategically design all aspects of international programming.

NOLS Risk Management Training for Administrators
NOLS Staff

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.

Now What? Bringing the WRMC Back to Your Organization
Alex Kosseff

1. Develop a plan to bring ideas from WRMC to participants' organization/program.
2. Identify internal organization/program supporters and external resources to support the action plan.
3. Identify the next points of learning based on ideas from WRMC.

Offering Perspective: Industry Standards and Practices: What Does this Mean for Your Program?
Steve Pace

Use your improved understanding of the legal and practical implications of internal and external standards and practices to:

1. Review your organization's current internal practices and consider your intent and purpose–is your guidance delivering an accurate, appropriate and do-able construct for your staff? Adjust as appropriate.
2. Review your organization's current practices and compare them to relevant published standards and to current practices in the industry; adjust your practices as it appears prudent.
3. Get involved! Voice your concerns or comments if you believe that published standards or current practices could be improved or should be changed.

Online Tools to Enhance Instructor Training
Ryan Jaret

1. Identify opportunities to develop online pre-training materials to frontload information for your staff, and enhance in-person training effectiveness.
2. Evaluate you current training model, and develop instructor-centric resources.
3. Identify three to five ways that you could use online resources to level-set expectations for your staff.

Parent Phone Call Practice Lab
NOLS Staff

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.

Positive Behavior Supports in Experiential Settings
Brett Billings

1. Identify how a multi-tiered system of support can help organize staff responses to clients' behavior in experiential settings.
2. Identify positive behavior interventions and supports that can be used in experiential settings.
3. Identify best practices for systematically and consistently reinforcing desired client behavior.

Practicing your Worst Nightmare: A Realistic Emergency Response Exercise
Gretchen Ostherr

1. Create an interactive, realistic, scenario-based emergency response training to use with leaders in your organization. Build practice and role plays into your emergency response training to prepare leaders for emergencies.
2. Review your Emergency Response Plan (ERP) and other resources to identify gaps in your communication, media relations and operational response.
3. Create an Incident Response Matrix to guide your organizational response to different types of incidents.

Pre and Post Course Briefing as a Tool in Your Risk Management System
Josh Firmin

1. Develop pre-course and post-course briefing guides that cover discussion points relevant to your organization.
2. Incorporate pre-course and post-course briefings into your organizations current course flow system.
3. Create a system to record and save pre-course and post-course briefing notes so information can be easily accessed and revisited for future courses.

Protecting Your Program with Paper
Reb Gregg

Review your documentation, internal and external, and consult qualified counsel regarding alignment between the protection you want, and the protection you now have, in light of the contents of this presentation. Make the changes if necessary.

Rescue Me! Experience a Response to a Critical Incident Scenario on a Remote Maine Island
Adam Shepherd

1. Plan and execute a full organization wide crisis response drill.
2. Develop a crisis response that incorporates field management of an incident, organizational wide response the incident, and post incident debrief/strategies.
3. Develop coordinated response to critical incidents with local authorities (Portland Fire Dept., Coast Guard, and/or Cumberland Sheriff's department).

Root Cause Analysis: A Technique for Incident Investigation
Mark Vermeal

1. Identify areas of Organizational resistance to root cause analysis.
2. Revise incident reporting paperwork to incorporate appropriate root cause analysis techniques and outcomes.
3. Develop an incident analysis training course for Program Administration staff.

Screening for Mental Health: Medical Legal Considerations
Ann McCollum

1. Participants will identify 3 reasons why collecting and storing mental health information may present risks to the program.
2. Participants will describe privacy laws that relate to information gathering and storage in mental health and addiction.
3. Participants will describe 3 areas that require special consideration when asking mental health related questions.

Screening Participants for International Programs
Bill Frederick

1. Develop an Essential Eligibility Criteria for international programs.
2. Develop pre-existing management plans for international programs.
3. Create a destination program matrix for matching applicants to appropriate destinations.

Steering the Ship: Risk Management Training for Executives, Board Members, and Senior Leadership
Steve Smith

1) Plan a meeting with senior staff to assess organizational structure, roles and culture pertaining to risk management.
2) Evaluate how you receive and respond to incident data, not just critical incidents.
3) Identify three ways for the ED to role model and inspire a culture of risk management.

Strengthening Your Culture of Safety Through Onsite Safety Briefings
Caroline Dunn

1. Meet with your staff. Have each person independently describe the main hazards on your program and how to mitigate them. Share your responses, and identify areas to share knowledge and increase understanding.
2. Create an informed, full list of hazards on your program based on the above activity to inform your safety briefing.
3. Incorporate practicing safety briefings into staff training.

Student Applications and Interviews: Managing Risk Before Your Expedition
Colby Smith

1. Plan an internal review of your information gathering process and identify potential strengths and weaknesses. How does it enhance your risk management?
2. Find 5 questions that could enhance your organizations information process?
3. Identify technological advances that could enhance your organizations information process?

Training Your Staff to Provide Opportunities for Participant Independence Practice
Anne Peick

1. Make a list of three questions you'd like your staff to ask when preparing to provide students with the opportunity for an independent activity.
2. Make a list of three questions you'd like your staff to ask when assessing a participant's readiness to participate in an independent activity.
3. What are signs that a participant or participant group is not ready for an increased level of independence?
4. Bonus question: What role will junior staff play in providing independent activities?

The Assessment and Management of Spine and Spinal Cord Injuries in the Field: Where We Started, Where We are Now, and Why
Paul Nicolazzo

1. Review the spine management guidelines taught to your staff in wilderness medicine courses.
2. Contact your SAR and EMS agencies in your program areas to see what their current spine management guidelines are. Be prepared, they may differ.

3. Plan a meeting with your organization's physician advisor (and perhaps your risk management team) to discuss how your staff should manage potential spine and spinal cord injuries in the field given the current research and options.

The Checklist Manifesto and Beyond
Al Wright
1. Outdoor staff and managers will evaluate current-use checklist 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 and the crew resource management training system.

The Foreign and Familiar: International Programming as a Benefit for Wilderness Programs
Tim Hare
1. Create a clear plan and curriculum for building rapport and healthy relationships within your groups, regardless of your program objectives.
2. Identify areas where low perceived risk may be creating complacency in your risk management.
3. Evaluate the program complexity barriers to addressing risk management in your program and commit to two approaches that overcome these hurdles by converting these complications into better preparation.

Throwing Ropes on a River: Tool or Liability?
Nate Ostis
1. Modify all throwbags to eliminate inherent risks with entrapment.
2. Develop training regime that allows for proficient use of this high risk tool.
3. Create accountability system to verify throwbags are in acceptable field condition and that staff are actively maintaining their skill base.

Top 10 General Dos and Don'ts to Avoid Liabilities
Tracey Knutson
1. Entities should have greater awareness of where their practices intersect with new and increasing liabilities.
2. Entities will have a heightened awareness of what the latest greatest claims are being made by plaintiffs and their counsel and how to avoid those traps.
3. Entities will be able to take these issues back and examine their existing policies and procedures for areas that can and should be updated or revisited.

Training Simulations: Principles and Best Practices for Effective Learning
Katie Nelson
1. Improve implementation of field staff simulation training using these best practices and principles of effective delivery.
2. Deliver, to field staff instructors, new (and/or improved) simulation trainings in a progression to ensure appropriate understanding, implementation and execution of learning in the field.
3. Assess the effectiveness of current training strategies and design a plan to add at least 1 (or more) simulation trainings to appropriate subject areas.

Training to Failure and Other Unlikely and Highly Effective Training Strategies
Jeff Jackson

1. Use your own incident reports to articulate the boundary between normal and non-normal events.
2. Look for ways to provide training that has meaningful interaction with inherent risks in your program.
3. Focus on sense-making over decision making, on boundaries, and on coping skills.

What Did I Get Myself Into? A Presentation on Understanding Cultural Barriers to Making Public Lands and Outdoor Recreation More Inclusive
Reth Duir

1. Tools provided in the presentation will help participants improve cultural communication in their programs–1) review participant paperwork, packing lists, and health forms to be more understandable to your audience, and 2) identify 3 ways to improve cultural communications in your staff training and in your communication with program participants.
2. Participants will gain new ideas for improving their processes for creating safe and inclusive environments that encourage trust and effective communication between participants and staff-- an essential component for managing risk in wilderness settings. Identify 3 things that could be most intimidating to your program participants, different ways to recognize emotional stress, and ways to alleviate associated stress to create safer environments in your programs.
3. Clarify how the mission and goals of your programs are relevant to the audience you currently work with or hope to work with. Identify 3 ways your programs could be more relevant.

What Does Inclusion and Diversity have to do with Risk Management?
Steve Smith

1. Participants will identify operational elements that work at cross purposes with their inclusion efforts.
2. Participants will assess how they track / measure inclusion incidents on programs.
3. Participants will implement cultural competency training for their programs.

Wilderness First Responder Recertification
Gates Richards

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 Independent Contractors
Brett Christensen

1. Discuss with your team whether or not your organization is equipped to handle the risks inherent in working with an independent contractor.
2. Consider what you will require of an independent contractor, if you are to agree to work with them.
3. Develop a thorough questionnaire (or some other information gathering tool) that allows you to understand a contractor's approach to risk management and whether or not they meet your standards.