

NCHC Partners in the Parks Committee Meeting
November 7th, 2019
New Orleans, LA

Leadership: Jayci Bash (Chair), Melissa Berninger (Chair-Elect), Christina McIntyre (Past-Chair)

In attendance:

Old Business

- NPS Internship Grant: Fully funded, will recruit an intern from previous PITP projects to work at Cedar Breaks National Monument (CEBR) during the summer of 2020. Jayci will take the lead on this and coordinate with CEBR and SUU's Intergovernmental Internship Cooperative (IIC).
- 2019 Project Summary/reports
 - Big Bend
 - Cedar Breaks
 - Zion
 - Appalachian Trail
 - Costa Rica
 - Bryce
 - Golden Gate
 - High Plains
 - Harpers Ferry
 - Sequoia
 - Crater Lake
- Scholarship Committee Report
- Budget Report

New Business

- 2020 Projects
 - Big Thicket
 - Cedar Breaks
 - Buffalo National River
 - Appalachian Trail
 - Costa Rica
 - Missouri River
 - Bryce
 - Sitka
 - Acadia

- Glacier
 - Alumni/Director's Retreat?
- Committee Membership
 - Welcome Rebekah to the leadership
 - Chair-elect?
 - Christina will stay as past-chair
 - Review committee roster
- New student registration forms
 - More detailed health information
 - How do we protect student health information?
- Additional items for project directors
 - Project safety and emergency plans
 - Incident reports
 - Satellite devices for emergencies and insurance coverage
- Internship Opportunities for Institutions-Josh and Paul
- Idea Exchange Saturday morning

Sample Outdoor Engagement Risk Analysis

Consider your project and complete the following questions. Please complete the form, save it, and turn it in as an attachment to your canvas assignment.

I. Trip Information Form

The completed form should be submitted at least 2 weeks before the departure. Copies should accompany project leads in the field, any permitting and collaborating agencies and the NCHC national office contact. Project leads should notify NCHC contact person and permitting agency if there are any deviations from planned itinerary and upon return to campus.

A. GENERAL INFORMATION:

Project:	Appalachian National Scenic Trail	
Instructor(s) Name Phone:	Christina McIntyre 540-230-3676 Mark Peach 890-234-6543	
Emergency contacts for instructor(s)	Jim McIntyre 540-230-4290 - husband Jason Peach 890-564-7891 - son	
National Park Service Contact Name Phone	Matthew Graves \ 123-456-7890	
	APPA Emergency Dispatch 703-772-0178	
Departure from Campus (Date & Estimate Time):	Thursday 5/17/19 9:00 am	
Return to Campus (Day, Date & Estimate Time):	Friday 5/24/19 12:00 noon	

Phone or SPOT Check-in's	Daily – time will vary by schedule, upon arrival at end of day location – but no later than 5:00 pm
Emergency Time: Campus contact person activates search & rescue if course instructor has not contacted SUU by the indicated emergency time and was not found when contacted at home/office/cell.	Friday 5/24/19 6:00 pm

Vehicle 1 Description & License:	University 12-passenger van		
Vehicle 1 Parked at:	Cherokee Flats Trailhead		
Vehicle 2 Description & License:	University 12-passenger van		
Vehicle 2 Parked at:	Cherokee Flats Trailhead		
Trip Pickup Location: (If applicable)	Cherokee Flats Trailhead		
Date & Time:	5/24/19 10:00 am		
Driver's Name:	Christina McIntyre	Driver's Phone:	540-230-3676
Driver's Name	Mark Peach	Driver's Phone:	890-564-7891
Nearest Hospital:	Giles Co. Carilion	Hospital Phone:	540-921-6000
Police Phone:	911 or by SPOT	Sheriff's Phone:	540-626-3800

B. Itinerary

Date	Start Location	Route	End Location
5/17	VT campus	Cherokee Flats to Pine Swamp shelter	Shelter and dispersed camping in forest- close proximity to Big Stoney Creek Rd.
5/18	Pine Swamp Shelter	PS Shelter to Alleghany Trail intersection on A.T. 600 yards north Alleghany Trail to camping area	Alleghany Trail – 37.439328, -80.616661
5/19	Alleghany Trail	Heading south on the A.T.	Rice Fields Shelter
5/20	Wildcat Canyon camping area	Rice Fields Shelter Lower loop trail along New River	Cherokee Flats

Maps in Use: USGS Maps 207 – 220; SW Virginia Appalachian Trail

Explanation of Hazards in Outdoor Recreation and Education

Any outdoor activity has inherent risks. When planning a project in the outdoors it is important to account for the risk, accept the ones you cannot change, and mitigating the risk you can. The following pages are designed to give you a model to view risks, and the information you need to identify and mitigate the risk associated with your outdoor engagement project.

I. Outdoor Activities and Risk

1. How do you define an accident? Definition - chance or what happens by chance; an event that happens when quite unlooked for; an unforeseen and un-designed injury to a person; an unexpected happening; a casualty; a mishap. Accidents happen. You are expected to be prepared and to mitigate the risks.
2. Risks can lead to accidents. Most risks in the outdoors can be separate answers into Environmental Hazards and Human Factor Hazards.
3. What outdoor activities will be incorporated into your project? What risks are there? (note: these are questions for thinking, you do not have to respond in writing).

II. Theory Of Accidents - How Accidents Occur

1) Dynamics of Accidents Formula

Environmental Hazards	Human Factor Hazards	Accident Potential
- Terrain	- physical condition	
- Weather	- experience	=
- Equipment	- skills	
	- fear	
	- communication	

Dynamics of Accidents Model

Environmental and Human factors can overlap to a greater or lesser extent. The greater the overlap, the higher the Accident Potential. The effect of combining Environmental Hazards and Human Factor Hazards multiplies the Accident Potential rather than simply being additive. The greater the number of hazards, the more quickly the Accident Potential can rise. For example:

2 Environmental Hazards x 2 Human Factor Hazards = 4 times higher Accident Potential

3 Environmental Hazards x 3 Human Factor Hazards = 9 times higher Accident Potential

A higher accident potential, does not necessarily mean don't go, but it does mean you need to take extra caution and be clear when it is time to return to safety if in doubt.

2) Examples of Hazards

When assessing the potential environmental hazards you need to look at three factors.

Environmental Hazards

1. Activity

Static - activities in which the environment is relatively unchanging (e.g. hiking)

Dynamic - activities in which the environment changes very quickly in unpredictable ways (e.g. whitewater paddling, biking)

2. Location & terrain

In remote locations you need to exercise additional precautions. One common method of accomplishing this is to list remoteness as an environmental hazard. For example, if you will be within an hour of medical care your remote environmental hazard = 0. If you are more than an hour from medical care your remote environmental hazard = 1. If you are a day from medical care your remote environmental hazard = 2. Below are some additional environmental hazards that depend upon your location and terrain:

- Rocky trails
- Walking off trail
- Exposed ledges
- Darkness
- Poison ivy
- Beestings

3. Season/Climate

Weather and the possibility of weather changes also have a significant impact on Accident Potential. Below are examples of environmental hazards that depend upon the season/climate:

- Cold temperatures
- Rain
- Overexposure to sun
- Snow

Beyond the activity, the equipment and driving/transportation are also considered environmental hazards:

B) Equipment

- Broken stove
- Boots not broken in
- Improper clothing
- Inoperative equipment

C) Driving/Transportation

- Bad road conditions
- Darkness
- Unfamiliar road
- Difficult road (CLASS I - VI)
- Other erratic drivers
- Pedestrians/cyclists

The second category is Human Factor Hazards. Below are examples organized into three categories: participants, leaders, drivers, and group dynamics.

Human Factor Hazards

A) Participants

- No awareness of hazards
- No skills to avoid hazards
- Resistance to instructions
- Irresponsible/careless attitude towards self, others, equipment>
- Need to "prove" self, macho attitude
- Poor physical strength, stamina
- Fear, anxiety

B) Leaders

- Lack of knowledge of environmental hazards

- Inadequate skills to extricate group and self from hazards
- Poor safety judgment
- Poor teacher of necessary skills
- Instructions unclear
- Poor supervisor, does not correct problems
- Ineffectual under stress
- Lack of solid plan

C) Drivers

- Poor driving skills
- Rushing to meet schedule
- Overly tired on long drives
- Not driving defensively

D) Group

- Group not yet formed, lacks cooperative structure
- Interpersonal frictions unresolved
- Poor communication patterns excessive competition
- Scapegoating or lack of concern for slow or different individuals
- Excessive pressure or stress to "perform" - macho
- No practice in working harmoniously under stress
- Lack of leadership within group
- Splintering into sub-groups

3) Sample Accident Scenarios

Think of an accident situation you have been in whether on an outdoor trip or in some other setting. Analyze the situation and list the Environmental Hazards and the Human Factor Hazards that led to the Accident Potential.

Environmental Factor Hazards

Human Factor Hazards

4) Teaching the Formula = Reducing the Accident Potential

If you are leading a group in your project, it is essential to teach the Dynamics of Accidents Formula at the very beginning of any trip (or prior to leaving campus) so that all participants are aware of how their behavior is directly related to reducing the possibility of accidents. Participants then can take some responsibility for their own safety. The formula gives you five basic things:

- a technique for evaluating risk potential in the field
- a tool for analyzing how accident potential can be reduced
- a decision-making tool
- a rationale for why SUU Outdoor Engagement has particular things we teach, particular rules and policies
- a rationale for why you make particular decisions

5) Environmental Briefing

A comprehensive Safety Program allows one to intervene to prevent Human Factor Hazards from overlapping with Environmental Hazards and thereby reducing the Accident Potential. In order to do this it is necessary to rethink from Day 1 of your project *what is the risk environment?* In planning a trip the leaders must examine the environment and the activities of the trip in order to ascertain what the possible environment hazards of that trip are. This information must be communicated to the group in the form of an Environmental Briefing at the beginning of the trip or experience with subsequent briefings when there is a change in environment or activity (e.g if a hiking group changes to canoeing the environment and activity have changed and there are different environmental hazards).

The first Environmental Briefing should follow the leaders' presentation of the Dynamics of Accidents formula. On longer trips it may be useful to have the participants do some of the Environmental Briefings once they are familiar with the formula. This can be done with the help of the leaders. The Environmental Briefings set a tone for safety and help inculcate the idea that the participant is responsible for his/her own behavior.

HEALTH HISTORY

***Please write NA (not applicable) in sections that do not apply instead of leaving them blank.**

Name of Activity Departure Date

Name Age Sex Date of Birth

Email address

Current Address State Zip

Permanent Address State Zip

Mobile phone Home Phone Parents Phone

Student/Year Faculty Dept. Staff Dept.

Occupation Height Weight

IN CASE OF EMERGENCY PLEASE NOTIFY

Name Relationship Phone

Address City State Zip

Insurance Company and Policy Number

Please list any medications (prescription and non-prescription) that you currently take, its purpose, and any side effects that you know of that may affect you during Outdoor Adventure programming

Medication	Purpose	Known side effects

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Please be very thorough in responding to the following medical issues

1) List and describe any injuries, operations, illnesses or physical conditions for which you are now under treatment or that requires regular medication (i.e. high blood pressure, heart disease, diabetes, etc...)

2) Are you ALLERGIC to any of the following? Please describe the allergen and the reaction.

Medications: penicillin, aspirin, sulfa, other

Foods: peanuts, dairy products, grains, shellfish, other

Insect bites: bees, wasps, mosquitos, other

Other: wool, latex, acrylic...

3) Have you had any of the following? Please state the year of occurrence and location on body where applicable:

Hernia	Dislocation	Fractures	Concussion
Back or neck injuries		Sprains or strains	Heart problems
Diabetes			

If **yes** for any please describe the current status of the problem:

4) List any other physical disabilities or chronic conditions (i.e. vision, hearing)

5) Do you tire easily, if yes explain why?

6) Do you have a perceptual disability? (e.g. dyslexia)

7) Do you have any emotional, mental or behavioral challenges?

8) Do you have any foot, ankle or knee problems?

9) Do you have a current tetanus immunization?

Date Administered

10) Do you have any special dietary considerations?

11) Have you had formal First Aid training? No Yes If Yes Please list what level (i.e. WFR, Red Cross first aid, nurse, EMT, WFA, etc...)

* Is your first aid training current? No Yes

Not very active

Very active

Level of physical fitness:

1 2 3 4 5

Non-swimmer

Advanced swimmer

Swimming level:

1 2 3 4 5