



WILDERNESS RISK MANAGEMENT CONFERENCE



Albuquerque, New Mexico
Oct. 30-Nov. 1, 2019

WRMC Action Steps 2019

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 2019 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, workshops, posters, and short talks.

#TimesUp: Go Beyond Policy in Managing Harassment

Victoria Kerr, AJ Wojtalik

1. Identify areas of power imbalance inherent in your operating structure.
2. Review sexual harassment and supporting policies.
3. Outline a basic staff training to deliver to your staff.

A Day in the Life of International Incident Response

Kirstin French, Kristen Dowling

1. Identify 1 new colleague in your industry who you can use as a resource when making tough risk management and mitigation decisions for your programs.
2. Review/audit your incident reporting and tracking system – is it capturing what you need it to? Are you able to report trends and statistics in a useful way? Do you have frequent frustrations that need to be addressed?
3. Review your communication systems and update them where necessary – how do you keep in touch with your team abroad? Do your international phones work? Are your home office staff available to all time zones?

Ability Awareness: Emotional Well-Being for People with Disabilities

Nathan Vink

1. Identify the different types of disabilities you have seen or may see come through your program.
2. Educate and empower staff members in caring for the emotional safety of people with different types of disabilities.
3. Identify different risk factors in people with different types of disabilities when taking them into backcountry settings.

Abuse Prevention as an Empowerment Tactic

Courtney Aber

1. Identify if your organization has policies on appropriate/non-appropriate touch and create clear guidelines for zero tolerance, situational tolerance, and acceptable if they do not currently exist.
2. Identify who collects information on rules broken and determine how the information is reviewed for trends and possible investigation.
3. Plan how to incorporate dealing with disclosure of abuse during a course.

Accidents in North American Climbing: Accident Reporting and Narratives to Prevent Future Climbing Accidents

R. Bryan Simon

1. Integrate real-life narratives into training to provide more realistic scenarios for response to climbing accidents.
2. Enhance your risk management protocols by identifying common danger zones in the climbing environment of your region and better prepare for potential hazards to staff and students.
3. Enhance your understanding of common accidents in your region by utilizing the historical data compiled in the 70 years of recorded accidents by using the AAC publication.

Adventure Risk Research Symposium

Jeff Jackson, Clare Dallat

1. Connect researchers working on wilderness and adventure risk/safety research
2. Share findings to create a platform for future collaboration
3. Focus on empiricism as a means of improving understanding or practice for wilderness/adventure risk management and safety

Almost Safe and Proud of It

Reb Gregg

1. Be sure staff and Board understand your legal duty of care to clients.
2. With legal counsel, develop a participant agreement which maximizes your defenses to claims of negligence.
3. Run a good program - keep your promises and take care of your clients.

And the Winner is...(?) Hot Issues, Hot Cases

Catherine Hansen-Stamp, Reb Gregg

1. Review your organization's risk management plan and/or policies to identify 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. Identify 3 questions/concerns, relevant to your organization, which you identified in this presentation. Have your legal counsel review your jurisdiction's case law to address those concerns. 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.

At the End of My Rope and Hit by a Rock and Stuck in a Hard Place: Two Patients'

Perspectives Vs. Perceptions

Jeannette Stawski, Christine Lagattolla

1. Articulate and identify how to expand empathy and give whole person care. This is important to a patient's confidence, composure, and attitude in a wilderness emergency.
2. Apply 3 growth opportunities and more actively participate in your next wilderness medicine training.
3. Identify 3 ways to alleviate additional stress to patients.

Behavior Management Through a Multi-Tiered System of Support

Brett Billings

1. Identify recurring behaviors that are unexpected, negative, or destructive within your program.
2. Identify and implement interventions and supports that meet the needs of ALL clients in your setting.
3. Train staff to implement interventions and supports that allow more clients to create success for themselves in your setting.

Beyond the Schoolyard Gate: Guiding Principles for Managing Risk Off Camp/School

Property

Ann McCollum

1. Network and contact the others in this presentation to share ideas – what works, what doesn't work? What do we have in common?
2. Consider the question of whether the camp/school should run their own program with their own staff or contract a third party.
3. Review off-campus/property activities and programs to begin to identify the risks in specific areas. Participants will be provided an easy-to-use chart/rubric for identifying and assessing such risks.
4. Plan a meeting with the appropriate school leadership to educate and discuss the need to intentionally and proactively manage risk in your program. If appropriate, discuss needed resources.

Breaking the Halo: Empowering Students in Outdoor Education

Katjarina Hurt

1. Read "Breaking the Halo" and assess the halos in your life.
2. Identify at least three ways you can address the halo effect in your course/program.
3. Schedule a time for your instructors/leaders to discuss the halo effect and how to empower your students to speak-up.

Building and Evaluating Decision-Making Skills

Sarah Carpenter

1. Identify common decisions that are made in your program that can be simplified or systematized - ie. assessing winter conditions in order to decide whether to travel on a slope or not
2. Build a crisis response exercise to integrate into staff training.
3. Employ 1 new technique for evaluating decisions instead of outcomes at staff training and with students.

Building Capacity for High School Students to be Backcountry Medical Providers

Allison McGuire, Madison Dressler

1. Create opportunities for high school students to train/certify/license and then be supported with patient care opportunities so that they can feed into your program. Identify opportunities for your staff to mentor young medical providers in a high school setting.
2. Identify a local Medical Reserve Corps unit or similar group that program leaders can have their wilderness medical providers align with to increase their number of patient care events outside of wilderness settings and in so doing support those providers in keeping their skills up and gaining greater levels of patient care confidence.
3. Document how many patient contacts individual wilderness medical providers have had in the last year and develop a plan to provide them each with additional patient care opportunities if their numbers are low.

Change Management: Creating a Wilderness Expeditions and Risk Management Culture from the Ground Up

Mark Johnson, Lyle Walkinshaw

1. Identify local trip logistics systems in your organization that run well, and that other locations can emulate. Similarly, identify local trip logistics systems that need a fresh influence.
2. Invite an external audit of your trip logistics and risk management systems.
3. Go experience how another organization runs wilderness trips. Call it professional development, call it vacation, or call it research, but go play in someone else's backyard!

Communicating in Crisis (formerly "Crisis Management: A Holistic Approach")

Skip King

1. Gain an understanding of how to effectively communicate with those directly impacted by a serious event.
2. Gain an understanding of how to effectively communicate with stakeholders interested in a serious event - including staff, relevant government agencies, the press and the public.
3. Practice these steps in a collaborative session involving a series of tabletop simulations.

Compassionate Risk Taking for the Positive Future

Misha Golfman

1. Develop appreciation for risk-taking approach to life and education.
2. Take new healthy risks in their personal and professional lives
3. Hold effective risk management briefings with administrators, parents and students

Connecting to Nature: Culturally Appropriate, Inclusive, Risk Management Field Practices to Promote Community and Individual Health and Healing

Misty Blakesley, Marquel Musgrave, Reuben Chinana, Renae Lee, Tony Dixon, Colleen Fox, Melissa Harper, Christian Sommer

1. Identify traditional land custodians of land on which participants live and work
2. Find 3 ways to be more inclusive in your programs
3. Plan nature-based, culturally relevant programming/play for your program

Crisis Management: A Preplan in Action

Drew Leemon, Katie Baum Mettenbrink

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: Emotional Support for Participants, Staff, and Families

Suellen Sack, Steve Neal

1. Plan a meeting with your emergency response team and identify staff who are willing and are able to engage with people who are experiencing a wide range of emotions. Assess and train staff through scenarios with those staff.
2. What are your organization's principles and norms during and following an incident for the student, staff, and family
3. Identify and connect with local resources to assist your organization with facilitating emotions after a traumatic incident

Cultivating Outdoor Leadership Through Storytelling: An Introduction to Relational Public Narrative Practice

Darren Gruetze, Laurel Ady

1. When you hear a staff member or participant spreading a narrative that undermines healthy group cohesion, communication, or inclusion, use the stories of separation and connection framework to intervene by identifying and reframing stories of separation.
2. Train staff members to use the storytelling and resonance practices to develop organizational culture and inspire staff toward ongoing commitment, mutual support, and distributed responsibility.
3. Incorporate participant story circles modeled on the relational public narrative framework into existing programming, as an ongoing practice for participants to deepen their bonds and their sense of connection to your organization's mission.

Dechıta Nezo Gots'udı (Living on the Land in a Good Way): Supporting Indigenous Resurgence Through Anti-Colonial Approaches to Risk Management Planning

Jess Dunkin, Walter Bezha

1. Educate yourself, look inward: On whose territory do you live and work? What do you know about the history of this land and its Indigenous peoples, past and present? Do you and/or your organization honour or erase Indigenous histories, lifeways, land title, self-determination, resurgence?
2. Make connections, build relations, practice allyship: What are your obligations as an uninvited guest? What is important to the Indigenous nation on whose territory you are living/working? How can you support them, be an ally?
3. Think and work holistically: Broaden your understanding of the scope of safety as a concept to include culture, spirituality, mental and emotional health, ecological health/relationships, as well as physical wellbeing.

Emotional First Aid: Supporting Your Participants' Mental Health Needs

Jamie Robinson, Gary Robinson, Laura Thompson

1. Teach direct staff warning signs to observe in their participants
2. Develop protocols regarding how to respond to depressed, anxious, eating disordered, cutting, suicidal or manic students
3. Conduct helpful and effective conversations with students in crisis

Engaging Student Leaders in Documenting Risk Management Policies and Incidents in a College Outing Club

Rory Gawler

1. Document the roles of college staff and student leaders in developing a safety culture.
2. Implement free, online tools for tracking trips, including incidents and near misses.
3. Review the incident database and analyses with college outing club student leaders as an educational activity.

Enterprise Risk Management: A Strategic Approach to Managing Risk

Mark Vermeal, Mike Lucas

1. Lead your organization in an ERM exercise, including
 - building a Risk Register of your organization's risks
 - Heat Mapping your risks to prioritize the top risks
 - Identify mitigation strategies for the top risks
2. Schedule periodic check-ins to monitor progress towards risk mitigation
3. Schedule times to periodically assess the effectiveness of risk treatments (Mitigation and Transfer) to determine if the residual risk (the risk that remains after treatment) is in alignment with your organization's risk tolerance

Epi Laws: How to Find What You Need to Know

Frances Mock

1. Look for the relevant statutes in the states where you operate.
2. Use the chart (provided in the workshop) to indicate the requirements for each issue.
3. Confer with an attorney about whether your interpretation of the statutes are accurate.

Exclusive Spaces: Managing Inherent Risks to Traveling as a Visibly Marginalized Group

Colleen McHugh, Monique Dailey

1. Plan a meeting to examine how your organization defines and responds to inclusion incidents.
2. Design a resource/ training to strengthen staff ability to respond to micro-aggressions or discriminatory behavior.
3. Create a debrief resource that includes guidance for responding to inclusion incidents.

First Aid Protocols for Accidental Contact with Bear Spray

Mike Jensen

1. Learn about the chemical properties of bear spray and their impact on humans.
2. Learn current best practices for first aid treatment for contact with bear spray
3. Provide your input into the suggested protocols and share your bear spray encounter stories.

Gender Identity Inclusion Practices: Things We Are Learning at NOLS

Shannon Rochelle

1. Consider your pre-course/pre-event practices and identify current and new practices that may reduce physical, social and emotional risk for your gender-expansive students/participants.
2. Consider your on-course practices and identify current and new practices that may reduce physical, social and emotional risk for your gender-expansive students/participants.
3. Examine the physical spaces your students/participants and instructors inhabit and consider low(ish) cost ways to make them more welcoming and inclusive to those of all genders.

Have You Got It Covered? Insurance 101 with Exposure Scenarios that Could Lead to Organizational and Financial Loss

Sam Daume, Steve Neal

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. Build a staff training module to ensure 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.

Have Your Cake and Eat It: Understanding the ADA to Protect Your Program and Increase Inclusivity

Chad Olcott, Ben Tettlebaum

1. Draft or review Essential Eligibility Criteria (EEC) for your program(s).
2. Review your public-facing presence (website, marketing materials, etc.) to ensure that what you are putting out to prospective participants includes and/or aligns with your EEC and conveys that you do not discriminate based on disabilities.
3. Design and integrate into your staff training how to communicate appropriately with prospective participants regarding disability accommodation requests.

Holding Adult Volunteers Accountable: Walking the Staff/Volunteer Line

Brian Anderson

1. Consider how you might have Leader/volunteer accountability in your organization.
2. Train volunteer leaders to make decisions in the field.
3. Consider how Sierra Club is set it up with giving control to leaders and how changes might be made in your organization.

How to Hijack Heads and Hearts: Creating Culture, Psychological Safety, and Fast-Tracking Your Way to a High Performing Team

Amberleigh Hammond

1. Identify the signs and behaviors of a positive organizational culture.
2. Understand psychological safety and ways to create it to gain greater program outcomes.
3. Identify some ways to create faster, deeper connections between your participants and staff.

I Did Not Grow Up Like You AND I Still Belong Here

Mel Mac Innis

1. Each of us must do internal work. Leave the workshop with a list of resources to help individuals get to know their personal, positional, organizational and community power to make change.
2. Each of us can work with our organizations. Leave the workshop with resources to start a group in your organization to address toxic male, heterosexual, able bodied masculinity.
3. Each of us can work "on trail". Leave the workshop with ideas to work across organizations/groups to address toxic male, heterosexual, able bodied masculinity.

In the (Data) Field: Information Management as Risk Management

Sara Martin

1. Complete two maps of information cycles for your organization and identify connections between these cycles. (One such map will be started in the session.)
2. Inventory the tools (forms, software, etc.) your organization uses to manage the information in your mapped cycles and identify ways your tools are facilitating or inhibiting the flow of information.
3. Learn a new functionality for one of your information management tools (e.g. Power Query in Excel, dual-reporting in a database, layout changes to forms to improve usability, etc.) integrate that functionality into your system, and introduce the functionality to other staff at your organization.

Innovations in Wilderness Medicine

Seth Collings Hawkins

1. Review trauma management protocols to ensure evidence-based medicine is being applied to spinal cord protection.
2. Review trauma management protocols to ensure evidence-based medicine is being applied to hemorrhagic injuries.
3. Integrate psychological first aid principles into injury/crisis management.

Lawsuits, Legal Issues, and Lessons for the Outdoor Industry

Wilma Gray, Catherine Hansen-Stamp

1. Learn issues central to lawsuits filed against wilderness recreation programs.
2. Program leaders/owners can use the information to prepare risk management plans and documents.
3. Take away lessons learned specific to wilderness recreation programs.

Leveraging Technology for Managing Risk

David Gregory

1. Review your current systems for reporting incidents and retaining information. What backups are in place? How secure is your information?
2. Run a legal discovery exercise in your organisation. How well can you source and respond to an investigation and questions about an incident 6 months ago, or 7 years ago? Play out the scenario with your team.
3. Run a workshop on how you assess new technologies or methods in your organisation to help manage risk.

Managing Risk Through Participant Engagement

Kate Farthing

1. Count how many touch points your organization has with a student from the time they enroll up to the time they join you on program. See how many of those touch points give your HQ team the chance to align expectations with the student and go over any major risks of the program. Is there room for improvement?
2. Identify what technologies you are currently using to engage your students and families post-program; identify at least one new technology you could employ.
3. Review how your company continues to mitigate risks after your program.

Medical History Form Trends: The Pros, Cons, and Potential Consequences

Nadia Kimmel, Paul Nicolazzo, Leah Corrigan

1. Review the type, format, and consequences of their current trip medical history forms with their medical and risk management team.
2. Initiate medical form and policy changes based on the results.
3. Help administrators design policies and guidelines and provide resources that will support independent decision making for field staff in the event of a medical emergency.

Mental and Behavioral Health Crisis Management in the Wilderness

Coulter Stone, Mariah Loftin, Norman Elizondo

1. Review your ability and your staff's ability to manage mental and behavioral health crisis. Identify accepted tolerances for you program.
2. Train your own field staff in the basics of mental and behavioral health crisis management.
3. Know where to go to get additional training for you and your staff in mental and behavioral health crisis.

Near Miss and Expedition Trauma Response: The How of It

Laura McGladrey, Brendan Madden

1. Introduce the Stress Continuum Model as a stress management tool for your staff. Are you mostly in the green, yellow, orange, or red zone?
2. Rate your organization on the Stress Continuum Model. Is your organization mainly in the green, yellow, orange, or red zone? What is one achievable change at your organization that will bring it closer to the green?
3. Research and select a stress-injury support system, such as an EAP, for your organization

NOLS Risk Management Training for Administrators

Dave Yacubian, Kate Koons, Emily Ledingham

1. Take two exercises from the training and use them 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.

Psychological First Aid: Staff Training and Organizational Resources

Laura McGladrey

1. Participants will plan a course outline for teaching and implementing psychological first aid that fits their program's staff training module.
2. Participants will teach establishing safety and decreasing arousal as primary goals of field guides who are first responders to overwhelming stress (trauma).
3. Participants will develop mechanism to evaluate the effectiveness of their first year of program training in psychological first aid.

Reflections and Updates on a Sexual Misconduct Systems Review

Emily Ledingham, Liz Tuohy

1. Identify a range of behaviours that constitute sexual misconduct.
2. Identify barriers, and potential approaches, to a fostering a working and learning environment free from the distraction and harm of sexual misconduct.
3. Connect concepts of power and inequity to sexual misconduct.

Responding to Sexual Assault Claims from a Proactive and Reactive Perspective

Dave Dennis, Doug Stevens

1. Identify and implement a formal process for investigating sexually-related incidents including protecting and supporting the victim, removal of staff member from current group (isolating the situation) conducting interviews, gathering witness statements, complying with mandatory reporting laws, and mitigating business liability.
2. Reinforce importance for developing preventative measures including background checks for staff (at time of hire and annually thereafter), peer-reporting guidelines, establishment of external whistleblower support services, limiting internal gossip, media response strategies, and mitigating potential retaliation activity by either the victim or attacker.
3. Reinforce the importance of reviewing insurance policies paying special attention to exclusions. Talk with broker and discuss specific scenarios to ensure policies are covering real-life and potential risks.

Risk Management Approach and Tools: A New Stage of Development and Integration

David Mephram

1. Revise the risk-management tools that are used in my organization to determine if new functionalities would result in more effective information-processing practices that encompass more data.
2. In the approach put forward by my organization, identify gaps where important information is lost or where there is no adequate follow-up.
3. If I am an administrator, carry out a brief enquiry to determine if my organization has sufficiently effective tools to conduct risk-management tasks diligently. If I am a practitioner, ask myself how effective the tools made available to me really are and inform my supervisors of my needs in this regard.

Risk Management Lessons from Baja Road Signs

Eric Boggs

1. Develop a list of 5 key tenants of risk management that you teach.
2. Think critically about how they are taught and opportunities for creativity.
3. Develop 3-5 metaphors that explain complex content in "sticky" ways.

Risk Management: The Traumatic Aftermath

Will Marling

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.

Risky Business: Safety Reviews and How to Take Your Program to the Next Level

Cathy Fornaris

1. Look critically at your organizational practices and how to challenge the current stats quo in your operations.
2. Identify next steps to prepare for an effective internal review.
3. Apply tips and tools to move your program to the next level in terms of safety practices.

Safety Differently! Key Concepts from Safety Experts in Other Industries

Steve Smith

1. Identify 5 ways to share Safety Differently resources (articles, books, podcasts, etc) with your leadership team.
2. Identify 5 ways to apply the concepts of Safety Differently to your own program's policies, procedures, and training curriculum.
3. Identify 5 ways to apply Safety Differently to your organization's risk management tracking / metrics and incident reporting methodology.

Standardizing Training: The Effect It Has and How to Do It

Amber Barnett, Julia Makowski

1. Help Identify real gaps in instructors/volunteers/etc training hence closing the gap of risky practices
2. Allow for the program side to make strategic decisions using the assessment process as a guide
3. Standardizing training helps to ensure that all staff are training to highest standard based on best risk management practices eg: what is the industry doing?

Steering the Ship: Risk Management Training for Executive Directors, Board Members, and Leadership Teams

Steve Smith, Josh Cole

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

Stress, Trauma, and Mental Health in the Workplace: A Program to Build Organizational Resilience

Mike Pigg, Victoria Kerr, Laura McGladrey

1. Identify your own organizational needs and understand the considerations and steps in implementing a support system to address stress injury formation in staff and students
2. Identify several resources your organization can add to more effectively support students struggling with mental health issues on course.
3. Develop a list of external professional support resources that you should have on speed dial.

Sun Safety in Outdoor Programs

Anna Johnson

1. Examine pre-trip communications for opportunities to begin sun safety education.
2. Identify what factors are most likely to positively or negatively influence sun safety education and implementation in your program.
3. Develop a sun safety plan in your program that utilizes the best resources for your needs (which may include sunscreen, but is not limited to it).

The Body Doesn't Lie: Managing Risk Through Somatic-Based Learning

Tracy Rekart

1. Learn a process to regain access to a prefrontal cortex/executive function/thinking mind in high risk situations.
2. Understand how brain and body evolution/development informs risk.
3. Practice ability to maintain choice in complex situations.

The Waffle House Index: Learnings from a Diner in Hurricane Country

Todd Duncan

1. Outline the working model of a highly functioning emergency response system, to apply to your own program.
2. Identify 3 new elements of approaching and planning for crisis response that you are currently not doing.
3. Identify other external organizations that can shed new light on your emergency response initiatives.

Top Ten: Observations from a Recreation Defense Trial Lawyer

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 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 priority 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.

Updates and Overview: Navigating Health, Safety, and Security Abroad

Bill Frederick

1. Identify specific steps to improve particular areas of your international risk management strategies.
2. Formulate criteria for determining your institutions risk tolerance.
3. Identify ways to incorporate risk management into your curriculum to better achieve your program's pedagogical aims.

Walking Towards the Storm: Lessons from a Crisis

Jonathan Igoe, Tom Costley, Emily Ferrell

1. Assign roles and responsibilities to specific people at your organization and inform them of their crisis responsibilities. These include media, family relations, crisis response, and ongoing operations.
2. Generate a list of the people you must contact in a crisis: attorneys, public relations professionals, insurance agents (both liability carrier and travel insurance provider), board members, trustees, etc. Include office and cell phone numbers (where possible), and email addresses. Have immediate access to up-to-date login credentials for your website and social media accounts.
3. Plan the structure of your office space in a crisis so that you have adequate private space for conversations with the media, dedicated space for crisis response and, separately, space for ongoing operations.

We are Failing Our Leaders: A Discussion and Dialogue on How We Can Better Serve Our Field Staff

Kai Johnson

Uncommitted or "half-in" leaders are a risk to safety and program quality. To address this:

1. Gather data to identify and rate leader satisfaction, turnover, and burnout
2. Discuss this data with your leadership team
3. Develop policies internally to solve or improve these issues OR seek external help / resources to address these issues

Welcome to the Jungle: Navigating the Interface Between Social and Conventional Media in a Crisis

Skip King

1. Understand how social and conventional media intersect, and how they differ, when the news is bad.
2. Understand how to pre-plan for management of both major communications channels so that you're ready for an incident
3. Understand how to speak with each, so that your story is told accurately and fairly.

What White People Working with Folks from the Global Majority Can Do (and Not Do)

Mel Mac Innis

1. Participants will grapple with White supremacy and their role in upholding it (regardless of the color of their skin).
2. Participants will learn what they can do to after making mistakes.
3. Participants (white folks specifically) will leave the conversation with ideas on what they can do personally to create inclusive and equitable spaces.

When P and P Go Out the Window

Tyler Carroll

1. Training Methods that result in buy in from field staff related to safety related policy and procedures. Including methods for effectively using scenario based training for field staff's
2. Things Leadership can do to create a culture that prioritizes what is most important.
3. Do's and don'ts for creating Policy and Procedure that works

Wilderness Medicine: Inclusive Practices for LGBTQ, Transgender, and Non-Binary People

Colleen McHugh

1. Meet with your medical director to identify gaps in knowledge base and develop resources to support someone in a medical emergency.
2. Research the LGBTQ practices of medical services in your emergency plan or program area- adapt plans or write procedures to advocate for LGBTQ participant in your program.
3. Draft guidelines for conversations with LGBTQ participants about potential concerns during medical emergencies with the goal of gathering information in advance to best support them.

Wildfire in the Backcountry

Eric Levy, Scott Christy

1. Assess your organization's pre-planning before the next wildfire season, and based on the pre-planning considerations outlined in this workshop. Identify one step you can take to improve your plans.
2. Establish a point person in your admin team to monitor wildfire activity and stay in touch with land managers next season. Have that person connect with local agency personnel before next season to introduce themselves and establish a connection with your program.
3. If applicable, brief field teams (or create written practices) for how to identify dangerous signs of wildfire activity, and what to do if they see those signs.