



Prescott College

Prescott College Field Manual 8th Edition

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Purpose of this Manual

The educational mission and philosophy of Prescott College is built upon hands-on experience that often cannot be entirely realized in a classroom. Fieldwork and experiential education are cornerstones of the College's curriculum. Field time within Prescott College courses ranges from semester, session, and block courses conducted entirely in wilderness settings, intensives for graduate courses, to short field trips for in-town courses, and field trips with external programs. Fieldwork refers to all off-campus activities conducted during a course. Field activities occur in many curricular areas, co-curricular areas, and programs of Prescott College. It is the responsibility of ALL Prescott College programs to run field activities in accordance with the guidelines and standards outlined in this manual.

In the context of this manual, "instructor" may refer to faculty, adjunct faculty, Orientation instructor, Orientation student instructor, teaching assistant, and/or field assistant. "Student" may refer to an enrolled student and/or a participant in a Prescott College course or field activity.

The safety objective of Prescott College is to prevent serious injury or death. Courses appropriately match field activities with educational objectives and foster an educated risk management awareness among participants that goes deeper than the guidelines and standards stated in this manual.

Prescott College recognizes that not all elements of risk can be eliminated all of the time in any setting and many risks are inherent to the activity itself. The College chooses to acknowledge and manage risk in a proactive manner.

Risk management and sound judgment are integral to the field-based experiential education process at Prescott College. They are woven into all field activities and modeled to students by the words and actions of each instructor. Risk management involves not only precautions to prevent accidents, but also a "what if" approach toward every experience.

This manual for Prescott College field courses was developed by faculty to communicate standard practices for field activities and the commitment of the College community to heightened safety awareness. It is highly recommended that instructors carry this manual with them to use as a reference during a course.

No manual can entirely foresee every possibility. If the guidelines recommended in this manual are not the best way to manage risks in the situation you find yourself in, use your judgment to inform your actions and report the situation to the Field

Risk Manager so Prescott College can continue to evolve its practices.

Instructors are encouraged to stop any activity if they become concerned about the activity itself, the students they are with, or their ability to supervise effectively because of illness, fatigue, or student behavioral issues. Thoughtlessly adhering to a schedule is a risk in itself.

RISK MANAGEMENT POLICY

Below is our overarching policy for the management of risk in field settings.

 Prescott College	Policy Number: 625	
	Policy Category: <i>Safety and Health Policies</i>	
	<i>Risk Management for Academic and Co-Curricular Programs Held Off-Campus</i>	
	Policy Summary: <i>This policy provides risk management guidelines for Academic and Co-curricular programs held off-campus.</i>	
Policy Owner: <i>Vice President, Finance and Administration</i>	Approval Date: <i>03/04/24</i>	Effective Date: <i>Upon approval</i>
	Scheduled for Review: <i>Spring 2027</i>	

Policy Statement
1. All campus policies, including the Faculty Policies and Procedures Handbook and the Student Conduct Policy, apply to Academic and Co-curricular Programs Held Off Campus. Additional conduct expectations may be added for specific academic programs held off-campus as highlighted in the Field manual or at specific field stations. 2. The “Prescott College Field Manual” is integral to this policy and must be followed at all times. 3. The President and Deans, upon consultation with medical advisors, the field risk manager, state agencies, and/or governing bodies, reserve the right to cancel any activity or to direct substitution of non-routine dangerous activity if mitigation efforts do not reduce the risk to the students. Reasonable safety standards must be met at all times. 4. Academic and Co-curricular Off-Campus Programs and Activities must conform to the following: a. Itinerary and Emergency Plan: For each off-campus trip, an itinerary and accompanying emergency plan must be filed with and/or approved by the appropriate academic/co-curricular program and appropriate office(s), including Field Operations and Field Risk Management. The itinerary and emergency plan will include information regarding the trip(s) schedule, contact phone number, emergency contact information for the program instructor(s), relevant course area emergency contacts (e.g., state agencies, Search and Rescue (SAR)), and evacuation options if needed. i. For some field station-based international programs, the off-campus trip may be semester-long and encompass multiple courses. In these special cases, the above comprehensive information will be filed only once for the entire length of the program. b. Roster of Participants: A roster must be filed with the appropriate academic/co-curricular program and office(s), including Field Operations and Field Risk Management. The roster will include the program participants’ names, contact information, and emergency contact information.

- c. **Safety Briefing:** All Program Participants must be aware of the health and safety requirements, potential hazards, procedures, and arrangements to be followed when participating in an academic program held off-campus.
- d. **Release of Liability:** The "Assumption of Risk and Participant Agreement" must be completed and signed by each Program Participant. The additional "Field Course Release Waiver" must be completed and signed by all Program Participants engaging in field-based activities at the beginning of each field course, field trip, or co-curricular activity and filed with the appropriate academic/co-curricular program and office(s), including Field Operations and Field Risk Management.
 - i. Kino Bay Center participants and staff, who are non-Prescott College students and staff, will sign center-specific releases of liability.
- e. **Field Manual:** Program Instructors must ensure that the protocols for specific field activities are met as defined in the Prescott College Field Manual.
- f. **International Programs:**
 - i. All international academic and co-curricular programming must adhere to the policies and procedures outlined in the "Prescott College Field Manual" and to our on-campus-based policies and procedures.
 - ii. All International academic and co-curricular Programs must carry a copy of the Travel Assistance Policy acquired through the Human Resource Office.
 - iii. Program Instructors will ensure that all documentation, including training, waivers, releases, copies of travel documents (e.g., passports), emergency contact information, and all applicable departmental requirements, are provided to the appropriate Academic Program Leader and/or appropriate administrative office(s), including Field Operations for all international programs before the commencement of the program held off campus.
- g. **Permitting and Access:** All field courses across curricular and co-curricular areas bringing students onto federal or state-managed lands or rivers must meet with the Director of Field Operations before any field trips to discuss permitting issues and procedures for local and regional areas. If you are requesting to use an area the college is not permitted in, you will be asked to provide information sometimes 175 days in advance (agency and area dependent). Do not assume the college has access to the area you would like to visit.
- h. **Alcohol/Other Drugs/Weapons:** Alcohol, other drugs, and weapons are not allowed during an academic program held off campus. In special circumstances, the Program Instructor or Field Station Manager can seek an exception from the alcohol prohibition from the appropriate Dean in conjunction with the Field Risk Manager.
- i. **Student Injury/Hospitalization:** In the event of a student injury that involves hospitalization or emergency/urgent care, the Program Instructor, or college designee, may be responsible for supervising the student until another college official or family member/representative relieves said party from responsibility. This depends on the type of evacuation (e.g., helicopter evacuation from a remote wilderness setting) and extenuating circumstances that may exclude the Program Instructor or college designee from accompanying the student to or staying with the student in the hospital or emergency/urgent care.
- j. **Course and Program Proposal:** As part of Prescott College's academic course change and proposal protocols, field risk management considerations must be included during the course or program proposal process, or if significant changes are proposed. Field risk management

considerations must also be included in the creation of new co-curricular programs or activities.

k. Authorized Volunteers:

- i. Authorized Volunteers must comply with all field risk policies and protocols and the Student Conduct Policy. They must complete the required forms in advance of the Off-Campus Academic or Co-curricular Program.
- ii. Authorized volunteers may be counted as instructors in determining instructor-student ratios for field activities. The Program Instructor will make those determinations in conjunction with the Field Risk Manager and/or Academic Program Leader.

l. Mentored/Independent Studies, Capstones, and Senior Projects: In addition to the stipulations described above, the Program Participant in Mentored/Independent Studies, Capstones, and Senior Projects must conform to the following:

- i. Gain approval of technical, remote, and/or international activities when under the umbrella of an organization through the Field Risk Manager before enrolling in the course.
 1. Must provide organization insurance, address, and contact
 2. Must provide written consent that off-campus risk management for this program participant will be provided by the umbrella organization, not Prescott College.
- ii. Provide proof of approval from the Field Risk Manager of technical, remote, and/or international activities under the umbrella of an organization to the responsible faculty member and/or appropriate offices before registering for Mentored/Independent Study, Capstone, or Senior Project.
- iii. Provide the appropriate faculty and office(s), including Field Operations and Field Risk Management, with an itinerary and emergency plan following the stipulations described above before participating in the course.
- iv. Provide the appropriate faculty and office(s), including Field Operations and Field Risk Management, with their contact information and emergency contact information before participation in the course.

Definitions

Academic Program Leader: The person responsible for the administration and coordination of an academic program at Prescott College. May also be referred to as Program Director or Program Chair.

Authorized Volunteer: Individuals not affiliated with the College as employees or students, designated by the Program Instructor to provide expert information and/or participate in the activity and travel with the Program Participants.

Authorized Volunteer Driver: A person driving a college vehicle (owned or rented) who is not an employee. An Authorized Volunteer Driver must be at least 21 years of age, possess a clean driving record, and participate in required training.

Field Course: Occurs in a field setting (e.g., Wilderness, river, climbing area, remote backcountry environment, field station, non-remote outdoor environment) and takes place over one day, several days, or multiple weeks.

Field Risk Manager: The person responsible for overseeing field risk management policies, protocols, and response across programs at Prescott College with the support of the Field Risk Committee.

Field Stations: Prescott College off-campus entities and facilities, operated by Prescott College employees, which offer off-campus programming and are located both nationally and internationally (e.g., Dopoi Field Station and Kino Bay Field Station).

International Studies: Occurs at a location outside of the United States

Mentored/Independent Studies, Capstones, and Senior Projects: Individualized courses of study organized under a Prescott College faculty member for an academic purpose related to an approved program or activity of the college.

Off-Campus Academic and Co-curricular Programs: An excursion away from the college campus that is organized and/or sponsored by an operating unit of the college or by a faculty member or other authorized employee of the college for an academic or co-curricular purpose that is related to an approved program or activity of the college. This definition does include Mentored/Independent Studies, Capstones, and Senior Projects. This definition does not include students conducting research on their own time, internships, individual student travel to conferences, and individual activities or placements in the context of the teacher education program or international study abroad placements of individuals.

Off-Campus Program Participants (Program Participants): Includes Prescott College faculty, staff, teaching assistants, students, student instructors, and Authorized Volunteers participating in the trip. Prescott College faculty, staff, and students not part of the class or program may participate with permission of the Field Risk Manager and/or appropriate Dean, but they do so at their own risk, and they must follow the same guidelines and requirements as other Off-Campus Program Participants and sign the necessary release form(s).

Program Instructor: The person responsible for the Off-Campus Academic or Co-Curricular Program who is a faculty/staff member/student instructor qualified to lead the Off-Campus Academic or Co-Curricular Program/Class/Activity based upon education and/or training.

Reason for Policy

This policy creates conditions conducive to the fulfillment of the educational purpose of an academic or co-curricular program held off-campus while mitigating risks to the health, safety, and security associated with any form of travel and/or activity in a field setting.

Responsibilities

For following policy:	The Program Leader and Participants of an academic or co-curricular program held off-campus
For enforcement of policy:	Supervising Dean of Program Leader
For oversight of policy:	Vice President, Finance and Administration

For procedures implementing the policy:	Supervising Dean of Program Leader, Field Risk Manager
For notification:	Policy Librarian

Procedures

Cross Referenced Policies

Faculty Policies and Procedures Handbook
Student Conduct Policy
Prescott College Field Manual

Revision History

I. QUALIFICATIONS FOR TEACHING FIELD COURSES & OFF-CAMPUS ACTIVITIES

This section details the institution's minimum expectations for instructors when conducting off-campus activities. When teaching off campus, instructors are expected to be competent in many areas including academics, group dynamics, skills instruction, and risk management. Instructor teams are sometimes used to maximize the safety and academic quality of courses. When teaching in the field, Instructors should be able to facilitate course activities within the safety objectives of Prescott College. The ability to achieve these objectives depends, in large part, on the instructor's experience, sound judgment, and skills.

A. **Approval to Teach Field Courses:**

All Instructors are to be approved to teach field courses by the Dean, Department Chair or designated person, often the Field Risk Manager (FRM). Updated Certifications will be filed with Field Operations and Human Resources. Resumes are to be filed with the Department's office detailing the Instructor's qualifications for teaching field courses.

B. **First Aid Training:**

All Instructors conducting off campus activities involving travel to locations in excess of approximately one hour travel time to a medical facility (a primary care facility) are required to be trained in and currently certified at the level of Wilderness First Responder and CPR or higher.

Many courses require additional risk management training and experience, including environmental and activity specific first aid and risk management skills. When applicable, these are listed under [Section XIV, Activity Specific Standards and Considerations](#).

C. **Qualifications for Approval to Supervise Field Courses and Field Trips:**

Instructors will be qualified by their training and experience to teach the curriculum and achieve the academic goals of the specific course they are hired to teach. All field course sites and activities, from urban field trips, to international travel, to car camping in developed campgrounds, and bivouacking on exposed peaks, pose risks that must be managed. The following general qualifications for activity management apply to all environments and activities. For more information about environment and activity specific procedures, please refer to [Section XIII](#) of this manual. Instructors leading field courses should:

- Possess the experience necessary to exhibit sound judgment in the environment and activities of the course.

- Have a practical understanding of pertinent environmental hazards and strategies for managing these risks.
- Have practical understanding of pertinent political and cultural risks, and have strategies for managing these risks.
- Have a sound theoretical and practical knowledge of the skills taught in the course and be aware of pertinent advances in technology, environment, culture, politics, and procedures.
- Be able to operate in the same environment, at a higher level of difficulty or complexity, than that required by the activities they are facilitating for students.
- Possess knowledge and experience in procedures related to emergency management and rescue pertinent to the activity.
- Possess the experience necessary to effectively facilitate environmental, risk management, and technical skills instruction for the group.
- Have knowledge of and commitment to minimizing harmful cultural and environmental impacts of course activities and the ability to teach an ethic of inclusion, equity, stewardship and social justice.

D. Group Dynamics Facilitation:

Group development, awareness of group process, and proper handling of group pressures help maximize the academic quality and safety of any field course or activity. Effective communication skills are an essential part of a successful field experience. Many accidents, injuries, illnesses, and difficult situations can be avoided with clear, honest communication about what is expected and the risks that need to be managed. When facilitating off-campus activities, instructors should work toward:

- Fostering a sense of trust, respect, and support within their group, leading to an atmosphere of emotional safety and inclusivity
- Creating a setting in which all students clearly understand the course related risks and expectations, and accept responsibility for their choice to participate.
- Addressing the needs and issues of the group and its members, and matching course activities to the physical and emotional abilities of their students, as well as course outcomes.

E. Instructor/Student Ratios:

Course curriculum, environmental factors, political factors, remoteness of activity site, instructor qualifications, permit and insurance requirements must be considered on a case by case basis in determining appropriate staff to student supervisory ratios.

- **Use of Supervisory Teaching Assistants in the Ratio:**

Many of our advanced Adventure Education students meet the above criteria C. for supervising activities and work for organizations such as Outward Bound and NOLS or in the recreational guiding industry. When student teaching assistants are highly skilled in an activity, they may be used, under the active supervision of the instructor(s) in charge, as instructors in the instructor-to-student supervisory ratio for field activities.

- **Teaching Assistant Qualification Screening:**

Determining whether a prospective teaching assistant is suitable to be considered in the staff to student supervisory ratio is the responsibility of the primary instructor. This determination is based on information gained from interviews with candidates, reviews of the Teaching Assistant Application Form (if applicable), and comparing the applicant's background skills with established activity specific standards. In some cases, field observations are used to determine actual skill levels. The instructor in charge may promote or demote a student as teaching assistant at any time based on the student's performance.

- **Insurance Requirements:**

Our liability insurance provider, and in some cases land management agencies, require us to maintain their established minimum instructor-to-student ratios for supervising specific activities. Prescott College has adopted guidelines for a minimum standard and for many activities we surpass these guidelines. Please refer to [Section XIV](#) of this manual for minimum supervisory ratio requirements for specific activities.

F. Developing an Effective Working Relationship within an Instructor Team:

There are as many styles of co-instructing as there are pairs of instructors. Each relationship is different because of experience, expectations, philosophy and personality. The vitality and strength of each pairing can be enhanced and maintained by allowing each relationship to develop intentionally. For this to happen, it is imperative that each individual take the time to understand the expectations, strengths, likes and dislikes of the other. At the heart of an effective instructor team relationship is the ability to give and take constructive feedback. The beginning of a course is the time to develop this ability. (The process outlined below is easily modified to form the basis for a first conversation with a T.A.). Prior to the start of a course, co-instructors should discuss:

- Personal strengths and weaknesses: identify them for each other and discuss how to best use each other's strengths and support the other's weaknesses

- Personal values and goals, which affect the course
- Positive expectations and hesitations about working with each other
- How to assess interpersonal and group skills
- Communication between co-instructors, including:
 - Decision making process
 - Conflict resolution
 - Communicating changes
 - Giving and receiving feedback
- Establishing clear expectations for student behavior in field settings, urban environments, foreign countries and enforcing the drug and alcohol policies. Communicate to the group the consequences for violating these common agreements and policies.
- Personal needs and preferences concerning:
 - Preparation lead-time
 - Organization
 - Pacing
 - When and how to add to the co-instructor's lesson
 - What to do when there is disagreement about lesson content
- What each tends to do when stressed or angry.
- Problems previously encountered in working with a co-instructor and how they were resolved, as well as any part played in creating the problem situation.
- In what ways will the co-instructors share/not share the course? (How much ownership does each instructor have in the direction? Who will take overall responsibility for risk management in different situations?)
- What professional development goals does each instructor have, and how can their co-instructor support their achievement?
- Establish a clear understanding (if needed with FRM or AE Program Director) of designated roles in emergency, risk management, or decision making situations.

G. Pre and Post course meeting with Field Risk Manager or Program Director of Adventure Education.

A pre and post course meeting with the FRM or AE Program Director should be scheduled when a new instructor is teaching a course or guiding an external program or co-curricular activity, an instructor is teaching a course that is new to them, or at the request of the instructors or staff or the FRM.

1. Instructors should complete and bring to the meeting all special paperwork associated with field courses.
2. Instructors exchange relevant medical, technical and pedagogical

information.

3. Areas to discuss include how the following aspects of the course went: academic goals, safety concerns, professional development goals, exceptional and challenging students, working relationship of the instructors, course area, interaction with land management agencies, and recommendations for the next time the course is run.

II. SAFETY BRIEFINGS

Risk management in a field setting depends a great deal on the attitude toward safety that instructors develop with the students in their class. This attitude is often called the “expedition mentality.” An expedition mentality considers risk management with every decision; it recognizes that an action that may be acceptable for a private individual may be unacceptable for a group affiliated with Prescott College in an off-campus wilderness or urban setting.

Tone Sets are the first step in building commitment, outlining expectations, and crafting expedition mentality on an expedition. It can be approached as a set of expectations between instructor(s) and students.

A. Content of Tone Set

- Clear articulation of the physical and emotional challenges students may face on course
- The program’s expectations of students that they will commit to meeting challenges and dealing with physical and emotional adversity to the best of their ability and a clear articulation of appropriate evacuation scenarios
- Instructor belief in their ability to complete the course physically and emotionally barring emergencies, and the our program’s stance on challenge and discomfort v. inequitable trauma
- Our commitment to support them and manage physical and emotional risks.
- Our reliance on positive, supportive, and equitable group culture to create successful orientations.
- Reminder that we cannot create “safe” spaces, but we can co-create positive and supportive and equitable group learning environments and manage physical, emotional, and environmental risks in dynamic settings

B. Safety Briefings

Safety briefings are another important way way of fostering an expedition mentality among the student group, and help to highlight the serious consequences of any accident or injury that might occur. Safety briefings should be conducted in preparation for any course activity that poses a potential risk or

represents a transition in environment or skillset (e.g., lighting a stove for the first time, spending time in an international setting, hiking in the rain, hiking over loose rocks, etc.). They are crucial when students are being introduced to new activities and skills, and are also used to reset an appropriate tone at the beginning of a day or after a long break.

Goal of the Safety Briefing

The goal of the safety briefing is for each group member to:

- Understand the skills involved in identifying and managing the risks that will be encountered on the trip.
- Consciously accept responsibility for their choice to participate in the activity.
- Understand and commit to the guidelines and procedures for participation in the activity, as described by the instructor.
- Fully understand the ramifications of an accident or incident and what actions would be taken.
- Ensure that the student group supports the College's safety objectives.

The Content of the Safety Briefing:

Instructors should ensure that the safety briefing includes the appropriate points from the following list:

- A detailed introduction to the activity and how it fits into the educational objectives of the course.
- A detailed explanation of the route, itinerary, activities, and hazards involved.
- A clear and detailed explanation of any cultural or political considerations that might relate to the safety and effectiveness of the group.
- The opportunity for group members to ask questions, and to express and discuss their concerns.
- Clear communication of Instructors' expectations of the student group.
- Individual and group commitment to participate.
- Clear explanation of the emergency response plan.

III. INTERNATIONAL COURSES

Instructors teaching international courses need approval from the FRM and will schedule a pre-course meeting to discuss the particulars of their course.

Courses traveling outside the United States offer unique opportunities and risks to be managed; these courses should be run within the cultural, legal, and practical context of the countries in which they operate. In order to integrate Prescott College courses with local cultures in a safe manner, the following general guidelines should be followed.

When leading an international course, instructors need to be aware of:

1. Changes in the political and social conditions that prevail in all of the countries through which instructors and participants travel.

Explanation: This is best done through consulting with the US Department of State, the United Kingdom's Foreign Commonwealth Office, and a local contact in the country that is being visited. The Australian and Canadian versions of the U.S. State Department are worth consulting as well. The Overseas Security Advisory Council (OSAC) is also a good resource.

2. Areas in the country that are to be avoided because of rampant crime or political unrest.

Explanation: This is best done through consulting with the US Department of State, the United Kingdom's Foreign Commonwealth Office, and a local contact in the country that is being visited. OSAC Crime and Safety Reports may be found through an internet search: "Specific Country", Crime and Safety Report.

3. The medical considerations particular to the countries through which instructors and participants travel.

Explanation: Instructors have a general knowledge of the health issues of the country and are also aware of particular plants, animals, and/or diseases that may have an effect on participants. Instructors and participants are informed of any immunizations required and CDC travel information is consulted. Students should be informed about the types of exposures they are likely to encounter and the best practices for avoiding disease. College students have been paralyzed by schistosomiasis and have died of malaria on international programs, both of which are preventable.

4. Protocols that need to be in place, including notification and evacuation procedures for emergencies in the country, and contacts with the appropriate U.S. and local officials that need to be made ahead of time. Students should routinely be registered at the US Embassy of the country being visited.
5. The country and culture(s) in which the course is operating, and how these affect planning activities.

Explanation: These considerations include but may not be limited to: a) being aware of and sensitive to cultural mores; b) knowledge of local customs; c) dress code; d) bringing - or not bringing - certain equipment.

6. Considerations related to providing adequate and appropriate nutrition for the location.

Explanation: This includes but may not be limited to: a) compensating for diet change because of available food in the country of travel; b) bringing water filters or other appropriate water purification methods.

7. The need to use good judgment when choosing transportation services.

Explanation: Many factors go into evaluating whether to use a transportation service. These include but are not limited to: what practical alternatives are available to choose from, whether the company has the proper licensing and certifications, condition of the vehicles, hazards inherent in the route traveled, the length of time the driver is permitted to operate the vehicle, etc. According to the U.S. State Department, motor vehicle accidents account for almost 50% of all US citizen deaths abroad by non-natural causes . If in a High Income country they can locate a reputable transport service pretty readily. If in a low/middle income country they may need to do a lot more work.

To facilitate the communication of the above information to students and the College, the instructor in charge of the course, or the program offering the course will:

- Create a substantive course guide containing the above information and other course specific information (example course guides are available from the FRM).
- Complete an international field risk management checklist (template available from the FRM) and submit to the FRM. This checklist will include the basic itinerary and emergency contact requirements in addition to the considerations listed above.
- A pre-course meeting between the FRM and the instructor in charge of the course will be scheduled prior to course registration to review the course guide and to discuss how any risks specific to the course will be managed.

International courses should use our Travel and Accident International Insurance. Information is available from the FRM. In most cases, instructors should call the

on-call insurance carrier number to coordinate evacuations and medical care, including air evacuations.

IV. "TIME OFF" DURING FIELD COURSES

Field activities, and the students participating in them, are supported and sponsored by Prescott College as an institution. This means that there are no "off" days when a group member can choose to do whatever they want. Participants are required to follow Prescott College policies and demonstrate appropriate judgement. However, down-time within established guidelines is encouraged. The following scenarios (A and B) demonstrate examples of *inappropriate* activities during "time-off"

A. "Time Off" in a Wilderness Setting:

In remote settings, accidents due to poor judgment during "time off" can lead to severe problems for the group and the College. For example:

- A student decides to go bouldering up a side canyon during an unstructured afternoon on a rafting course taking place on the Colorado River, something she does quite often in Prescott for recreation. She misjudges a foothold, falls, and breaks her leg. In Prescott she would go to the hospital for proper assessment and treatment.. On this course in the Grand Canyon, the group has the difficult task of evacuating someone with an injury. The course is changed dramatically, and the College faces the possibility of a lawsuit as well as the tremendous financial cost of the evacuation.

B. "Time Off" in an Urban Setting:

Poor judgment used during "time off" in developed settings can lead to accidents, as well as socially and ethically sensitive issues. For example:

- Students are given the afternoon "off" with no guidelines while laying over in La Paz, Mexico. A few students get drunk and go swimming in the harbor. While walking out of the water, a student cuts her foot on a piece of broken glass and attracts the attention of the local authorities. In this situation, the course schedule is negatively impacted and the reputation of the College is diminished.

C. Guidelines for "Time Off" During Field Courses:

It is unrealistic to think that students and instructors can maintain their energy levels for block and semester field courses without some "time off." Scheduling "time off" while away from Prescott is appropriate as long as students are provided clearly defined guidelines and limits for their behavior. Instructors need to present a briefing regarding "time off" that expresses their expectations and the rationale

for these limits. This briefing should include:

- Clear definitions of where students may and may not go.
- Clear explanations of acceptable and unacceptable activity and behavior.
- A clearly defined system, such as a check-out/in board, for keeping track of where students are, what they are doing and when they will return.
- It is often unacceptable or advisable to travel alone. Three people is a commonly recommended group size during “time off”.
- Time and place of group reunification.

V. DRUG FREE WORKPLACE & CAMPUS POLICY

The use of illegal drugs and the abuse of alcohol on Prescott College properties or in facilities controlled by Prescott College are prohibited by college regulations and are incompatible with Prescott College’s goal of providing a healthy educational environment for students, faculty, staff and guests. The following information is provided in compliance with the *Drug-Free Schools and Communities Act Amendments of 1989*.

Sources:

- Arizona Revised Statutes §§ 4-101 to -312
- Arizona Administrative Code Title 19

Effects of Drugs and Alcohol

- Although individuals often use drugs and alcohol to achieve a variety of effects on mind and body that are found to be temporarily useful or pleasurable, drugs can be highly addictive and injurious. A person can pay a price in terms of his or her physical, emotional, and social health.
- This can lead to risk taking behavior in regards to sexual health, the incidents of unwanted or unprotected sex when one is under the influence of drugs or alcohol is significantly raised, and drugs can be the trigger for violent crime. Economic and legal problems usually result when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic.
- In keeping with the mission of Prescott College and the requirements of state and federal law, Prescott College has adopted this program to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

Health Risks Associated with the Use of Alcohol

- Short Term Risks
 - Increased risks of accidents and injuries

- Alcohol-related traffic accidents (the leading cause of death for teens)
- Alcohol slows reaction time, decreases muscle coordination, and impairs vision
- Fatal overdose
- Unconsciousness or blackout
- Death by aspiration of vomit
- Nausea
- Gastritis
- Long-Term Risks
 - Increased blood pressure
 - Increased risk of heart attack
 - Brain damage resulting in permanent psychosis
 - Cancer of the mouth, esophagus or stomach
 - Liver damage (cirrhosis, alcohol hepatitis, cancer)
 - Ulcers and Gastritis
 - Pancreatitis
 - Birth defects
 - In males – testicular atrophy and breast enlargement
 - In females – increased risk of breast cancer
 - Prolonged, excessive drinking can shorten life span by ten to twelve years.

Health Risks Associated with the Use of Drugs

- Amphetamines (Crystal Meth, Speed, Uppers)
 - Malnutrition
 - Hallucinations
 - Dependence, psychological and sometimes physical
 - Delirants (Aerosols, Lighter Fluid, Paint Thinner)
 - Permanent damage to lungs, brain, liver, bone marrow
 - Loss of coordination, confusion, hallucinations
 - Overdose causing convulsions, death
- Depressants (Vicodin, Barbiturates, Tranquilizers, Methaqualone)
 - Confusion, depression, loss of coordination
 - Dependence, physical and psychological
 - Coma, death (caused by overdose)
 - Can be lethal when combined with alcohol
- Hallucinogens (LSD, PCP, DMT, STP, Mescaline)
 - Hallucinations, panic, irrational behaviors (which can lead to increased risk of accidents, injuries)
 - Tolerance overdose leading to convulsions, coma, death

- Possible birth defects in children of LSD users
- Intravenous Drug Use
 - Places one at risk for HIV infection (the virus causing AIDS) when needles are shared
- Marijuana and Hashish
 - Chronic bronchitis
 - Decreased vital capacity
 - Increased risk of lung cancer
 - In men lower levels of testosterone and increase in abnormal sperm count
- Stimulants (Cocaine, Adderall, Ketamine)
 - Painful nosebleeds and nasal erosion
 - Intense "downs" that result in physical and/or emotional discomfort
 - Tolerance and physical dependence can develop
- Narcotics (Heroin, Morphine, Codeine, Opium, Fentanyl*)
 - Malnutrition
 - Hepatitis
 - Loss of judgment and self-control leading to increased risk of accidents, injuries
 - Dependence
 - Overdose leading to convulsions, coma, and death

Alcohol Use at the College

While the College's alcohol policy reflects current interpretations of federal, state and local laws governing the possession, distribution, and use of alcohol, it also expresses the College's commitment to responsible drinking and behavior. The following regulations apply to all functions sponsored by College groups on and off campus. Non-College groups that use College facilities may not serve alcohol unless approved by the College.

College Functions

For the purposes of this policy, "function" is defined as a gathering sponsored by Prescott College, or any of its constituent groups, at which alcohol is served. The presence of alcohol at these functions creates a need to manage the activity with care and to be more concerned with the conduct of those present. Those who plan to choose to attend functions where alcoholic beverages will be served and consumed must assume responsibility for the consequences of their actions.

Off-Campus College Functions

- College functions, which take place off-campus at establishments licensed to

- sell alcohol, are not governed by the College's alcohol policy.
- College functions, which take place off-campus at locations not licensed to sell alcohol, are governed by the College's alcohol policy.
- Federal, state and local laws (and not the College's alcohol policy, govern off-campus employee sponsored functions, such as class parties and field trips; however, sponsors have the right to prohibit alcohol consumption.
- The Kino Center and Tucson Center, and field trips are considered on-campus and are governed by the College's alcohol policy.

Risk-Management Guidelines

- Inform the group advisor or other sponsor of both planned activities and the person(s) responsible for the event at least 72 hours in advance of the event.
- Focus on a theme rather than on alcohol.
- When alcohol is served, encourage mature and responsible use. A general guideline is one keg per 55 legal drinkers or one 12-ounce can of beer per hour, per person.
- Designate officers or members who will not drink alcohol during the functions.
- Sponsor activities that do not require driving afterwards if alcohol is served.
- Help guests find escorts or transportation home if needed.
- Call Security for assistance with on-campus emergencies.
- Observe proper fire and building codes with respect to maximum occupancy.

Illegal or Unauthorized Possession or Use of Drugs or Alcohol

- Use, sale, possession or distribution of illegal or controlled substances, drug, alcohol or drug or alcohol paraphernalia on college property or at any function sponsored or supervised by the activity
- Being under the influence of illegal or controlled substances on college property, or at any college function.
- Use, sale, possession, or distribution of alcoholic beverages on college property or at any function sponsored or supervised by the college without authorization.
- Being under the influence of alcohol on college property or at any college function is also prohibited.
- No exception will be made for the use of medical marijuana, marijuana or CBD products regardless of whether the student has a medical marijuana registry card. Knowingly being in the presence of others violating this rule is also prohibited.
- *Possession refers to : Being under the influence of a drug; holding or transporting drugs on college owned or operated property including college vehicles, or rented vehicles; during a college function.

Sanctions

Prescott College, in all actions, seeks to uphold local, state and federal laws. Insofar as permitted by these laws, Prescott College will apply sanctions that could lead to a student being fined, suspended or expelled or an employee being disciplined, suspended or dismissed for violation of Prescott Colleges' standards of conduct. Students and employees may also be referred for prosecution. Disciplinary sanctions may include the completion of an appropriate rehabilitation program, at the student's or employee's expense, if necessary.

VI. COMMUNICATION WITH PRESCOTT COLLEGE DURING FIELD COURSES AND OFF-CAMPUS ACTIVITIES

It is critical that Prescott College personnel are aware of the whereabouts and activities of our course participants. For that reason, itineraries for off-campus activities must be on file. In the event that the College should need to contact a student or instructor in the field, the program's office must know the itinerary of each course, as well as the next possible time and location of communication with the College. In the event of an emergency affecting a course while it is off campus, all information about the emergency response should be centralized through the FRM. The following systems have been established to ensure the maintenance of effective communication between field courses and Prescott College.

Itinerary:

All courses must file an itinerary before leaving campus. The itinerary should indicate when, where and how the group could be contacted in an emergency.

Routine check-in:

For courses taught entirely in the field, the itinerary should also include a projected check-in calls with Field Ops, the Program Director, or the FRM. The call-in appointments may be scheduled for a time range, rather than an exact hour (e.g., within the third week of the course).

Change in Itinerary:

All significant changes in itinerary should be reported to the Field Operations Manager or FRM as soon as possible (e.g., weather delays a field trip).

Incident Notification:

Using the emergency contact list and procedures, the College will be contacted as soon as phone contact or text contact can be made whenever an injury or illness requires medical care or in any situation where an outside agency is contacted. The College will also be contacted whenever a situation occurs on a field course that might trigger a concerned call from a student to a parent and then from that parent to the college.

The following emergencies should be reported to the College IMMEDIATELY:

- A fatality. (The primary call is made by telephone from the field).
- A serious injury or illness.
- Lost persons should be reported to us within 12 hours. The instructors should determine the time of reporting.
- A robbery.
- A student goes to a medical facility.

[Section VII](#) below provides details and guidance for calling/texting from the field regarding incidents and emergencies.

VII. GUIDELINES FOR MANAGING EMERGENCIES ON FIELD COURSES

Overview

Definition of an Emergency:

Any situation that significantly threatens the safety of a group or any of its members. Examples include:

- A serious accident, incident, or death.
- A situation that has potential to endanger the group.
- An illness or injury leading to the removal of a participant from the group.
- A personal or behavioral problem causing a student to leave the group.
- A situation that could cause the College serious public relations problems.
- A logistical situation that strands a group on the road or in a field setting.

Assessing the Situation:

STAY CALM! In the event of an accident or injury these procedures should be followed:

- Safety and security should be established. The immediate hazard potential to other group members should be assessed and managed.
- Injury assessment and first aid should be performed. A good working knowledge of first aid procedures and sound judgment is essential. The most qualified person trained in first aid should be put in charge of the victim, while the overall management of the emergency situation should stay with the instructors.
 - SOAP note (see [Appendix E](#)) should be started immediately so that an outside caregiver will know exactly what the patient's condition is and how they have been treated.
 - An Incident Account (See [Appendix C](#)) should be started as soon as possible. Eventually an **Incident/Accident Report Form** will be submitted online.
- The student group should be kept abreast of the situation and actively engaged in response procedures (e.g., setting up tents, etc.). Keeping the student group actively involved both eases their anxiety and aids in the efficient execution of response procedures.

Incident Response Overview

In the United States, rescues or evacuations of participants with serious, potentially debilitating, or life-threatening illness or injury are handled by contacting 911 from the nearest telephone. In the field, instructors may use a cellular telephone,

Satellite Phone, Inreach device, and/or signal mirror if available ([see specific procedures and policies for satellite phone and inReach device use](#) outlined in this manual). A back-up plan should also be in place in case communication devices fail.

It is vital that emergencies be handled with the highest degree of professionalism. ALL information from the field should be centralized through the On-Call Risk Responder.

Paperwork issued during course preparation includes an emergency contacts list. The On-Call Field Risk Responder (may be the FRM or another designee), has a cellular phone - "Field Phone" - for around-the-clock communications. Call: (928) 925-3369. If this person is unreachable, go to the next person on the Emergency Contact Sheet. Orientation has a separate emergency contacts procedure (field to course director to program director to On-Call Field Risk Responder).

In some cases, instructors may call/alert via text SAR or EMS. Consideration for when and who to call is detailed in the following sections. As soon as possible, instructors should immediately communicate to the College that they have contacted SAR/EMS and share accurate information to the College regarding their interaction with these agencies or facilities. Field instructors are charged with the responsibility of interfacing with pre-hospital care EMS personnel, law enforcement agencies, and medical facilities, as is practical and appropriate. In accordance with the College's "Critical Field Incident Response Plan, information is not to be given out by persons who have not been authorized to do so by the appropriate Dean or President. Notification of parents or next-of-kin should be done by the Field Risk Manager or designee or a person designated by the President's Office. ALL media should be referred to the President's Office. College personnel unauthorized to speak with the press should not:

- Release the nature of an injury or illness.
- Release the names of victims.
- Announce a death prior to notification of next of kin.

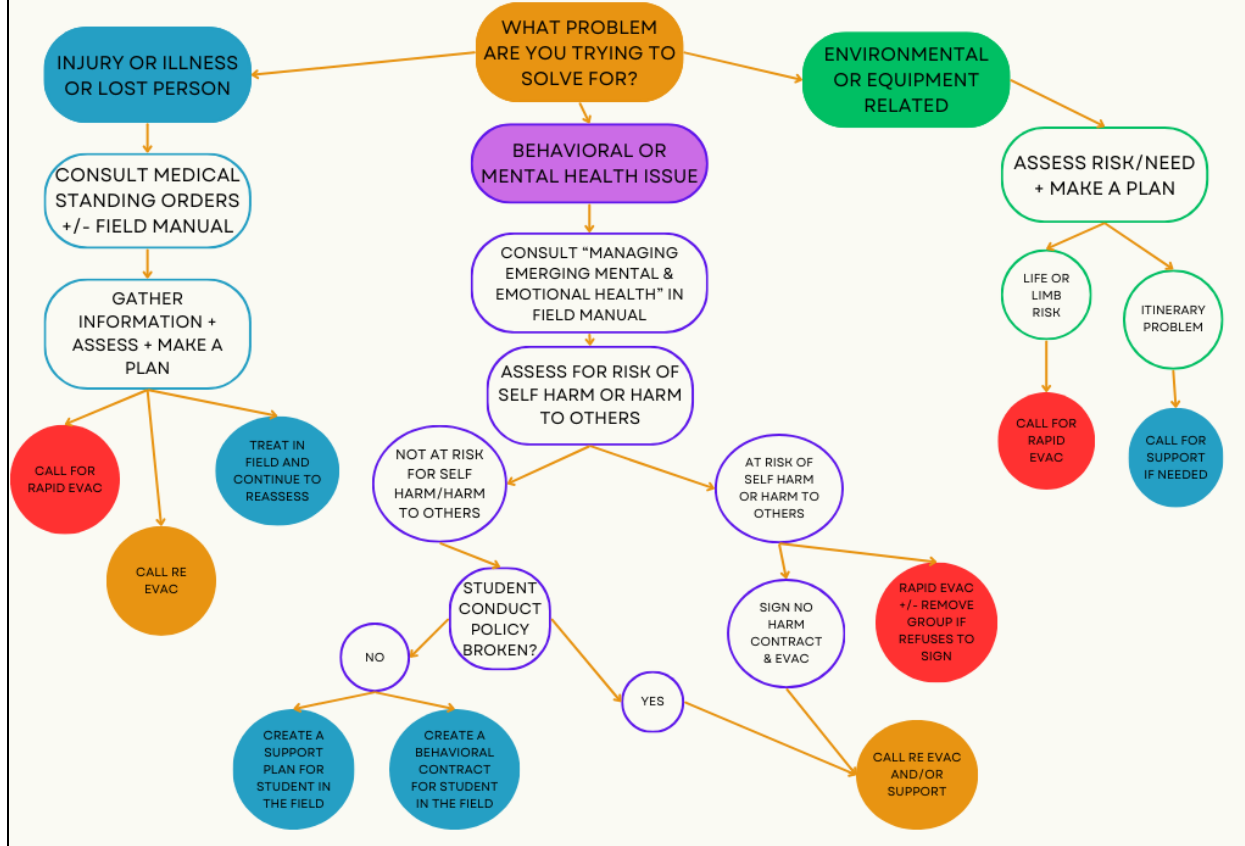
Instructors reporting emergencies should convey the information detailed on the *Emergency Information Checklist* provided in the next section and included on the emergency contacts list they will receive prior to the course (and detailed below).

In Field Response Step-By-Step

In-Field Response Guide to Decision Making - Evacuation Guide

The following infographic outlines how instructors in the field make decisions regarding incidents.

FIELD RESPONSE - EVAC GUIDE



Step 1: Assess and Gather Info- What Problem Are You Trying to Solve For?

1. Injury/Illness → See Medical Standing Orders - located in First Aid Kit)
2. Lost Person → See [Lost Person/Group Search Procedures](#))
3. Psychosocial (Behavioral, Emotional, Mental Health, Inclusion) → See [Psychosocial Section](#).
4. Environmental or Equipment-based Incident - Use your skills and experience to assess if there is a life or limb risk or this is an itinerary-related problem.

****You can always call the Field Phone for support in making a decision****

Step 2: Make a Plan - Is an Evacuation necessary? See the [Evacuation Options and Guidelines Section](#) below.

1. Rapid Evacuation?
2. Evacuation?
3. No Evacuation needed?

- a. Make a plan and treat situation in the field using resources you have.
- b. Consider if you need to notify the On-Call Field Risk Manager.
- c. Continue to reassess.

Step 3: Call/Go for Support

1. If an evacuation is necessary, do you need to call for help or support?
 - a. Call Prescott College for most types of support, evacuations, head checks.
 - i. Work with On-Call Field Risk Responder to organize a response.
 - b. Life or Limb Risks - In general:
 - i. If Life/Limb risk + Ok connectivity + Ok response time → Call Field Phone
 - c. If poor connectivity + Immediate Life/Limb Risk → Call (or Pull SOS) SAR/EMS
 - i. Immediately Follow Up with Call/Text to the Field Phone
 - d. If for some reason you are unable to call for help, organize a party to go for help (See guidelines below).

Evacuation Considerations & Procedures

If an evacuation is necessary, or if outside help is needed, the following procedures should be followed:

Call for help

- See Section Below for specific procedures to call/text for help/support.
- If you cannot call for help →

Organize a party to go for help.

- Gather all pertinent information on the accident and the patient(s) condition.
- Review evacuation route or plan.
- Send at least two people for help, this can include students; if practical send at least one instructor member (or teaching assistant, in the case of a field course taught by only one instructor).
- Before sending anyone for help, make a plan regarding where and when they should reunite with the group.

The following items should go with the party going for help:

- An emergency phone list and cell phone if possible.
- A written copy or summary of the accident and other information to be communicated (see [Emergency Call Information Checklist](#)).
- Any items needed to ensure that the party going for help is self-sufficient (e.g., sleeping bags, food, shelter, money, etc.).
- A map marked with the location of the victim.
- The party going for help should know the evacuation route and plan.
- Once phone contact is established, write down and repeat important

information and request the reporting party to do the same. Before hanging up, establish when and how the next emergency communication will occur. Use the Emergency Information Checklist (see No. 2 above).

Evacuation Options & Guidelines

In certain emergency situations, a helicopter (or ambulance, if on or near a roadway) may be needed for the evacuation. Decide on a plan for evacuation before calling. If you cannot call and must go for help, decide on a clear plan for evacuation before leaving so that all relevant information can be considered.

*****When you call the Field Phone, expect that the On-Call Field Risk Responder will consider your plan, but may change the plan based on their judgement, current conditions, and/or other considerations.***

Emergency Evacuations & Helicopter Use Guidelines

Helicopter transport must be used only in situations where ground transportation would be too slow or dangerous for the patient. When determining the use of a helicopter consider the following things:

1. Reasons you may need a helicopter:
 - Patient is in need of the most immediate medical attention possible.
 - Patient's condition is rapidly deteriorating.
 - A ground evacuation would aggravate delicate injuries such as spinal column damage.
2. Emergencies in which a helicopter SHOULD be considered include:
 - Severe Bleeding and Large open wounds
 - Head, neck or back injuries
 - Large fractures (such as femur or pelvis)
 - Smaller fractures where circulation or nerve function cannot be restored distal to the break
 - Severe Burns
 - Any Shock patient
 - Acute Abdominal patients
 - Severe Cardiac or Respiratory distress

**PC's medical standing orders will include guidelines for the rapidity of an evacuation.*

Requesting Helicopter Assistance

If it has been decided that a helicopter evacuation is necessary, a landing zone should be found, the group attended to (basecamp set up?), and the person calling for help should have the exact location of the victim and the landing zone.

Whenever possible the local law enforcement authority should coordinate getting the helicopter. Depending on the situation, you may call the Field Phone and the On-Call Field Risk Responder (or Course Director) then calls in for a helicopter and puts you in contact with DPS/Sheriff's Dispatch/NP Dispatch. Once you call for outside assistance, they are the authority.

The person preparing to alert a helicopter should have the following information:

- The type of operation (search, rescue, medical evacuation)
- Number of victims or rescuers to be transported
- Extent of injuries
- Specific equipment needed. The dispatcher should be warned if the crew should have their equipment stowed in backpacks (in case they must walk or climb to an accident site) what type of additional equipment may be needed (advanced life support, litter, air splint...) or if cold/foul weather gear is needed.
- Location and description of incident site/ landing zone.
 - This needs to be in decimal degrees when calling into Sheriff's Dispatch in Arizona (GCNP does not need this). Their systems do not "understand" lat/long or UTM's. You can use Gaia or a similar app to switch over your location.
 - You can let the on-call field risk responder know your location via UTM's or description and then they can easily switch via a topo program like Gaia and alert DPS/SAR for use.
 - You can also pull the SOS on an inReach to share your location and request an emergency evacuation. See [inReach guidelines](#) outlined in this manual.

Landing Zones

Dispatch will tell you if your LZ is adequate.

- Must be at least 100' by 100'. Larger landings are required for multiple helicopters.
- Must be flat, clear of all obstructions and any loose materials (e.g., group gear)
- Must be situated so that the helicopter has a landing path and a take-off path if possible (i.e., not in the bottom of a canyon)
- Must not be up against large cliffs

- Lay out the landing zone 100 to 200 feet downwind of the patient care area to prevent loose debris, dirt or gravel from blowing toward the patient.
- Must be well marked using clothes weighted down so they do not get picked up in the rotor wash
- Must have a wind direction indicator up (stuff sack on a pole)

Safety Considerations

Helicopters are very dangerous because of the spinning rotor blades and the winds (up to 120 mph) created by those blades upon landing.

- Never approach a helicopter unless the pilot signals you to do so
- Always approach from the front, left front or right front, in a crouched position.
- Never approach from uphill or the rear of the helicopter
- Keep loose objects and clothing away from the landing zone.
- If the litter is skid mounted (which is rare), make sure patient is protected from cooling due to prop wash, wind, and adiabatic lapse.

Patient Considerations

- Have written information (e.g. incident account - see [Appendix C](#)), med form, SOAP note - see [Appendix E](#)) pinned to patient for transport and assessment.
- Do not expect helicopter crew to take additional items (e.g. trash, tent) on the helicopter.
- Include contact information with patient so that the course director is notified of hospital location. You can also ask where they are planning on taking the patient.
- If you are in contact with an outside authority, make sure to call your CD to follow up and relay pertinent information.

Non-Emergency Evacuations - Guidelines

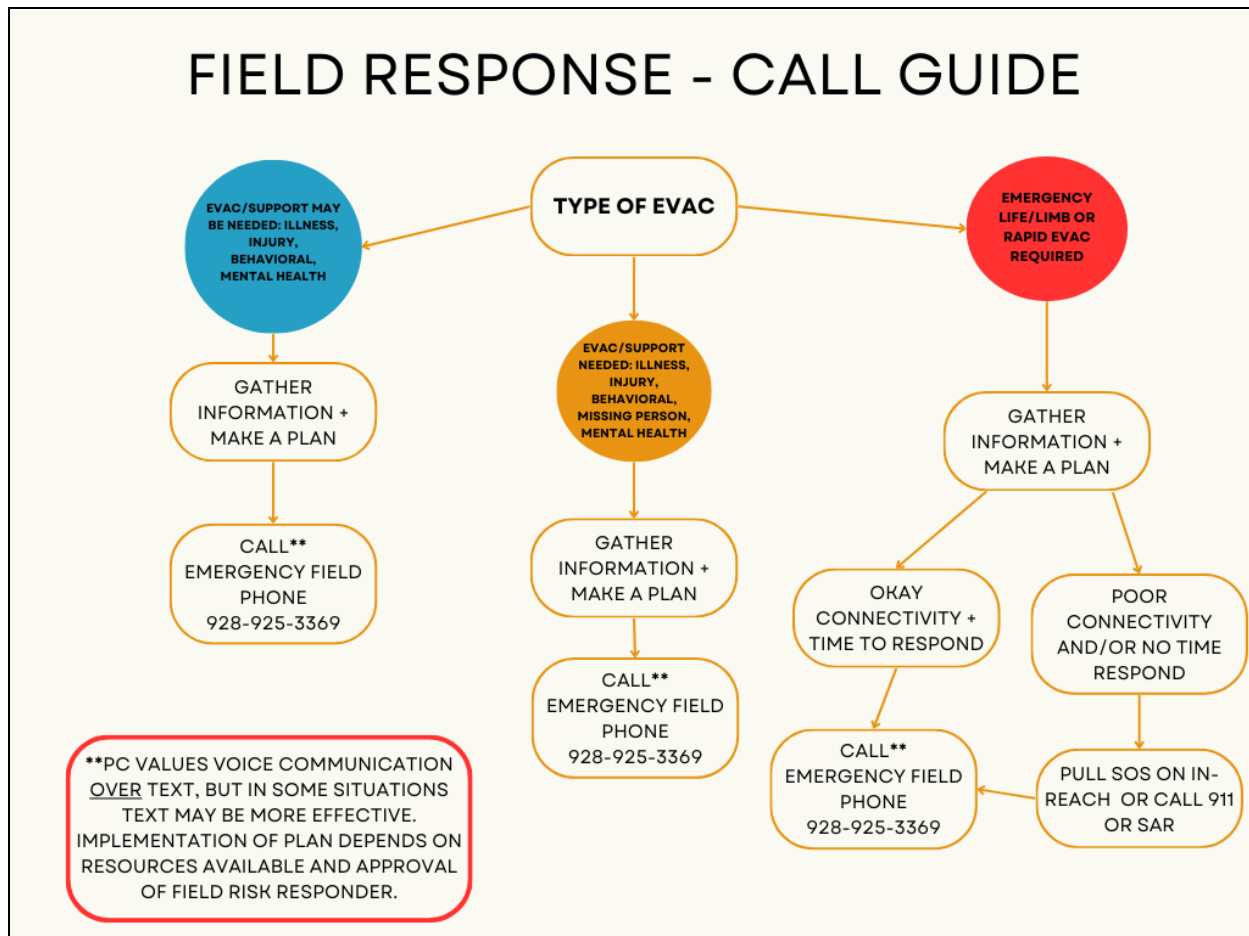
Depending on the type of evacuation/illness or injury/capabilities of the group/location of the group, the instructors create a plan.

1. Choose an appropriate evacuation route: Can the patient do this? Is this the simplest way to evacuate your patient?
2. Call Field Phone and tell them your plan. Follow your Emergency Information Checklist.
 - a. Be flexible. They may need to revise your plan.
 - b. Always create a contingency plan

- c. Always review your plan with everyone involved: on-call field risk responder. co-instructor, group (be aware of the info you share), patient.
- 3. Technology can fail! If you cannot reach the On-Call Field Responder, FRM, Department Chair or Dean, on the Sat phone, decide how you will get help (see Section above)
 - a. as big group
 - b. send a runner group
 - c. evacuate as planned and call from trailhead.
- 4. Things to remember:
 - a. Review evacuation route
 - b. An evacuation party/runner group must have at least two people in it, one being an instructor
- 5. Before any party leaves for help create a contingency plan
 - a. Do you need to set up a permanent basecamp for the patient?
 - b. Do you need to set up a permanent basecamp for the group?
 - c. How will everyone meet back up? Be specific: times, dates, backup plans. Don't rely solely on your phone.
 - d. Can you call/text to check-in? (Cell to Sat phones, inReach?)
 - e. Fix the locations on the maps
 - f. Record and then review contingency plans
- 6. The following items must go with the party:
 - a. Emergency phone number list
 - b. One set of maps
 - c. Paperwork (if they are evacuating a patient – med form, incident report, SOAP note?)
 - d. Basic first aid supplies
 - e. Emergency food, shelter, sleeping bag(s), stove with pot for cooking, personal (clothing)layers, rain gear, and any items party will need to be self-sufficient. Emergency situations such as other injuries, foul weather or misreading a map can occur during your hike out. Be prepared!
 - f. Parties going for help/evac should mark the route (on the map) and keep detailed records of attempts so that rescue initiatives will remain efficient and accurate.

It is important for the group in the field to know when to expect the runner/evac group back and what to do if they do not return. Allow a generous amount of time, it often takes longer than you think. The party going for help should expect to return to the group and resume normal course activities as soon as the evacuation is over.

How to Call for Support - Field Response Call Guide



Emergency Call Information Checklist

Once you have figured out a plan using the guides and information above, and are ready to call/text, please use the following checklists to make your call. These checklists are included on your “emergency contacts sheet”.

Step 1: If you are calling Prescott College (you will call PC in MOST cases - see above guidelines to make your decision):

1. Call/Text in this order using the Emergency Call List:

- 1st On-Call Field Responder/Field Emergency Phone
- 2nd Field Risk Manager
- 3rd Your Department Chair
- 4th Dean of Academics
- Continue down emergency phone list

2. Follow the Emergency Information Checklist:

- State Red (Emergency) or Green (Non-Emergency)
- Your Name
- Your Specific Location
- Concerns: Who and What is involved?
- Your Plan (We will ask you for specifics)

3. General Guidelines

- Once you have established contact, talk slowly and have with you a detailed plan, maps, any other notes, and pen/paper.
- Follow instructions by any authority you speak with, unless such directions directly compromise the safety of the group or the effective treatment of the patient.
- Write down and repeat all instructions and ask the person on the other end to do the same. At the end of any conversation, ask if there is anything else that person can tell you that would assist in the evacuation or treatment. Clearly state how and when the next communication should take place. Don't hang up first, let the other person hang up. Doing these things safeguards against miscommunication and loss of information.
- When reporting by text via Inreach, instructors should follow the inReach communication procedures outlined later in this manual.

In some cases, you may need to call/text outside authorities (e.g., EMS, SAR) REMEMBER, once you have requested assistance from an outside authority, you have given them charge of the situation and you must comply with their directions. If you have contacted an outside authority prior to the On-Call Risk Responder, promptly call the Field Phone (or your course director) to relay all information.

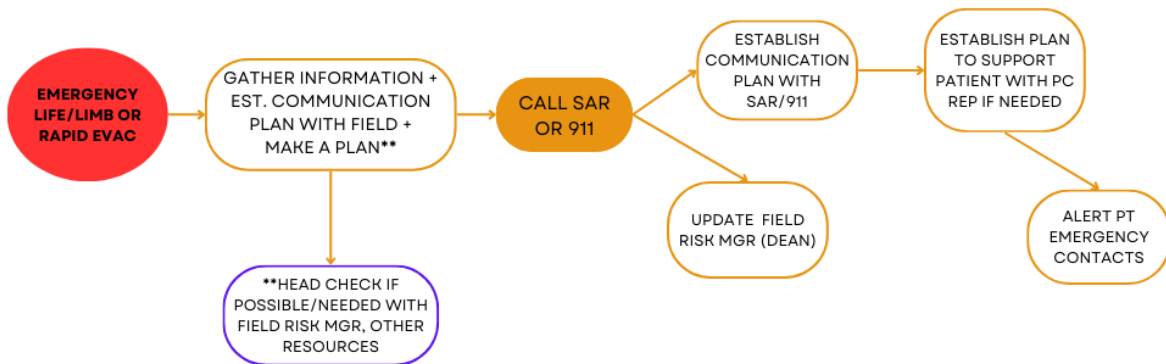
Checklist for Accident/Injury/Illness - Collect this info prior to calling:

- Who is the patient?
- Where is the patient? Exact location if possible (map name and coordinates).
- What has been done? First aid? Evacuation started or completed?
- Use a standard "SOAP" (Subjective/Objective Assessment and Plan). *Note method to describe the patient's condition if practical.*
 - What is the condition of the patient?
 - What happened? (Brief description)
- What assistance is needed?
 - Transportation? Evacuation team? First aid supplies? Litter or backboard? Notification of EMS or helicopter? Notification of parents or guardians?
- Where are the other students on the course?
- Where can instructors/students be met if necessary? (exact location)
- Arrange meeting or communication time.

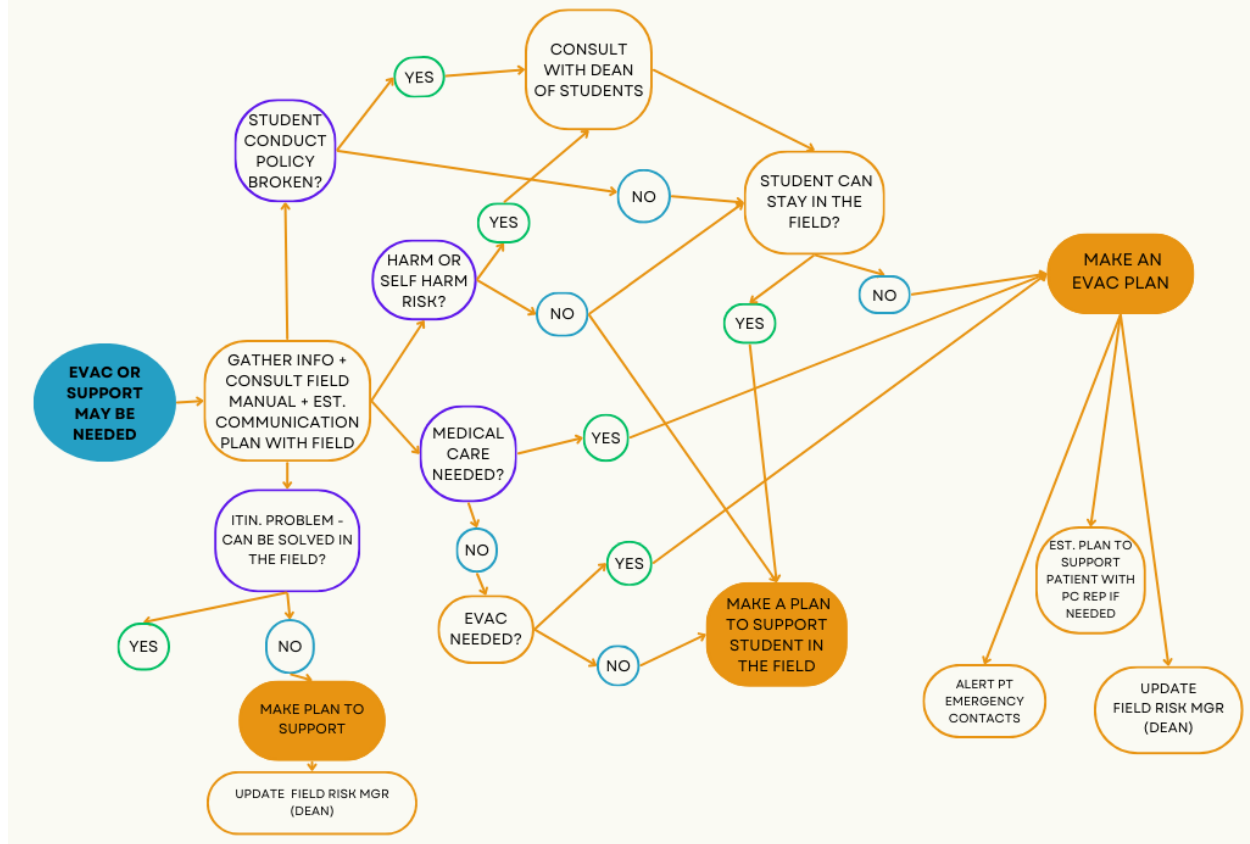
Responding to Calls from The Field

The following infographics outline how Prescott College's On-Call Field Responder reached via the Field Phone will respond to incidents reported from the field.

FIELD PHONE RESPONSE GUIDE #1



FIELD PHONE RESPONSE GUIDE #2



Emergency Call Response Checklist

The following questions should be asked on all emergency calls, in addition to the questions from the appropriate categories below. The person receiving the call should write everything down and record the time and date of the call. **SCHEDULE THE TIME AND LOCATION OF THE NEXT CALL BEFORE HANGING UP.**

- Who is calling/texting?
- What is the course and primary instructor's name?
- Note time of call and date.
- Where is the emergency call/text from? (Write down the exact location and phone number.)
- The person calling should remain at the phone for half an hour or until designated coordinator calls back.
- How dire is the situation? Critical? Serious? Moderate?

For ACCIDENT / INJURY / ILLNESS

- Who is the patient?
- Where is the patient? Exact location if possible (map name and coordinates).
- What has been done? First aid? Evacuation started or completed? Use a standard "SOAP" (Subjective/Objective Assessment and Plan). Note method to describe the patient condition if practical.
- What is the condition of the patient?
- What happened? (Brief description)
- What assistance is needed? Transportation? Evacuation team? First aid supplies? Litter or backboard? Notification of EMS or helicopter? Notification of parents or guardians?
- Where are the other students on the course?
- Where can instructor/students be met if necessary? (Exact location)
- Arrange meeting or communication time.

For LOST PERSON(S)

- Who is missing?
- Physical description of missing person(s): what clothing or equipment were they wearing?
- How long has the person been missing?
- Exact location of last seen spot (coordinates).
- Where were they going or what was the circumstance or activity?
- What are the physical conditions; food, water and equipment resources; and experience level of missing person?
- What has been done? Hasty search? Involvement of other resources?
- What assistance is needed?
- Additional searchers? Transportation? Base camp support? First aid supplies? Litter or backboard? Notification of EMS, air support, major search coordination? Notification of parents or guardians? Media alert?
- Where are other students on course? (Exact location if possible)

Lost Person/Group Search Procedures

If the incident involves a lost victim, the following procedures apply:

1. Gather all information on the lost individual

Gather the group. This information should be recorded for later reference. Write everything down on the Lost Person/Group Report form and record the incident in the Course Log.

- Where were they last seen?
- Did they mention their plans?
- When/where were they supposed to meet?
- Could they be taking a break?
- Were there any confusing trail junctions?
- How clearly were plans communicated?

2. Consider the Following Conditions:

- Time of day
- Health of lost person
- Weather conditions
- Immediate dangers to lost person
- Possible motive for leaving
- Items in their possession (check pack/group gear..)

3. Scenarios?

After considering all of these factors, sketch a probable scenario that would explain the facts and formulate a plan of action. Any search must be initiated from the last point seen. Keep a written account of the plan and make sure all people clearly understand the overall plan and their personal roles.

4. Hasty Search

A quick team search of most obvious points.

- Designate a time and a place for regrouping
- Keep the search area manageable
- Review whistle blow procedures
- Agree on one name to call out for the missing person
- If search extends beyond earshot, create search teams and clearly designate routes and search areas.

5. Grid and Spiral Search

After a hasty search has been and the person is not found within 12 hours, more intensive search patterns can be used. At this time, instructors should CALL Field Phone/Course Director/Orientation Director and ask for assistance, and notify the college. A person who is not found in a well-organized hasty search is probably either far away, injured and thus unable to respond or purposefully leaving the group. A grid search is used when the person could be unconscious or unable to respond in an area where they could be overlooked in a hasty search. A spiral search begins at the point last seen and spirals outward with searchers in a line within visual contact.

VIII. ACTION PLAN FOR INSTRUCTORS REGARDING ACCIDENTS RESULTING IN SERIOUS INJURY OR DEATH

The following guidelines are to be used with the Critical Field Incident Response Plan to ensure a rapid and appropriate response to incidents of this nature.

PHASE 1: Risk Management & Response

A. Initial Response & Evacuation

The primary field instructor and/or the secondary instructor (depending on circumstances) are responsible for managing risks in the field and responding to accidents. If preventative measures fail and an accident occurs, their duties include:

- Thorough and efficient wilderness emergency care.
- Emergency notification.
- Patient evacuation if appropriate.
- Ongoing support for the group and the patient.
- Recording (in writing) events and facts.

Once the situation is stable and Prescott College has been notified, further specific roles, tasks, and responsibilities need to be accomplished:

B. Patient Care & Support for Family & Friends

- Contact with family and friends of the injured person will be done by the College and should not be done by the instructor in the field.
- Following initial emergency care, the field instructor is responsible for continued patient support and for documenting the details of the accident. These tasks include filling out accident/incident forms, getting witness statements, securing photographs if possible, facilitating hospital/emergency room visits, informing the injured student about proper submission of insurance paperwork, and working with the injured student to determine realistic future options for continued participation.
 - Since circumstances may require the primary instructor to continue

with a group in the field, follow-up responsibilities may be delegated to the secondary instructor or a representative designated by the President.

- If a fatality has occurred, the group should be supported by counseling and participate in a debriefing coordinated by the Incident Commander in Prescott before any decisions are made regarding how the remainder of the students should finish the course.
- If follow-up activities are conducted by one of the field instructors, staff-to-student ratios may be reduced such that group activities need to be modified or canceled. These situations require consultation with the FRM and/or the appropriate Dean when possible. Acquiring a replacement instructor for the remainder of the course may or may not be feasible.

C. IN THE EVENT OF A FATALITY

In the event of a fatality, the primary job of the instructor is to ensure the mental, emotional and physical well-being of the rest of the group. Instructors should not disturb the scene of the incident or move the body.

- An instructor and a few members of the group should stay with the body. If this is not possible for safety reasons, the body should be secured in place and its location carefully marked on a map. Only a coroner or police officer may give legal permission to move the body from the site. All this will be extremely difficult and will require the utmost in support and cooperation between the instructors and students.
- If possible, Instructors should contact the On-Call Field Risk Responder/FRM first, then local authorities, sticking to facts only and avoiding any speculation or admission of guilt.
- Instructors should direct all media questions to the person designated by the President's Office.

D. Documentation

Serious injuries are defined as those that may involve long-term rehabilitation, care, or disability. Since determining the eventual outcome of an injury is impossible, instructors should treat any injury requiring medical attention as serious at the onset.

Incident Accounts (See [Appendix C](#))

In addition to standard forms (Accident/Incident Report and Witness Statement), the primary instructor (or secondary instructor, if more appropriate) should write a narrative account of accidents resulting in serious injuries or death. Information recorded in the written account should stick to the facts, since everything documented is considered "discoverable" and can be requested and obtained by a litigation attorney and potentially used against the instructor(s) and/or Prescott

College. Do not speculate.

Incident Accounts should include:

- Date & Time
- Location - *Include diagrams and photos if helpful*
- Environmental conditions - *(weather, river, snow, etc.)*
- Who was involved, including names and contact information
- Timeline of Incident: *What happened? Be objective - do not speculate.*
- Was SAR/EMS or other external agencies called? *If yes, include who called and if EMS/SAR examined injured party(ies).*
- Reporting party, date, time, signature.

Other documentation can include:

Witness Statements

(See template in Appendices)

Preservation of Physical Evidence

Instructors should attempt to preserve any physical evidence (e.g., gear, ropes, boats, oars, etc.) that was involved in the incident.

Photographs

Instructors should collect as many photographs as possible. Encourage members of the group who may also have cameras to document the scene, terrain encountered prior to the accident, injuries, emergency care, evacuation, group management procedures, etc.

Phase 2: Internal Review of Incident

There will be an internal review of the incident that is set up by the College's FRM. During this review, all aspects of the course will be examined, including a detailed chronology of the events leading up to the incident, curriculum progression, risk management training of the participants, interviews with the students and instructors, enrollment procedures for the course, how the course was planned, and any other pertinent information. Those involved in the internal review of the incident should follow the *Internal Incident Review Template* available through the FRM as a guide.

Phase 3: External Review of Incident

All accidents involving significant injury or fatality to a staff member or student will be reviewed by an external review team composed of several experts who are familiar with the goals and mission of Prescott College and authorities in the activity from which the accident resulted. Consideration should be given to involving a consulting physician or Prescott College's medical advisor if questions of emergency medical care are an issue. Legal counsel should be consulted regarding all aspects of the College's response. In selecting consulting experts, it should be realized that these individuals are often asked to testify as expert witnesses in court. The

President should initiate the external accident review process in consultation with the College's FRM. The review team will be chosen by the President in consultation with the College's FRM.

IX. ACCIDENT AND INCIDENT REPORTING

Prescott College tracks all injuries, accidents and near misses (an event where a person could have been seriously injured but no injury occurred) that occur during any off campus activity. At the end of each year this data is reviewed to determine whether the College should change any of its practices.

- All injuries, accidents, and near misses should be recorded and submitted via the digital **Incident/Accident Form**. This form is submitted to the FRM and Field Operations.
- Incident/Accident reporting best practices stress the need for instructors to record the objective sequence of events. Please follow guidelines.
- Serious accidents and near misses should be reported, as soon as possible, to the FRM.

AEE Incident Definitions

- **Illness:** Physical illness; does not include mental health issues (noted under the category Psychosocial)
- **Inclusion Incident:** An incident of any type in which the student, staff or program supervisor believes that the incident was made more likely or more severe because of attitudes or behaviors that are not inclusive.
- **Injury :** Physical harm or bodily injury
- **Near Miss/Close Call:** Events in which significant consequences (such as serious or critical injury, fatality) were narrowly avoided. Includes those in which luck or timely staff action intervened just in time. Does not include incidents that were prevented through routine implementation of mitigations and safety practices (in which the system provides the capacity it was designed to provide).
- **Psychosocial:** Behavioral, Emotional, Motivational, or Mental Health Incident
- **Reportable Incident:** A reportable incident meets one or more of the following criteria that interrupt the participation of a student or client, or qualifies as a near miss: a) it requires more than simple first aid and/or it needs follow-up care; b) the use of medications listed in the med protocols (except over the counter medications); or c) it interferes with active participation in the course for at least 12 hours; d) anything that is legally required such as an allegation of misconduct or workers compensation.

X. MANAGING EMERGING PSYCHOSOCIAL SITUATIONS

The following pages include general guidelines for supporting students who are dealing with academic, motivational, behavioral, and/or emotional & mental health issues in the field. These guidelines are intended to guide instructors through assessment, intervention, and support of the student.

- Remember that these issues are rarely straightforward.
- Always, consider the context of the situation. Is this person experiencing or reacting to discomfort? Or, more seriously, experiencing trauma?
- Remember that evacs are complicated and can put others at risk and use valuable resources that may be needed elsewhere.
- Your job as the instructor is not to diagnose or “fix the problem,” but to navigate the situation using your best judgment and the resources available to you to support the student to return to a place of normal, acceptable functioning while out in the field or to remove that person from the field so that they can receive the type of services that they need.
- These guidelines are intended to help you determine what kind of support the student may need, and whether or not that can be accomplished in the field. Above all try to listen objectively, be compassionate, and use your best judgment!

Definitions

AEE defines the following as **Psychosocial**: Behavioral, Emotional, Motivational, or Mental Health Incident. Prescott College provides additional specifications:

- Mental Health/Emotional: These students may be experiencing heightened and/or emerging feelings of stress, fear, sadness, anger, anxiety, etc., and are unable to manage on their own.
- Behavioral: These students may be disruptive to the experience of others and/or the ability of the instructors to lead effectively; may be continuously testing boundaries or pushing the limits of Prescott College Policies and student Conduct
- Motivational: These students may be challenged by participating in group tasks, activities, etc. Student may be expressing the desire to the course.
- Academic: These students may be either having difficulty completing assignments or achieving the academic objectives of the course by not participating.
- *AEE has also provided the following definition of an Inclusion Incident: An incident of any type in which the student, staff or program supervisor believes that the incident was made more likely or more severe because of*

- attitudes or behaviors that are not inclusive.
- Essential Eligibility Criteria: These are the physical and cognitive criteria outlined by the college in consultation with faculty to determine what criteria are required for safe engagement in different types of field courses and activities. They are listed in this manual. Students in need of accommodations should consult these criteria as a starting point.
 - Minimum Expectations of Course Engagement: These are the minimum expectations for participation and engagement in a course that are outlined in the course syllabus to ensure a climate of safety in the course. They may mirror the student conduct code and/or essential eligibility criteria, but are not confined to physical or cognitive requirements and may include social, emotional, and motivational expectations. Ideally, these minimum expectations of course engagement are reflected in community agreements, contracts, and start-of-course discussions.

Student Support Guiding Principles

Student management can be the most important and most difficult aspect of Field Courses. Thus, we are responsible for meeting the needs of a diverse group of people ranging across age, socioeconomic background, ethnicity, race, gender, sexual orientation, experience, health, and ability. The following are the guiding principles of student management:

1. Act with Equity and Awareness

It is important that Instructors are aware of biases and work to make courses accessible, while meeting all risk management and EEC guidelines (see [Appendix B](#)), to all students regardless of their class, race, ethnicity, sexual orientation, gender, ability, age, or other social identity. This can include ensuring that students are accessing the resources and gear that they need, establishing community values, and building rapport with students.

Instructors should check in with themselves on a regular basis. How are you handling the many challenges of the course? How do you care for yourself during times of great change? Consult your co-leader/instructor if applicable, FRM, or Program Leader/Chair. Schedule partner check-ins at regular intervals. Plan for group and individual check-ins about a student's emotional health. Plan to process shared experiences when necessary.

Be sure to discuss any confusing situation re: mental, motivational, and emotional health with On-Call Field Risk Responder, FRM, co-leader and/or course directors, to determine if the situation includes any Red Flags (see below). Use your innate intuition and instincts when observing a student's behavior. Is a person pushing

limits and boundaries that give your gut, head or heart a weird feeling?

2. Build Community and Establish Rapport

It is crucial that instructors build strong, inclusive communities and connect with individual students on courses. Connection and rapport are the essentials of student management; without them you cannot make decisions that best support students and program goals.

3. Be Supportive and Compassionate

An important element of student support is recognizing the various driving forces behind student needs and approaching student management situations with compassionate support.

- Instructors should practice excellent communication techniques: Listen and reflect what you hear, ask clarifying questions, be curious, and seek to understand first.
- As much as possible, avoid taking a student's issues personally. Realize that each person is entitled to his/her/their own perspective and you are not directly responsible for someone's perceptions.
- The instructor's job is not to diagnose or fix the situation, but to determine if we can support the student within a group context in the field.

4. Assess & Assist Challenge

We want students to succeed on field courses and if appropriate finish the course. Many students face different types of challenges in the field. Using the above principles, our job is to assist our students to meet the challenges. Remember, it is okay for them to feel uncomfortable and challenged, but they shouldn't experience trauma. One important element is that they need to know before they leave on a field course what our expectations are for students' responsibilities to meet challenge and adversity in a field setting. This is matched by the instructors' responsibility to manage physical and emotional risks and provide equitable and compassionate support. Additionally, on course, it may be important to facilitate social emotional learning activities that assist students in assessing and meeting challenges and discomfort.

Student Management Tools

The following includes different tools that instructors might employ to meet student needs and navigate student management situations.

Student Support Plan

A consistent problem across the industry is that student emotional and social issues are handled as if they are aggressive behavioral issues. It is inappropriate to immediately place a student on a behavioral contract because they are feeling lonely and are isolating themselves. Many students initially struggle for the first couple of days of a course and we want to support them to stay in the field - if it is safe for the student and the group.

What is it: A student support plan is essentially a written plan that identifies what the student is struggling with, the steps and actions they can specifically take to address these challenges, what the instructor/the group can do to help support the student to meet or overcome the challenges they are experiencing in the field, and when/how the instructor and student will check-in to monitor their progress. This way students are not leaving the field without careful consideration/support of their instructors. And, it allows us to make better decisions about if, how, and where to evacuate students who leave for the field for non-emergency emotional/mental health reasons.

Appropriate for: Students who are feeling sad, isolated, homesick, or out of place; who are struggling academically; who are struggling with tone; who are struggling physically or with self-care issues. Remember, it is okay for students to feel uncomfortable and challenged. Part of the learning process is supporting the student to meet physical, academic, emotional, and/or social challenges. The hard part is determining if the challenges they are facing are appropriate. This support plan can help you and the student work together to be successful on orientation.

Not for: Students who are acting aggressively towards others or the group; who are a threat to themselves or others; who are actively disrespectful of policies and procedures, or are willfully not engaging in group activities

***It is also important for instructors to be aware of group dynamics in these situations e.g. Does the student want to leave the field because of the actions of other group members? Is there an inclusion issue at play? In these instances, the student support plan should include group mediation/conflict resolution under the supervision of the instructors.*

Behavioral Contract

Behavioral contracts can be an excellent tool for instructors dealing with challenging students. They are different from student support plans in that they are a written contract, address more serious motivational, emotional, and behavioral issues, and list consequences (usually removal of the student from the course).

What is it: A written contract, signed by both instructors and student, that outlines behavior that must change for the student to stay on course. Should also list ways to change that behavior and ways the group and instructors can support the

student in those changes.

Appropriate for: Situations where students refuse to participate; aggressive or disrespectful behavior towards others; continued disregard of policies and protocols; more serious self-care issues which impact safety, health of group or individual.

Not for: Students who are not exhibiting the above behavior.

Behavioral Contract Template:

BEHAVIOR CONTRACT AND AGREEMENT TEMPLATE		
I _____ understand that in order to be an active, safe, fully engaged, and invested student on my Orientation course, I need to do the following:		
1.		
2.		
3.		
_____	_____	Date:
Student signed name	Instructor 1	
_____	_____	
Student printed name	Instructor 2	

No Harm Contract

Extremely important tool to help ensure the safety of group members.

What is it: A written contract, signed by both student and instructors, that states that the student will not harm his/them/herself or others.

Appropriate for: Students experiencing suicidal thoughts or actively threatening suicide; students who threaten or physically intimidate other group members.

Not for: Students who are not exhibiting above behavior.

No Harm Contract Template:

NO HARM CONTRACT AND AGREEMENT TEMPLATE

By signing this contract I am committing to not harm myself and/or others in any way. I am also committing to not engage in activities that may be harmful to myself or others. If I feel that I may harm myself or others in any way, I will seek help by:

- 1.
- 2.
- 3.

As leaders, these are the terms and conditions specific to this situation that each party agrees to adhere to:

- 1.
- 2.
- 3..

Student signed name

Instructor 1

Student printed name

Instructor 2

Field Intervention Guidelines

In the event of a psychosocial incident, follow these steps in conjunction with your best judgment. Remember to apply the guiding principles of student support, employ the appropriate tools, and reference the *Red Flag Warning Signs and Intervention Guidelines*.

#1 Assess the risk of self-harm or harm to others using the RED FLAG WARNING SIGNS OF MENTAL AND EMOTIONAL DISTRESS.

If there is a risk:

- Use the [Intervention Guidelines for a threat of harm/self harm](#) to assess the situation: Do you need to evacuate the student? Can the student stay in the field? What type of evac? Emergency? Non-Emergency?
- Do you need to write a [No Harm Contract](#)?

#2 If there is no risk of self-harm or harm to others, assess for behavioral, emotional, or motivational issues:

- Has the student **broken a student conduct policy** that requires an evac (e.g drug use)? If so, what type of evac? Consult the [In-Field Response Guides](#) and evacuation guidelines.
- If not, and the student can potentially stay in the field, check in and address the issue(s) with the most appropriate student support and management tools:

- Verbal or Written [Behavioral Contract](#)?
- [Student Support Plan](#)?
- Remember to alert the on-call field risk responder if you place a student on a behavioral contract or student support plan.
 - If a behavioral contract or student support plan doesn't improve the situation, or the situation is more serious, check in (again), and address the issue(s) with revised or more formal support plan or behavioral contract (e.g. verbal → written contract).
 - Use the template(s) to create a clear plan to support the student, the group, and the course objectives.
 - Appropriate for: 2nd occurrence/becoming a bigger issue that is detracting from the group experience and instructors' ability to facilitate/student needs explicit structure/more serious issue i.e. failure to meet *minimum expectations of course engagement*.
- If the student wants to leave the field/ If an instructor wants the student to leave the field and it is not an emergency situation:
 - Assess if you need a [behavioral contract](#) or [student support plan](#).
 - Remember to alert the on-call field risk responder if you place a student on a behavioral contract or student support plan.
 - Remember to consider: Is this student experiencing trauma or discomfort? How serious is this situation? What can you do to support the student and/or the group? What are your personal biases or anxieties in this situation?
 - Review the [General Process for Removal of a Student from the Field](#) and [In-Field Response Guide to Decision Making - Evacuation Guide](#) and the [How to Call for Support - Field Response Call Guide](#)

Instructors must follow the steps outlined above so that students who are potentially leaving the field for non-medical issues have received a:

- Verbal warning of their behavior and its potential consequences if it doesn't change.
- In most situations, a written and signed behavioral contract outlining what a student has to do in order to stay in the field and who will determine the same.

Red Flag Warning Signs of Mental & Emotional Distress

If a student is displaying one or more of these Red Flag warning signs, consult with

the On-Call Risk Responder/Course Director as soon as possible. Consider your student support tools and if they are appropriate or if the issue is beyond your scope of practice on course.

- Persistently sad and/or irritable mood. Pessimistic attitude about self, others and the future. Being bummed out way beyond “the blues”. Withdrawal from group. Decreased, intermittent or excessive sleeping or eating.
- Excessively self-centered in speech and in group interactions. Aggressive stance and tone. Hostile outbursts. Easy to anger. Quick to blame or judge.
- Use of alcohol and/or illegal drugs despite explicitly enforced college policy prohibiting use of substances in the field. Actively avoids or violates group responsibilities. Recent trouble with the law. Thefts occurring in group. Lack of remorse. Repeated lying.
- Bizarre and odd beliefs and statements. Speaks out of context, out of turn. Reports unusual perceptions and experiences.
- Decreased or excessive eating. Bingeing. Purposeful vomiting. A consistent pattern of eating large or small amounts of food then excusing oneself. Person returns to group with watery red eyes. Person makes body distortions statements such as “I am fat, fat, fat” when he or she is rail thin.

If a student displays any Red Flags below, the student must be evacuated from the field setting and engage in immediate consultation with the On-Call Field Risk Responder, FRM, Orientation Director, and/or Dean of Student Affairs. The college counselor or licensed professional counselor should also be consulted if possible.

- Dramatic mood swings from feeling low to feeling high with no discernible cause. Unusually energetic. Needs little sleep. Makes grandiose statements.
- Excessive and persistent fears with or without an identifiable trigger. Individual may feel disturbance in heartbeat and breathing. Person may be convinced of impending death, doom and the feeling of “going crazy.”
- Discontinues or alters use of prescribed psychotropic (and other) medications Abuse of prescription drugs. Allowing others to use personal prescription drugs.
- Reports feelings, thoughts or impulses to harm self or others. Reports wanting to end one's own existence or other's lives.

Intervention Guidelines for Threat of Harm to Self or Others:

1. In a private meeting with the student, reflect back your observations and experiences of how a person is presenting themselves in the present and the near past.
2. Use compassion and empathy by speaking slowly with sensitivity and in a genuine, frank way.
3. It is better to err on the side of caution by asking direct questions about a person's intentions than not to ask. The most important question to ask: “/

am aware that when people are in this space (depressed, lost, suicidal), they may experience thoughts or feelings of wanting to harm themselves or others. I am wondering if you have recently experienced any of those thoughts or feelings?"

4. If a person has admitted that they have been experiencing thoughts and feelings of wanting to harm themselves or others, DON'T PANIC. If they have told you this much, they are probably open to receiving help.
 - a. You can be of help by realizing that this person may need to be taken out of the field immediately.
 - b. This situation most likely necessitates interventions in an urban setting.
 - c. Your primary goal is to manage the situation while you move the student (and group if necessary) towards an evacuation if needed.
5. Basic questions to ask the person to help clarify the level of danger:
 - a. Clarify - Do you want to self-harm? Are you suicidal? Do you want to harm others?
 - b. How long have you wanted to harm yourself/others?
 - c. Do you have a plan to harm yourself or others?
 - i. And, if possible, are they referring to suicide or to self harm (e.g. cutting)? Look for evidence of a means to harm themselves or others.
 - d. Have you ever attempted to harm yourself or others?
 - e. What have you done to take care of yourself in situations like this in the past? *This is crucial! They may have a history of self-harm (e.g. cutting) and have the skills to cope in the field and not take action. But you cannot allow this without contacting the On-Call Field Risk Responder.*
6. Contact On-Call Field Risk Responder, Course Director, and/or FRM as soon as possible. You most likely will need to arrange for an evacuation.
7. Ensure Group Safety! Remove yourself and group members if necessary.
8. Obtain a signed contract that details how the leaders and the student will act to ensure everyone's safety until the departure from the field: [No Harm Contract Template](#)

Related Program Policies:

- If the student states that they want to harm themselves but they refuse to sign a no-harm contract, then the student must to be under a 24-hour suicide watch (instructors can switch out) until evacuation.
- The student signs the no harm contract but does not adhere to conditions. Student must be evacuated.
- Student refuses to communicate about behavior and/or issues. Student must be evacuated

General Process for Removal of a Student from the Field:

In general, we should only be sending a student home if they are 1) violating a student conduct code and/or 2) unable to participate safely and/or at a minimum of expectations of engagement in a course. Minimum expectations of engagement must be detailed in some combination of the essential eligibility criteria, course description, course syllabus, and ideally, addressed in a community agreement/contract and tone set at the start of the course. We cannot remove a student for failure to meet academic standards unless those academic standards are connected to "minimum expectations for engagement" and/or essential eligibility criteria.

1. If there is a student conduct code violation, such as sexual harassment, violence, or drugs/alcohol, then this would be a dismissal from the course based on context and environmental conditions. The instructor would alert the on-call field risk responder of the situation, and the risk manager would most likely confer with the Dean of Students and/or the Associate Dean or Dean of Academic Affairs to make a response plan.
2. If there is a threat of self-harm or harm to others, then the instructor would alert the on-call field risk responder of the situation, apply the above intervention guidelines, and the on-call field risk responder would make a response plan.
3. In the case of an emergent situation, wherein the student may not be able to meet minimum expectations of engagement for the course, the instructors should consult the above information to assess, make a plan, and apply an intervention (e.g., student support plan, behavioral contract). Instructors should alert the on-call field risk responder if they put a student on a support plan and/or a behavioral contract. Instructors are encouraged to reach out to the on-call risk responder early on if they are having difficulties, have concerns, etc.
4. Once the on-call risk responder is alerted of the possibility of a removal of a student from course, they will consult with the Field Risk Manager (if the FRM is available), and start a conversation with the Dean of Students about the possibility of having to send that student home. The behavioral contract, and to a lesser extent, the student support plan, serve as a way to track the

student's behavior to demonstrate that the student is unable to engage safely or to meet the minimum expectations of engagement in the course.

5. If a student, with these types of interventions (e.g., student support plan, behavioral contract), continues to fail to meet the minimum engagement expectations on a course and/or is unable to stay safe and it has been documented, then, in most cases, the on-call risk responder will make a plan to remove the student from the field if it is safe to do so.

XI. GUIDELINES FOR AVOIDING BLOODBORNE PATHOGENS

Potential exposure to blood borne pathogens, specifically HIV (Human Immunodeficiency Virus), HBV (Hepatitis B Virus), and a host of others, must be considered a significant risk to participants and instructors during field programs and other activities. Exposure incidents can occur anytime there is a presence of infected blood or other body fluids that come in contact with another participant or instructor during course activities. The usual modes of transmission include exposure to blood and blood products, sexual contact, direct contact between lesions, and infected mother to newborn fetus. HBV can also be transmitted through prolonged and closely knit group (or household) contact.

A. Guidelines for Exposure Control

1. Educate Students - Students should be instructed about the College's guidelines for exposure control. This should start on Wilderness Orientation and be reviewed in other courses.
2. Hand Washing - Aggressive and frequent hand washing should be emphasized. At a minimum, students and instructors should wash hands before eating, preparing or serving food; after going to the bathroom; and before and after donning latex gloves.
3. Avoidance, Glove Use and Other Protection - Direct contact with blood and other bodily fluids should be avoided. Latex gloves and protective clothing (that covers other parts of the body) must be used whenever engaging in circumstances of possible exposure. Eye protection (sun or safety glasses) should be considered when spurting or spraying fluids are possible. Hands and other skin surfaces should be aggressively washed immediately following exposure.
4. Open Wound Care - Open cuts, sores and abrasions should be covered with sterile dressings and bandages whenever possible.
5. Biohazard - First aid sites should be cleaned in a timely fashion using disinfectants if possible. Contaminated materials should be placed in a clearly marked "Biohazard" container (clearly labeled, triple bagged, taped closed, separated from other trash) and carried by or with the

patient, or incinerated in a hot fire. All “Biohazard” materials that are carried out of the field should be incinerated or taken to a medical facility for proper disposal.

- 6.** Medical Tools - Scissors, tweezers, pocket masks and other medical tools should be sterilized in boiled water before and after use, or thoroughly disinfected using a strong chlorine or iodine solution.
- 7.** Sharing Personal Items - Sharing items of personal hygiene (toothbrushes, water bottles, lip balm, bandanas, etc.) should be avoided.
- 8.** Pocket Masks or Face Shields - Performing CPR (cardiopulmonary resuscitation) or “assisted breathing” should be done using a pocket mask or face shield. These should be included in all instructor first aid kits. Staff should have quick access to one of these items at all times while in the field.
- 9.** First Aid Kits - A generous supply of latex gloves (a dozen pairs/group minimum) must be included in the contents. Both instructor and hiker first aid kits should have gloves in an obvious readily available location on the surface of the kit. A simplified version of these guidelines should be carried in each first aid kit.
- 10.** Needle Points - Instructors should dispose of “sharps” (needle points) properly. After administering epinephrine by injection to patients with systemic allergic reactions, the syringe should be carefully placed (eyes on the needle) back into its plastic container. The container should be taped shut and clearly marked “Biohazard.”
- 11.** Diabetic Participants - Any participant using injectable insulin must carry his/her own clearly labeled puncture-resistant container for used needle points.
- 12.** Sharp Tools - Particular care should be exercised when using any type of sharp tool, object or utensil capable of inflicting blood-producing injuries.
- 13.** Reporting Incidents, Testing, and Immunization - All incidents involving possible infection should be reported within 24 hours so that appropriate evaluation, testing, care and/or immunization can be started.
- 14.** HBV Vaccinations - Staff who work in circumstances of higher risk, or in remote areas where HBV (Hepatitis B) immunization cannot be started within 24 hours of an exposure incident, should be immunized ahead of time.
- 15.** Instructors - All instructors who wish to be vaccinated for Hepatitis B (HBV) should be encouraged to do so. The College will pay the cost of the injection series.

XII. FIELD OPERATIONS

The Field Operations Department supports the college's academic, field-based courses integral to the mission of the institution. The staff in this department work to secure access to public and private lands, they research, purchase and maintain equipment used in field-based settings and provide logistical support for field courses including, but not limited to an inventory of maps and other supplemental resources. Your preparation and advanced planning is required.

Permits – NPS, USFS, BLM and State land

Policy: All communications with federal, state and local agencies related to college permits must go through the office of Field Operations.

Pre-planning related to permitting is critical. It must be done prior to registration and any publication of registration materials (6 months to a year in advance). *Do not assume* an area you are interested in is available for your use. It is critical for course areas to be available within the guidelines and regulations of the management agency and our specific permits.

The college has no “umbrella permits”. All use is allocated by area and is calculated based on user days (1 student on public land for 1 day is 1 user day). All new field-based programming must be approved by Field Operations permitting to identify if access and equipment is available based on activity, dates and amount of use.

Accessing public lands (i.e. National Park Service, United States Forest Service, Bureau of Land Management, Wildlife Refuge, Private {private is not public} and State Land) is a growing concern for academic/educational institutions nationwide. Land management agencies are inconsistent with their definition of academic and educational use of our public lands, therefore making permitting essential for Prescott College courses using these lands as a classroom into the future. It is our responsibility as an institution of higher learning to be accountable for our use on public lands.

All field courses across curricular areas taking students on to federal or state managed lands or rivers, must submit a *Projected Course Itinerary* to Field Operations prior to registration for any field trips to determine permit availability. There is a movement towards template itineraries for primarily field-based courses. Contact Field Operations to see if such an itinerary exists for your course.

Field Operations does not plan field courses, routes, or itineraries. This is the work of the faculty. If an instructor is requesting to use an area the College is not yet permitted, be prepared to do research, reconnaissance to the area and prepare for a minimum of 180 days in advance (agency and area dependent). Information needed would include:

- ✓ Dates of field component
- ✓ Location and Itinerary – managing agency and specific route
- ✓ Curriculum related to area: Is this the only place the curriculum can be provided? If so - why?
- ✓ Highlighted map
- ✓ Syllabus

NPS – Educational Entrance Fee Waivers

The National Park Service offers Educational Entrance Fee waivers for Parks and Monuments. This information should be included in your *Projected Course Itinerary* and are applied for through Field Operations Assistant to centralize contact with agencies. These waivers do not cover campground fees. Last minute requests are not encouraged. Fee waivers need 4-6 weeks to process with the following information:

- ✓ Entrance date and location
- ✓ Exit date
- ✓ Curriculum related to the park
- ✓ Syllabus

Field Activity and Public Lands Use Reporting

Policy: *All reporting must be completed and returned to Field Operations within 2 weeks of the end of the enrollment period.*

All outdoor activities (Backpacking, Day hiking, Car Camping, etc.) pursued in conjunction with Prescott College are to be reported on the Activity Log/Actual Use Form, whether on public lands or not (this includes Kino Bay Field Station, research or grant-specific projects).

Examples

Kino Bay Field Station: Actual use reporting is not only used for reporting to land management agencies, but also to report activities to the insurance company and run risk management statistics. All visits to Kino Bay incorporating skiff travel, snorkeling, sea kayaking, camping and hiking are to be reported.

Specific Grant Projects: If a class is involved with taking students into the field for grant-specific purposes and participants are engaging in outdoor-related activities (day hiking, camping, backpacking), this use is to be reported.

Map Library

1. Inventory

The Map Library inventory includes over 2,500 topographic maps of Arizona and surrounding states, as well as river guides and gazetteers for the western region. Instructors can stop by the Map Library at the San Juan Equipment Warehouse to see available maps. Instructors should plan ahead, and should not assume that every map they need will be available.

2. Map Purchases

Map purchases are typically made in June and December of each year. Maps that are not in the College's inventory can be purchased by providing Field Operations with a list of the maps and quantity needed. If map needs occur outside of June and December, instructors can use course budgets to purchase maps. All maps purchased with College funds must be returned to the Map Library for inventory at the end of the course so they can be made available for other classes.

3. Map Replacement

If the maps a class has checked out are lost, stolen, or damaged to the point they cannot be checked out to another course, that class's course budget will be responsible for replacing the maps.

Inclusive Field Course Planning Checklist

The list below is meant to serve as a reminder to instructors of the basic logistics required in field courses. Instructors in the AE program can expect updated checklists annually.

Faculty, instructors and adjuncts are encouraged to review this list prior to departing for field courses and upon returning to campus.

1. Before the start of the enrollment period, be sure to:
 - Submit Projected Itinerary Form to Field Operations For all the appropriate permits and waivers for the class. Direct questions to the Director of Field Operations.
 - Submit equipment requests to the Gear Warehouse and schedule a check-out date and time.
 - Schedule a pre-course meeting with the Field Risk Manager.
 - Review Prescott College Field Manual.
 - Submit copies of current WFR/CPR certifications to Field Operations.
 - Submit van and trailer request.
 - Work with Program Chair/Leader to submit Cash Advance Requests and Food Money Requests.
2. Prior to departure into the field, be sure to:
 - With students, complete Risk Waiver (if applicable).

- Complete Off Campus Itinerary Form front and back and submit to Field Operations.
- Check out van and gear, confirm check-in date and time.

Post-Course Responsibilities:

Submit the following required paperwork:

- Activity Log/Actual Use Report
- Course Report - Template to be provided by AE Program Chair
- Participate in Course Debrief if applicable
- Incident/Accident Report - submitted online
- Student Support Referrals if necessary
- Grading complete and submitted if applicable

Return gear to Equipment Warehouse with instructors and entire class present and follow the guidelines outlined by the Warehouse staff. These may include

- Cleaning and deissuing gear
- Cleaning van (full fuel tank)

XIII. FIELD OPERATIONS EQUIPMENT WAREHOUSE POLICIES AND PROCEDURES

The Field Operations Equipment Warehouse is located at 355 Lincoln Street on Butte Creek. Phone: (928) 350-2347. Please contact Field Operations for current hours of operation.

General Warehouse Policy Statement

Prescott College field equipment is intended for official Prescott College courses. Equipment is purchased, tracked, and maintained to support specific courses and general field course needs only. Requests to use equipment for other official Prescott College activities must be by written petition and submitted to the Field Operations Equipment Manager for review.

NOTE:

- Equipment is issued by advance request only.
- Equipment is limited – plan ahead.
- Misuse of and/or negligence toward equipment will result in a charge.

Prescott College equipment inventory includes general car camping, backpacking, rock climbing, mountaineering, ski touring, avalanche forecasting, sea kayaking, whitewater rafting, canoeing, and SAR equipment.

A. Warehouse Safety Policy

The purpose of the equipment warehouse and its infrastructure is to serve College-sanctioned field courses/field trips by providing safe, high quality, appropriate equipment in a timely fashion to accommodate planned course outings. This is accomplished by exercising good record keeping skills, tracking, and the documentation of individual pieces of equipment.

- a. All equipment is issued through a stringent, documented check-out and check-in procedure to ensure quality, safety, and inventory control.
- b. All equipment is inspected, repaired (if necessary), cleaned and maintained after each use by the warehouse staff prior to its return to the working inventory (i.e., ready for course issue). All equipment is completely inventoried, assessed, repaired and maintained on an ongoing basis as it is checked in and out of the warehouse.
- c. All students using Prescott College equipment must be registered for the specific course to which equipment is distributed. A responsibility briefing and verbal contract are included in every equipment issue.

B. Equipment Procedures

- a. Overview: It is the responsibility of the Instructor to be familiar with the specific equipment they will be using with their class in the field and to instruct students on the proper use, care, and maintenance of the equipment in a field setting. All instructors checking equipment out and in must schedule adequate time to inspect all equipment before departure and upon return from the field. All students and instructors are required to be present at the time of equipment check-out and check-in. The Warehouse staff is available to assist in instruction on proper use, care, and maintenance when requested.
- b. Check-Out Procedures
 - i. Plan ahead. Equipment is limited, so filling last minute requests may not be possible.
 - ii. Complete the *Equipment Request Form* a minimum of two weeks in advance (preferably a month). Contact Field Operations.
 - iii. Schedule a DATE and TIME for check-out in advance.
 - iv. Be on time (tardiness may require rescheduling).
 - v. Allow at least 1 hour and up to 4 hours for boating trip issues.
 - vi. Double-check equipment list for accuracy - Instructors and students are accountable for equipment listed!
 - vii. Check that all items are in working order.
 - viii. Check all kits for completeness.
 - ix. Unless alternate arrangements are made, instructors and all students should be present when checking in and out all equipment.

- c. Deissue and Check In Procedures
 - i. Schedule a DATE and TIME for check-in as part of your gear request.
 - ii. Be on time (tardiness may require rescheduling).
 - iii. All equipment returning to the Warehouse must be checked in by Field Operations staff only. If no staff are present, no equipment may be returned.
 - iv. Allow at least 1 hour and up to 4 hours for boating equipment.
 - v. All equipment must be cleaned as part of the deissue process at the Warehouse.
 - vi. Address issues of lost/damaged equipment.
 - vii. Receive "CLEAR" or pay charges as assessed by Warehouse Manager.
 - viii. *Field Operations staff record uses of equipment gear logs

C. Responsibility for Loss or Damage

Students and instructors are responsible for the equipment issued to their course. Equipment condition will be reviewed at the deissue. The exact item(s) must be checked in.

- a. Damage or loss of Prescott College equipment due to negligence, misconduct, or misuse will result in a fee, charged to the individual(s) to whom the equipment was checked out, for the repair or replacement of the item(s). Damages from "normal" wear and tear, age, previous condition, or unavoidable circumstances will be considered the responsibility of Prescott College and no personal charges will be incurred.
- b. Decisions concerning charges will be made by the Equipment Manager. Examples of chargeable losses include dropping a stopper while rock climbing; losing a whitewater paddle; losing a pot lid; drying a tent on "cat claw," resulting in shredding; or breaking a ski while prying a pack from the snow.
- c. Instructors should make sure that students bring cash to the check-in for payment of lost or damaged gear.
- d. Items checked out to individuals, such as helmets, wetsuits, paddle jackets, etc., will be the sole responsibility of that individual and loss or damage charges will apply individually.
- e. If the warehouse staff is unable to collect charges from a class at the time of de-issue, it is the instructor's responsibility to collect money from students and deliver it to the warehouse on or before the last day of class.

D. Conclusion

Advance planning is the key to a good field course. The Equipment Warehouse must issue equipment for many field courses at the same time to

accommodate the course schedules. This requires everyone to communicate their needs in advance and to keep scheduled appointments. With a little cooperation and a little planning, the Warehouse should be able to precisely meet the needs of the scheduled curriculum. This policy and the warehouse procedure manual should help provide Prescott College with quality equipment and service.

For more information contact the Field Operations Equipment Manager at (928) 350-2331 or stop by the Warehouse for a friendly tour.

College Policy & Guidelines for Satellite Phone & inReach Use

1. Requesting an In-Reach Device or Satellite Phone

- a. Reserve satellite phones and/or inReach devices in advance by completing the *Projected Course Itinerary Form* or by completing an *Equipment Request Form*. Satellite phones and inReach devices need to be reserved 4 weeks in advance when possible. If using a college inReach device, please ensure that you have connected with Field Operations to pair the device correctly. At peak times of the year, we rent phones from a commercial vendor to meet demands due to limited inventory. Any damaged or stolen phone will be purchased in full by the course to replace the inventory.
- b. [See here for specific inReach Request & Checkout from Field Operations procedures](#) or contact Field Operations directly.
- c. Field Operations will ensure that devices are updated with the latest firmware and software updates.

2. Satellite Phone & inReach Usage Policies

- a. The college recognizes the emerging complexities in the use of Satellite Phones, In-Reach (and similar) devices, and initiating communication in remote areas.
- b. All courses need to take at least one communication device into the field. **Courses traveling in remote terrain or courses located in course areas with unknown or limited cell phone service, need to bring a Satellite Phone.** While we recognize that there can be Satellite phone connection problems, **Prescott College wants to have two-way voice communication in emergency situations whenever possible.**
- c. The following guidelines apply for Satellite Phone and cell phone usage:
 - i. When dealing with an emergency, injury, illness, lost student, a behavioral or mental health issue, or an environmental or equipment-related need, call the emergency field phone.
 - ii. In the event of a life or limb emergency, when notifying emergency services/agencies in a timely manner is of the utmost importance,

instructors should call 911 or SAR and then call the emergency field phone.

- d. **Certain courses may also bring an inReach Device. Programing in and out of Kino Bay Field Station can solely bring an inReach** (Please see *Section 2f* below).The following guidelines for inReach use currently apply:
- i. The inReach SOS feature is to only be used in the event of a life or limb emergency when notifying emergency services/agencies in a timely manner is of the utmost importance, except in the case of Grand Canyon National Park - See *Section 2dii* below. In a life or limb emergency, instructors should activate the SOS feature on the inReach and then call the emergency field phone.
 - ii. For courses operating in Grand Canyon National Park (GCNP), Dispatch currently prefers that the SOS feature be used to activate any type of external-run evacuation, rather than calling GCNP Dispatch.
 1. In GCNP, unless it is a case of life/limb, instructors must be in contact with the PC field emergency & evacuation coordinator about the plan *before and after* activating an evacuation via the inReach SOS feature. In the case of life/limb, instructors must call/notify the PC Emergency Coordinator regarding situation after the SOS feature has been activated.
 - iii. The text feature on inReach devices should not be used to communicate with the College in an emergency unless it is more effective than the satellite phone for environmental or equipment reasons (courses/activities operating out of Kino Bay Field Station are exceptions). Please note that some emergency services or agencies may not be able to receive texts.
 - iv. To help with the possible delay in communication when texting to and from an In-Reach, users need to add time stamps and dates to each text. Users should not rely on the In-Reach-enabled time stamps because of satellite connectivity issues.
- e. Satellite phones and inReach devices must be tested before they are taken into the field. Instructors should ensure that they are familiar with the devices they are taking by practicing using the devices before going into the field.
- f. Decisions for which device/s to bring need to be made in conjunction with the Field Risk Manager. Considerations include, but might not be limited to:
- i. Course Area and Itinerary: In remote or international course areas with less reliable satellite phone connections (e.g. deep canyons, heavy forest canopy), instructors should bring satellite phones as their primary communication device and an inReach as their secondary communication device to ensure the ability to have communication. In course areas where there is established reliable cell phone service,

- instructors may also choose to bring an In-Reach device for additional emergency communication support.
- ii. Independent Student Group Travel: If the course engages in Independent Student Group Travel, the course may bring a satellite phone as a primary device and student groups may use In-Reach devices while on independent group travel to limit the number of satellite phones needed and allow for communication.
 - iii. Need for device-to-device communication while in the field: Courses that need to communicate between small groups (e.g. Alpine Mountaineering or Avalanche Forecasting) may wish to carry multiple inReaches so that the small groups can easily communicate with each other.
 - iv. Ability to check weather and location: InReach devices can provide weather and location data that may be helpful for instructors on course, but there are many reports of difficulties with this technology and it should not be relied upon.
 - v. Kino Bay Field Station: Due to the specific nature of the field programming at the Kino Bay Field station (e.g., intercultural exchange, ecological field work, day-long boat trips) and language considerations, InReach devices can be used as the primary emergency communication device for courses and/or activities operating out of the Kino Bay Field Station. Prescott College Courses operating out of Kino Bay Field Station must consult with the Field Risk Manager and Kino Bay Station Manager about which device to bring. See the Kino Bay Field Station Manual for additional information regarding their emergency call structure.
- g. College-Field Based Course Non-Emergency Use Guidelines
- i. Satellite phones and inReach devices are meant for emergency uses and evacuation support (e.g. planning, medical advice). Instructors who plan on using the inReaches and/or phones for class logistics and other curricular needs should plan for this use in the course's budget and notify Field Operations. Appropriate college uses of Satellite Phones and In-Reach Devices include, but might not be limited to:
 - 1. Limited class logistics (shuttles, weather)
 - 2. College check-in calls
 - 3. Personal family check-ins (with prior approval)
 - 4. Communication between instructors while managing course-related activities.
 - ii. Instructor use of Satellite Communication Devices: Instructor may bring their personal inReaches into the field to stay connected to family and community. Garmin will contact the emergency contacts

associated with an instructor's personal inReach if they use the SOS function on their personal inReach. If possible evacs should be initiated on Prescott College inReach devices to avoid the confusion of non-Prescott-associated emergency contacts being involved in a PC emergency. In the case of an emergency, or to deal with an evacuation or student situation, instructors must communicate about the situation with the field risk manager/responder on call and/or the emergency dispatch entity (e.g. the National Park Service) to streamline the response and professionally address the situation.

- iii. Student Use of Personal Satellite Communication Devices: Instructors should decide whether they will allow their students to carry personal satellite communication devices with them into the field. *However, it is encouraged for students to leave these personal communication devices behind because of the possibility of chaotic field communication during emergencies (e.g. SOS features enabled without instructor oversight).* If instructors do allow students to bring their own personal communication devices into the field, students must be briefed on their proper use, especially in regard to communication with family and friends during an emergency or unexpected event.

Additional information RE inReaches:

Garmin Response's Call-Handling Process - Please consult the Garmin website for the most up-to-date information.

In the event that the Garmin Response team receives an SOS from a Garmin device, they immediately load the Latitude/Longitude received with the SOS into the mapping software to view the location and determine the agency to contact to coordinate the rescue. A member of the Garmin Response Team will also send a message to the device requesting the nature of the emergency. The Garmin Response Team immediately begins notifying the rescue agency to inform them of the SOS and provide all known information including Latitude/Longitude, device user information, emergency contact information, etc. The local emergency agency will respond with or without a response from the device. Meanwhile, another member of Garmin Response will attempt to reach the device user by phone at the number(s) provided in their inReach account profile, if by chance Garmin Response can reach them and gather more details regarding the emergency. Any messages received from the device during the active SOS will be relayed to the responding agency.

The Garmin Response Center will also call the emergency contacts listed in the

profile to inform them of the SOS and request information regarding the device user's whereabouts (itinerary, age, previous medical conditions, number of people in the party, vehicle description, provisions, etc.). Any information that is received will be relayed to the responding agency. Throughout the entire process, the Garmin Response Center will continue to send updates to the device (even if the user is unable to respond) and will continue to update the emergency contacts until we receive confirmation that the rescue is complete. Furthermore, when SOS is active, device tracking follows these rules:

- For the first 10 minutes, an updated location is sent every minute.
- After the first 10 minutes to conserve battery power, an updated location is sent every 10 minutes.

Additional Warehouse Policies

A. Employee and Student Use of Prescott College Equipment:

(Non-course): Employees and students may rent equipment to aid in the facilitation of personal development provided that they assume responsibility for proper use, care, and repair/replacement costs in the event of loss or damage. Not all equipment is available for this use. This rental program is contingent upon availability and excludes rock climbing equipment.

B. Equipment Sales to Students and Employees:

Prescott College field equipment accounts are meant for the purchase of college equipment. Many of the manufacturers provide the college with "Institutional" accounts that are not resale accounts due to lack of volume purchasing. Students should be encouraged to support local businesses when acquiring gear. The Prescott College community may also be receptive to loaning, renting, or selling used equipment to the students.

C. Damage to Personal Instructor Equipment:

Prescott College in no way assumes responsibility for the damage or loss of instructor equipment used on Prescott College field courses. Faculty and field instructors teaching a gear-intensive course are expected to supply their own specialized equipment (such as a whitewater kayak and accessories). Potential faculty equipment needs are not included in the inventory amounts for specific courses. If available, field instructors may choose to use Prescott College equipment. Instructors are encouraged to pursue their own professional purchase arrangements to reduce the costs of their personal equipment. If unavoidable damages occur, issues of compensation should be addressed to the Equipment

Manager. Decisions will be based on individual circumstances on a case-by-case basis.

D. Damage to Personal Student Equipment:

Prescott College in no way assumes responsibility for the damage or loss of student equipment used on Prescott College field courses. Students should pursue insurance claims through their homeowners or renters insurance policy, if applicable.

E. Use of Prescott College Equipment for Senior Projects or Independent Studies:

Upon the approval of the Independent Study/Senior Project Application, students may contact the FRM to inquire about the guidelines for use of Prescott College equipment. In all cases, a rental rate will apply. Approval will be determined on a case-by-case basis. Issues of safety, supervision, qualified instructors, location, cost and availability all affect the use of Prescott College equipment for this kind of purpose. Use of Prescott College equipment for Senior Projects or Independent Study courses that are working with outside schools is not permitted; rare exceptions should be petitioned through the Program Chair/Leader or FRM.

F. Transportation, Storage, and Filling of Propane:

The warehouse issues propane tanks to accompany stoves and lanterns. It is the responsibility of each course to buy propane. Propane tanks must be transported outside of vehicles, in the trailers, college-owned or otherwise.

G. First Aid and Safety Gear:

First aid kit(s) appropriate to the activity should be carried on all field courses. First aid kits are divided into three types:

- a. Van Kits – these kits are appropriate for day trips and non-specific field activities (i.e., museum trips, etc.) Van Kits are kept in the school vehicles.
- b. Mandatory Instructor Kits – these kits are mandatory for specific field courses (i.e., rock climbing, kayaking, etc.) and courses of an expeditionary nature. These are first aid and trauma kits that must be carried at all times.
- c. Hiker Kits – these are generally small first aid kits. These may be carried by students and are useful if the group is split into subgroups.
- d. Backcountry Drug Kits – these prescription drug kits are intended for use on courses in extremely remote backcountry settings. These kits must be issued and carried by an instructor, and de-issued directly to the Equipment Manager. Any use of a drug kit must be documented on an accident report and a copy of that report must accompany the drug kit when it is turned in. Drug kits are stored in sealed plastic bags that double as tamper seals. These kits are only available for courses deemed appropriate by the Field

Risk Manager.

- e. Additional safety and rescue equipment - Stokes litters, river rescue kits, etc. may be required for specific activities.

XIV. ACTIVITY SPECIFIC STANDARDS & CONSIDERATIONS

In the Prescott College Field Manual, Activity Specific Standards and Considerations are expressed in the form of Safety Guidelines. "Guidelines" are generally accepted practices used when teaching various activities under normal circumstances. No manual can consider every possible situation that might arise in the field, and instructors at Prescott College are hired for their experience and good judgment. Therefore, it is expected that instructors will use their judgment when applying the safety guidelines listed in this section. Guidelines are expected to be modified if the situation warrants. In fact, instructors could be compelled to break or ignore specific guidelines if circumstances are such that following them creates a higher level of risk. The primary objective is to manage risks effectively in order to have a safe and educational experience for students.

A. General Guidelines for All Field Activities and Camping

1. Instructors must be pre-approved by the FRM or designee to conduct specific field activities; examples include backpacking, rock climbing, rafting, etc.
2. If a course is team taught, one person in each instructor team shall be designated the primary instructor for emergency situations. This will be true even when the team shares leadership authority in most situations. This is usually done in a pre-course meeting with the Risk Management Director for Field Activities or designee. The primary instructor will be the final authority for making decisions in emergency situations. Usually the more experienced person in an instructor team will be designated in charge of risk management. In some situations, this responsibility might be split up: one person in the instructional team could be designated the lead instructor for emergency medical responses, and the other for the technical aspects of a course. This division of responsibility should be made clear before the course starts.
3. Only students registered for field courses or students serving as staff are allowed to participate in activities unless they have prior approval of the FRM.
4. First aid kits appropriate for the activity should be present during all field activities. Students should know the contents and location of the first aid kit.
5. Instructors should review student medical records and interview students concerning past or present medical problems at the beginning of each course to determine if there are questions that need to be addressed concerning a student's physical or emotional fitness to participate. Changes in a student's medical condition should be

documented on the appropriate form, which is sent to the Office of the Registrar.

6. Instructors should design and discuss an emergency plan with their student group. This plan should be updated as necessary. Examples include a discussion of “what ifs,” rescue procedures, first aid, evacuation routes, communication points, emergency contacts, and clarification of personal and group responsibilities.
7. A safety briefing should be given to students at the beginning of any new activity to educate participants in risk management practices appropriate for the activity and environmental conditions (for more information see Section IV).
8. Proper care and use of equipment should be a priority for all courses. Students should be trained in care and use of equipment because safety depends on gear functioning properly. Additionally, students are held financially accountable for any damage considered beyond normal wear and tear.
9. Students should be given adequate instruction in safe travel practices and minimum impact techniques for wilderness travel and camping. Examples include: stove use, dealing with heat and cold, shelter set up, latrine use, adequate hydration, responding to emergencies, etc.
10. Students should be given information about foreseeable conditions so they can bring appropriate clothing and equipment. For regularly taught courses, personal equipment lists should be given to students well in advance, so that they are able to acquire items. **Free gear may be available to borrow. Please check with the Orientation Director to determine if students can borrow personal gear from the Orientation Program for participation.
11. Adequate food and water should be carried on all outings. Instructors should supervise student food planning in order to assure that this is accomplished.
12. All field activities should be conducted in ways that minimize adverse cultural, social, and environmental impacts.
13. Lost and alone: Students should be briefed at the beginning of the course as to the importance of staying together as a group (or smaller groups if that is the way the course is organized) and what to do if they become separated and disoriented. Students should be instructed to do the following:
 - a. Stay calm.
 - b. If you don't know where you are, find someplace where you can be noticed and stay put! (e.g., large meadow, rock outcropping, lakeshore, path).
 - c. Make yourself visible. Wear bright colored clothing. Make noise,

blow a whistle. Build controlled smoky fires by day, and controlled bright fires by night. Use SOS signal mirrors. Signal for help in a pattern of threes.

d. Establish protection from the elements.

14. When appropriate, educational debriefings are encouraged. These should include discussions of significant learning, application of learning, problems that occurred, and ideas for improvement.
15. Appropriate activities and terrain should be selected for the physical, emotional, and skill limitations of the participants.
16. During periods of diminished weather conditions, instructors should modify or cancel activities to meet the safety objectives of the College.
17. Instructors have the responsibility of managing all aspects of group travel. A clear travel plan should be communicated to the students, with consideration given to pace, spacing, sub-group organization, designation of lead and sweep, load adjustments, rendezvous points, boundaries, and first aid kit and map availability.
18. When engaging in activities or teaching technical skills, an appropriate progression should be followed, with consideration given to warm-up activities.
19. Instructors should be familiar with the terrain or activity site used on a course. Familiarity is gained from field reconnaissance and/or consultation with other instructors or other knowledgeable authorities, including guidebooks, maps, articles, and course reports.
20. Instructors should complete and submit all course related paperwork and reports in a timely fashion.
21. Instructors will review all relevant sections of the field manual with their students early in the course.
22. The pacing of travel and activities needs to be adjusted to fit the particular needs of each unique student group.
23. Instructors should teach and groups should follow Leave No Trace Principles (listed below) on all Prescott College field outings:

PLAN AHEAD AND PREPARE

- ✓ Know the regulations and special concerns for the area you'll visit.
- ✓ Prepare for extreme weather, hazards, and emergencies.
- ✓ Schedule your trip to avoid times of high use.
- ✓ Visit in small groups when possible. Consider splitting larger groups into smaller groups.
- ✓ Repackage food to minimize waste.
- ✓ Use a map and compass to eliminate the use of marking paint, rock cairns or flagging.

TRAVEL AND CAMP ON DURABLE SURFACES

- ✓ Durable surfaces include established trails and campsites, rock,

- gravel, dry grasses or snow.
- ✓ Protect riparian areas by camping at least 200 feet from lakes and streams.
 - ✓ Good campsites are found, not made. Altering a site is not necessary.
 - ✓ In popular areas:
 - Concentrate use on existing trails and campsites.
 - Walk single file in the middle of the trail, even when wet or muddy.
 - Keep campsites small. Focus activity in areas where vegetation is absent.
 - ✓ In pristine areas:
 - Disperse use to prevent the creation of campsites and trails.
 - Avoid places where impacts are just beginning.

DISPOSE OF WASTE PROPERLY

- ✓ Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food, and litter.
- ✓ Deposit solid human waste in catholes dug 6 to 8 inches deep at least 200 feet from water, camp, and trails. Cover and disguise the cathole when finished.
- ✓ Pack out toilet paper and hygiene products.
- ✓ To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

LEAVE WHAT YOU FIND

- ✓ Preserve the past: examine, but do not touch, cultural or historic structures and artifacts.
- ✓ Leave rocks, plants and other natural objects as you find them.
- ✓ Avoid introducing or transporting non-native species.
- ✓ Do not build structures or furniture, or dig trenches.

MINIMIZE CAMPFIRE IMPACTS

- ✓ Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
- ✓ Where fires are permitted, use established fire rings, fire pans, or mound fires.
- ✓ Keep fires small. Only use sticks from the ground that can be broken by hand.
- ✓ Burn all wood and coals to ash. Put out campfires completely, then scatter cool ashes.

RESPECT WILDLIFE

- ✓ Observe wildlife from a distance. Do not follow or approach them.
- ✓ Never feed animals. Feeding wildlife damages their health, alters

natural behaviors, and exposes them to predators and other dangers.

- ✓ Protect wildlife and your food by storing rations and trash securely.
- ✓ Control pets at all times, or leave them at home.
- ✓ Avoid wildlife during sensitive times: mating, nesting, raising young, or winter.

BE CONSIDERATE OF OTHER VISITORS

- ✓ Respect other visitors and protect the quality of their experience.
- ✓ Be courteous. Yield to other users on the trail.
- ✓ Step to the downhill side of the trail when encountering pack stock.
- ✓ Take breaks and camp away from trails and other visitors.
- ✓ Let nature's sounds prevail. Avoid loud voices and noises.

B. Day Hiking:

The minimum staff to student ratio is 1:12.

1. All general guidelines regarding itineraries, transportation, and instructor qualifications should be observed.
2. Instructors should complete required user-day forms for all day outings.
3. Instructors should be previously familiar with the area visited if the nature of the terrain is above Class I.
4. Groups should generally travel together. Instructors should have a group management plan for keeping track of people if splitting the group becomes necessary.

C. Cycling (Road and Trail):

The minimum staff to student ratio is 1:12. (1:8 for bikepacking)

1. Helmets should be worn for any program activity involving bicycles.
2. A mechanically savvy instructor or a reputable bike shop mechanic should check both the safety and condition of the students' cycling equipment. Before the first ride is undertaken, the instructor will confirm that this has been done. The reliability of equipment is of the utmost importance for multi-day trips, so a thorough inspection should be conducted..
3. Adequate food and water, as well as clothing for adverse weather conditions, should be carried.
4. Travel should be in single file and with the direction of traffic in areas where motorized vehicles may be encountered.
5. Lead and sweep bikes should be appointed. The sweep bike should

- carry the repair and first-aid kits.
6. Each cyclist should remain in visual contact with the person behind. Exceptions to this guideline are in the case where a partnership system is in use and periodic checkpoints clearly established.
 7. All stops should be made off the road or trail and avoiding high traffic areas.
 8. Pre-arranged checkpoints should be used to re-establish group unification.
 9. A partnership system can be utilized to facilitate spacing between riders and maintain group organization.
 10. When traveling in traffic, room should be made available in the group's spacing to allow cars to pass safely.
 11. Instructors should conduct safety briefings, which discuss potential hazards and set guidelines on speed control and safe riding practices.
 12. Appropriate bags, tools,, and flat tire repair items should be carried by each rider for simple repairs. Consideration should be given to carrying sufficient extra clothing, rain gear, high-energy food, sufficient water, a method of treating water for drinking, a fire starting device, shelter, sun protection, personal first-aid items, and maps. Carrying a headlight and taillight is strongly encouraged.
 13. On trails, cyclists should always yield to uphill riders and all other trail users. Prior to passing other trail users, riders must make their presence known. When equestrians are encountered, riders should stop and ask the horseback riders for permission to pass so as to not spook the horses. Headphones should never be worn.
 14. On trails, groups should generally travel together. Instructors should have a group management plan for keeping track of people if splitting the group becomes necessary.
 15. On more technical trails and routes, students should be encouraged to ride conservatively, minimizing the risk of crashing, and walking any sections they are not comfortable riding. Cycling shoes that are comfortable for hiking should be used.
 16. Instructors should be familiar with the route, trail difficulty, water and food resupply points, and potential alternate routes off the planned route in case of emergency.
 17. For bikepacking trips or longer day rides in remote country, the instructor should verify that all necessary repair items are carried *and* compatible with each bike. All tools for field repairs should be compatible with all bikes (i.e., confirm spoke nipple sizes, chain widths, Torx versus hex versus Allen bolt fasteners, suspension inflation adapters, etc.).
 18. For bikepacking trips, all the backpacking-specific guidelines outlined

in this manual should be observed.

D. Backpacking:

Staff to student ratio is 1:12.

Experience of instructors, experience level of students, terrain, and remoteness should be considered in the appropriate staff to student ratios.

1. Footwear that is adequate and appropriate to course environments and activities should be worn by participants.
2. Students should be informed about potential hazards and how to travel safely. Examples include difficult terrain, loose rock, flash floods, rockfall and stream crossings.
3. All potentially hazardous stream crossings should be actively managed by instructors. See Activity Specific Guidelines for River and Stream Crossing, item E.
4. Food should be hung or properly contained at night to prevent animals from getting into it. Hanging food is critically important in bear habitat if bear-proof canisters are not used. Constructing effective bear hangs is difficult and potentially hazardous for a variety of reasons. If available, helmets should be used by participants while climbing trees and raising and lowering heavy food bags, and by everyone in the area if objects (sticks or stones) are thrown to establish suspension points. Consideration should be given to using headlamps at dusk or after dark, and spotting individuals who are raising or lowering bags.
5. Campsites should be selected with a high priority on minimizing social, cultural, and environmental impacts.
6. Travel should be conducted in such ways as to minimize erosion of existing trails and prevent development of new trails.

E. River and Stream Crossing

1. It should be recognized that river and stream crossings are potentially hazardous and difficult to assess. Considerable effort should be made to ensure student safety, including recognizing that crossing a stream may be impossible and that backtracking or traveling great distances to find safe crossings may be necessary.
2. Assessment of river or stream crossings should take the following into consideration: water and air temperature; length of crossing; bank gradient and footing; current strength and water depth; students' and leader's capacity (comfort, skill, and size); available bridges or jumps; downstream hazards or obstructions; and effective spotting points.
3. Bridges (snow, downed logs, stepping stones or boulders) are usually

preferable means of crossing swollen streams. Assessing the safety of bridges should include stability, height, slipperiness, and whether jumps are required. A hand line should be used if appropriate.

4. Staff should inspect, approve, and supervise all potentially hazardous stream crossings.
5. Packs, if not passed or shuttled, should be worn in such a way that they can be easily discarded.
6. Helmets should be worn if available on potentially dangerous crossings.
7. When using hand lines, students should cross on the downstream side of the line and not be attached by either a carabiner or knot. (This does not include the use of "taglines that are used in river rescue situations.)
8. Swift water crossings of greater than mid-thigh depth should not be attempted without support. Support includes hand lines, helmet and spotter, or other means.
9. Solo crossing of streams by students, where potential hazards exist, is not permitted. Consideration should be given to shuttling, passing, or lining packs; using spotters with throw ropes; third leg, tripod or human-line crossing techniques.
10. Suitable footwear should be worn for all crossings. Socks can be removed to keep them dry.
11. In course areas where potentially hazardous stream or river crossings are a feature, training for and discussion of safety considerations should occur before these hazards are encountered.
12. Snow bridges over deep, swift, or unknown conditions should be probed and initially crossed by the lightest staff member, without a backpack.
13. Mountain streams and glacial outflows may be safer to cross in the morning when the melt cycle is at its ebb.
14. Icy crossings are particularly problematic. Consider using crampons or crossing on submerged stones. Hand lines are beneficial under such conditions; ski poles or staffs may be helpful on stepping stone or low log bridge crossings.

F. Independent Group Travel

1. Travel independent of direct instructor supervision must be pre-approved by the FRM or designee for all courses.
2. When groups engage in independent travel on a field course, the terrain should be easier than they have previously demonstrated the ability to travel safely under supervision.

3. The primary instructor is responsible for determining a group's readiness for independent travel.
4. The primary instructor is responsible for clearly establishing emergency procedures to be followed during independent group travel.
5. Prolonged independent travel, involving more than twenty-four hours away from instructors, will be restricted to groups of no fewer than four students. In such cases, a designated student leader will be determined and approved by the instructors. This individual will be responsible for keeping the group unified, making sure decisions are made in a timely manner and clearly communicated, and serving as the group leader in case of an emergency.
6. Each group traveling independently will carry necessary safety and survival equipment, including a first aid kit and adequate supplies of clothing, shelter, water, and food.
7. The safety briefing for independent group travel will include a discussion of "what ifs" and a clear understanding of emergency procedures, communication options, and evacuation routes.
8. When conditions are difficult or student readiness for independent travel is questionable, instructors should more closely supervise their groups. Options include shadowing, frequent checkpoints, written guidelines, rendezvous, direct supervision through problem terrain, and/or having teaching assistants accompany groups.

G. Orienteering:

A staff to student ratio of 1:8 is required; teams of three or more members suggested.

1. Appropriate instructional session(s) and a demonstration of proficiency will precede students being sent out on orienteering courses independently.
2. A clear emergency plan should be communicated to all participants. The plan should include: what to do if a member of a team is injured, and what to do if the team gets lost, nighted, or separated.
3. Orienteering procedures should be clearly communicated to all participants. These should include identifying easy to recognize perimeter boundaries, stating a time after which all teams should return to the starting point, describing the physical appearance of the checkpoints, indicating what the checkpoint sign-in procedures will be, identifying potential hazards or problematic terrain, and requiring teams to stay together except to give notification of an emergency.
4. All participants should be equipped with the following supplies and

equipment: fire starter and lighter or matches in a waterproof case, waterproof storm gear, extra food and water, extra insulating clothing beyond that required for the activity, whistle, course area map, compass, suitable hiking boots or shoes, day pack, and flashlight or headlamp.

5. Each team should have a hiker first aid kit (including sting kit), topographic map set covering course area, and an emergency tarp. Consideration should be given to carrying sleeping bags, pads, and stoves during cold weather periods or when diminished weather is probable.
6. A staff member should be stationed at the starting point with a vehicle, instructor first aid kit, set of maps, and extra food and camping equipment.
7. Consideration should be given to the following: balancing groups in terms of skill level, staff shadowing or accompanying groups of lower competence, forbidding teams from running or jogging, identifying good bail-out routes, staffing a mid-way checkpoint with an additional vehicle and supplies, and giving students a predetermined "home bearing" to set on their compasses in case of disorientation. A predetermined bearing would need to be established such that it would always direct students to a perimeter road.

H. Lightning Hazards

Lightning strikes account for more fatalities each year than any other natural occurrence. Mountaineers and others in the outdoors are at a significantly higher risk than the general population, since most buildings and automobiles are either equipped with or have natural lightning arresters. Although lightning strikes are unpredictable, there are precautions that can be used to reduce the risk of being injured in the outdoors.

1. Early in courses that are likely to encounter lightning, instructors should brief students on lightning hazards, avoidance procedures, and first aid.
2. When cumulonimbus clouds are building or when thunder is first heard, instructors should evaluate the safety of the group's position and activity, and modify plans accordingly. Visible lightning should be considered a serious threat. **When lightning is sighted, or lightning strikes within 20 seconds or less of accompanying thunder, instructors and students should actively move rapidly to areas of greater safety.** (5 seconds between boom/flash = 1 roughly mile).
3. Lightning retreats and camps during storm cycles should be planned

to avoid direct strikes and surface currents. Areas to avoid include good conductors (such as metal sheds, pipes, wires, wire fences and wet ropes), places that have obviously been struck before, high points, open areas, shallow overhangs and caves, summits, ridges, vertical crack systems, shallow drainages, areas of poor drainage, open water, shorelines at the edge of open bodies of water, tall trees, exposed tree roots, or any trees in open areas.

4. Areas of greater lightning safety include vehicles and locations with uniform cover (trees about the same height and rolling hills).
5. Signs of intense electron accumulation and high hazard levels include the following: hair standing on end, metal objects humming, ozone smell, static electrical arcing, or **lightning strikes within 2 miles (10 seconds between flash and boom) or less of accompanying thunder**. During these times, no matter how safe the zone, the following precautions should be followed:
 - a. Group members should ideally be dispersed 50 feet apart, but within sight and verbal contact of one another.
 - b. Instructors should be separated and bookend the group.
 - c. Everyone should be instructed to insulate themselves from ground current on a pack, pad, coil of rope, PFD, or other insulator and make themselves as small as possible in a position that can be comfortably maintained while minimizing contact with the insulation (e.g., "lightning position").
 - d. At night, if getting students out of shelters creates a greater management risk (e.g., hypothermia), consider keeping students in their shelters, but have them sit up and insulate themselves off the ground. Lying down puts us at a greater exposure to injury or cardiac arrest from ground current than sitting up.
 - e. Mountaineers or rock climbers trapped on small ledges should anchor themselves out of vertical crack systems until the brunt of the storm has passed. Surface current can cause involuntary spasms, which may result in subsequent falls and injuries.
 - f. Contact with good conductors (particularly ferrous metals) should be avoided. Remove anything metal at least 20 feet from any group member.
 - g. Groups should practice the above precautions and **stay in lightning position until at least 15 minutes after the last 10 second boom/flash count**.
6. First aid for lightning strike victims should include: 1) Basic life support. Rescuers should be prepared to provide prolonged rescue breathing; 2) A full patient assessment and treatment of any injuries found; 3) Close monitoring for cardiovascular, respiratory or neurological

complications 4) Evacuate any person struck by lightning.

7. During times of afternoon thunderstorm activity, peak and rock climbs should be planned so that summits or high points are reached before noon. Retreats to safer ground should start at the first signs of approaching thunderstorm activity.
8. On open bodies of water, efforts to get on shore should precede any significant cumulonimbus buildup.

I. Solo:

Staff to student ratio is 1:6.

1. A thorough safety briefing should be given before putting students out on solo. Discuss the rationale behind the activity, students' expectations, and emergency procedures.
2. Each student should have adequate clothing and shelter available during solo.
3. Adequately treated water and food should be available to students during solo.
4. Consider the safety of each site. Is there a tarp site? Is there a place safe from high water and/or rockfall danger? During times of risk of flooding, are all solo sites and the basecamp on the same side of the drainage?
5. Be sure students understand the boundaries of their site and that they are not permitted to roam beyond them. Stress on-site safety as part of the initial safety briefing.
6. Student solo sites should be within earshot of each other. Distress calls or whistles should be able to be heard by neighboring sites and passed down the line to base camp. When appropriate, students should be instructed to respond to neighboring sites in the event of a distress call.
7. Each student should be checked by instructors at least once each 24 hours. This can be done visually, verbally, or by a cairn method.
8. Students who have chosen not to eat their food during solo should end their fast with soup or liquids before eating a solid meal. Their stomachs may not be able to handle as much food as they might want to eat. Resume activities with an easy day or two so that they have a chance to regain their strength. Fasting should be discouraged in cold temperatures.
9. Modify solo to fit the needs of the group or end it completely if the situation warrants.
10. The group discussion after solo is an essential part of the activity. Be

sure each student who wishes has an opportunity to share their solo experiences with the group.

J. Ropes Courses

Prescott College does not own a ropes course. All ropes course use at other facilities requires the prior approval of the FRM. This approval should be given after it has been established that the ropes course in question is up to industry standards in its construction, inspection and use. Prescott College will request to review the facilities' inspection and maintenance reports. A copy of these reports will need to be filed as part of the AEE annual report.

K. Initiative Games and Problem Solving Activities

1. Activities should be introduced in a progressive manner, keeping in mind the level of complexity appropriate for the skill level of the student group.
2. Participants are to be adequately prepared and briefed, and then debriefed following the experience.
3. All activities are to be structured and supervised so that physical and emotional risks are managed effectively.

L. Caving

1. Horizontal Caving: minimum staff to student ratio is 1:8.
 - a. Artificial mines and mine shafts are not caves and should not be entered.
 - b. Students should be screened for suitability to safely take part in the activities involved in caving, especially the ability to stay together and work as a group.
 - c. Helmets should be worn in a cave at all times. Footwear and clothing should be checked for appropriateness.
 - d. Each student should be required to have a light that can be mounted on a helmet. Each student should carry a spare set of batteries.
 - e. Except for caves that the instructor determines to be of a simple and straightforward nature, two additional sources of light should be required per student besides the light mounted on the helmet. Each flashlight should have its own set of primary and spare batteries.
 - f. The keys to the vehicle(s) should be left in a designated hiding spot near the vehicles. Emergency phone numbers and student medical forms should be left on the driver's seat or dashboard.
 - g. A first aid kit containing essential supplies should be carried by the

group. A more fully equipped first aid kit should be left outside the cave.

- h. A piece of webbing for use as a hand line should normally be carried by the group. Students should be encouraged to spot one another when moving through difficult terrain.
- i. In very wet caves, a carbide lamp and space blanket should be carried by the group so that a heat tent can be rigged in case of emergency. A wool hat and sleeping bag should be left easily accessible at the vehicle or the cave entrance.
- j. Students should not be permitted to do any solo caving during the course.
- k. There are caves or sections of caves that flood after storms, that require submersion in frigid water, that require free climbing or unsafe exposure, and/or present similar risks that cannot be justified in a program setting. Caves with these kinds of hazards should be avoided. If the instructor is unfamiliar with a cave, the instructor should take precautions to ensure that environmental hazards are detected and avoided.

2. Vertical Caving: minimum staff to student ratio is 1:6.

- a. The use of ropes and vertical techniques introduces the possibility of equipment failure or human error. Above ground practice, confidence in students' abilities, and close supervision of the activity are obviously essential.
- b. One of the two additional light sources should be carried on a string around the neck or in an equally accessible location.
- c. The instructor should be present during all rope work.
- d. All vertical techniques should first be practiced above ground.
- e. Vertical caving shall be limited to rappelling/ascending fixed lines and to down-climbing/up-climbing while belayed from above. No lead climbing should be undertaken.
- f. Helmets, harnesses, climbing systems, ropes and webbing should be inspected prior to entering the cave. Helmets used for vertical caving should be only those designed for caving or climbing.
- g. All anchor systems should be rigged or inspected by the instructor. All bolts used for anchors should be backed up whenever possible.
- h. Students should not share gear for rappelling and ascending but should have their own, except at the discretion of the instructor.
- i. Rope ascending systems should meet generally-held standards for single rope technique (SRT), so that failure of any one sling or ascender maintains the climber in an upright position. "Chicken loops" should be used to ensure that feet do not come out.

- j. Whenever possible, the instructor should check the student's attachment to the rope before rappelling. A knot should be tied into the end of a rope that is being used for rappelling.
- k. For long rappels: The use of rappel racks should be preferred over figure eights. A prusik or mechanical ascender should be available for easy clipping in. A student should be positioned so as to be able to apply a bottom belay.

M. Canyoneering:

Minimum staff to student ratios are 1:6 for beginning classes and 1:8 for intermediate and advanced classes.

1. All relevant rock climbing guidelines should apply to technical canyoneering.
2. Care should be taken to avoid environmental hazards such as flash flooding, rock fall and becoming trapped in technical slot canyons.
3. In technical canyons involving rappels, care should be taken to prevent being trapped between jumps or by keeper potholes. In exploring new or less familiar canyons, ropes should not be pulled from rappel anchors until clear escape routes have been established.
4. Equipment for replacing or repairing anchors should be carried in technical canyons that have not had recent reconnaissance (within the last month or within the last flooding event).
5. In unfamiliar technical canyons, an expansion bolt kit and pot hole keeper extrication equipment should be carried.
6. In shaded canyons requiring cold pool swims or deep wades specialized insulation attire (wet suits or dry suit) should be utilized.
7. Since many Southwestern canyons have prevalent poison ivy, prevention and treatment should be prepared for and included in safety briefings.
8. When canyoneering that involves swimming or deep wading, instructors should ensure that all students are adequately competent swimmers, and if not, PFDs should be worn when traveling through deep holes (those potentially over chest in depth).
9. When possible, questionable or unfamiliar anchors should be safety tested or backed up.

N. Rock climbing:

Minimum staff to student ratios are as follows (see definitions of Beginner, Intermediate, and Advanced below):

- Top rope/mock lead climbing, 1:5 for beginners and intermediates, 1:6 Advanced

- Rappelling, 1:5 for beginners and intermediates, 1:6 for advanced
- Fourth class mountaineering and canyoneering, 1:6 for beginners and 1:8 for all others
- Climbing fixed lines and rope ascending, 1:6
- Multi-pitch guiding, 1:2 for beginners and 1:3 for all others
- Supervised student lead climbing, 1:4 by faculty, 1:2 by T.A.s
- Directed independent student lead climbing (for advanced climbers only), 1:4

Definitions:

- A *Beginner* has less than ten days of rock climbing instruction.
 - An *Intermediate* student has more than ten days of climbing instruction.
 - An *Advanced* student has acquired the instruction and experience to comfortably and safely lead class 5.7 or harder placing their own natural protection.
1. Climbing rope inspections (for wear and damage) should be conducted systematically , and lead climbing ropes inspected prior to use.
 2. Proper safety checks and commands in accordance with the universal climbing standard should be performed prior to climbing. These include proper tie-in, harness use, helmet and belay rigging.
 3. A belayer backup person (independent rope handler) should be used when beginner students are belaying a climber. This precautionary practice should only be discontinued after a belayer has successfully passed a belaying test (performance inspection by instructor).
 4. Knots on runners and piece slings should be checked for tightness and correctness prior to each day of use.
 5. Carabiners should be checked for sticky gates and when identified cleaned or if necessary removed from use.
 6. Student lead climbs should be belayed using an approved belay device or other accepted friction belay method such as a munter hitch.
 7. Student lead climbs should be belayed by individuals who have successfully demonstrated belaying competency to an instructor.
 8. Single point belay anchors or joined multiple anchors should use a Master Point locking carabiner or two regular carabiners with the gates opposed and reversed as the attachment or direct belay location.
 9. At belay stations, anchors should employ redundancy, equalization and avoid failure elongation (shock loading).
 10. Multi-directional anchor systems should be used at belay points in the middle sections of multi-pitch continuous climbs.

11. Lead climbers should establish a multi-directional secure piece of protection to mitigate factor two falls.
12. Whenever possible, lead climbers should place more than one secure protection piece prior to attempting difficult sections (crux moves) on student lead climbs.
13. UIAA approved helmets should be used by participants while doing technical and semi-technical rock climbing (class IV and V), while in unprotected areas below other climbers.
14. Students should wear helmets on class III and IV terrain where the consequence of a fall or falling rock could cause injury.
15. Personal equipment used on courses involving technical climbing should be inspected for quality, condition, and safety by instructional staff.
16. Rappels should always be inspected for loose rock, adequate rope length and other hazards by instructional staff
17. Students will receive instruction in the use of backup belays for rappelling, including the tension belay", prusik/autoblock, self belay device or separate rope belay. Appropriate backup belays will be utilized during all student rappels according to advice of the instructors.
18. Prior to rappelling, each student will double check harness and rappel device attachment, locked carabiner and backup belay before proceeding to rappel. When possible a peer will confirm the assessment.
19. Whenever possible a faculty or teaching assistant should be the first to descend a given rappel in order to check for potential problems or hazards.
20. A well-equipped first aid kit should always be carried to and from climbing sites, and left at a designated spot at the bottom while a given climbing site is in use. If circumstances cause the group to be spread out, multiple first aid kits should be taken to the site or smaller "hiker 1st aid kits" carried with climbing parties.
21. A Stokes Litter should be available at the van in case of a minor emergency requiring evacuation but not EMS intervention.
22. Keys for the class vehicle should be left at or near the vehicle in a designated hiding spot.
23. First aid kits should be inspected by faculty prior to the beginning of the course. Kits should always be kept well supplied and complete.
24. Students should not be permitted to do any solo climbing or solo (unsupervised) bouldering while participating in a class.
25. All bouldering activities require spotters and approval by faculty. Bouldering will usually take place with the student's feet within six feet

- above a good landing. Padded bouldering landing mats (Crash Pads") should be used for planned bouldering sessions.
26. Students should not be permitted to lead climb unless approved by the instructors. Care in selecting appropriate climbs and supportive supervision must be maintained by the instructors during initial student lead climbs. Mock leading (leading with a top rope) should be included in the progression prior to lead climbing.
 27. Instructors or teaching assistants will closely supervise and take an active coaching role with all students on their first series of lead climbs. If deemed necessary, protection should be pre-placed by faculty.
 28. Students should not attempt to lead climbs of greater difficulty than one grade below their determined top-rope standard. Faculty should determine top-rope standard after many no fall ascents of a given standard.
 29. Faculty should assign: climbing team composition, routes to be climbed, and even which pitches should be attempted by which lead climber within a team, if deemed necessary.
 30. All student lead climb routes should be chosen by faculty based on safety, suitability and ease of protection.
 31. Students should always be encouraged to back off lead climbs, which they feel are too difficult or poorly protected. A "NO LEADER FALL" goal should be set with the student group.
 32. New climbing sites should be inspected and cleaned by the faculty before students are permitted to climb. Look for potential environmental hazards like loose flakes, holds, or boulders. These should be aggressively managed if appropriate.
 33. Students should be warned to remove jewelry (especially rings) and wear appropriately protective and un-restrictive clothing while rock climbing.
 34. Students should be taught to spot the lead climber at the beginning of pitches with bad landings until adequate protection can be placed.
 35. Staff must be personally familiar with all climbs used for student leads with beginning climbers. The one exception to this is with the permission of the Risk Management Director or designee it is possible to use a specific climb that has been identified by the AE Program as suitable for beginning leads, without personal familiarity.

O. Alpine and Ski Mountaineering:

Minimum staff to student ratio is 1:6 for alpine and ski mountaineering.

General Guidelines

1. UIAA approved helmets should be worn in technical terrain and in situations where a fall would be likely to result in injury and where there may be danger of objects falling from above. Students should also wear helmets while ascending and descending on skis or snowboards where hard snow, sliding falls or exposed obstacles present potential hazards. Under some circumstances, ski helmets may provide adequate protection.
2. Extra clothing, storm gear, a light source (i.e., headlamps), extra food and water, basic first aid kit, and other appropriate survival gear (depending on local conditions) should be carried on all alpine peak ascents.
3. Mountaineering involves assessment of a host of environmental hazards. These should be thoroughly discussed with students before they are encountered. Consideration should be given to cold and heat stress, high altitude ailments, and hazards related to loose rock, lightning, avalanche, icefall and rockfall.
4. Students should be taught procedures for safe travel in areas of potential rockfall hazard. These should include traversing to avoid climbing above one another, clustered group travel, one at a time, and dividing into small groups.
5. Students should be instructed to use the call, "Rock," to warn others of dislodged rock, debris or dropped equipment.
6. Prior to travel into mountains, the instructor should schedule some rock climbing at a local crag in order to gain knowledge of individual skill levels and technical preparation.
7. Special care should be used to select campsites in the alpine tundra to avoid environmental damage. Campsites should be established on snow, bedrock, mineral soil, or heavily impacted sites whenever possible and open fires should not be used.

Snow climbing guidelines:

1. A thorough snow school that includes instruction and practice in "self-arrest" and proper climbing technique should precede travel on steep, compacted snow slopes or slopes on which shallow soft snow overlies hard snow or ice.
2. Snow school should be run in a suitable area where there is a good run-out or where "bombproof" J-line anchors can be established.
3. Students should wear helmets and protective clothing while practicing "self-arrest."
4. The instructor should emphasize the changing nature of snow and the

- implications of this for managing risks during this activity.
5. Roped team climbing (where anchors are not employed) should only be conducted on terrain where a sliding fall can be easily arrested. Otherwise running belay anchors or pitched climbing should be used.
 6. When roped team climbing is called for, emphasis should be placed on avoiding slack buildup between team members. No more than a single butterfly or coil should be carried as a means of preventing being towed or jerked by the differences in pace.
 7. Crampons, ropes and anchors should be used in icy or hard snow slopes where a self-arrest is unreliable.
 8. Dark and highly protective sunglasses should be worn on glaciers and snowfields to prevent snow blindness.
 9. Glissading techniques should be practiced at a snow school site prior to actual use in mountaineering. Glissading is rarely safer than simply stepping down. The instructor should evaluate the potential hazard versus benefit of each technique. Expedience may be an important safety factor, or it may not. The run-out, snow conditions, and terrain obstacles should be considered carefully. Crampons should be removed before glissading.

Glacier travel guidelines:

1. Climbing teams should be roped up while traveling on glaciers covered with thin or weak snow. Ropes and other crevasse extrication equipment should be carried on snow-covered glaciers if there is even a remote possibility of someone falling into a crevasse.
2. A training session on crevasse rescue should be conducted as soon as is practical when traveling on snow-covered glaciers.
3. Prusik slings, carabiners, snow and ice anchors and pulleys should be readily available when traveling on hazardous glaciers. Prusik slings can be pre-rigged on ropes for added efficiency.
4. Groups should avoid clustering in areas of potential hidden crevasse hazard until an evaluation has been made. All group congregation areas and camps should be thoroughly evaluated and/or probed for hidden crevasses. The instructor should designate boundaries for acceptable un-roped travel.
5. Particular care should be taken when traveling on a glacier after a new snowfall when the weak, unconsolidated snow may hide openings. Careful probing with an ice axe or probe pole should be taught and employed. Climbers should be tied in and joined together when these conditions prevail.
6. Complex routes through crevassed areas should be marked with flagged wands to help aid on the return trip or retreat. When spacing

- wands, consider the possibility of storm or white-out conditions.
7. Thin or potentially weak snow bridge crossings should be belayed carefully. Crevasse rescue equipment should be ready for use.
 8. Sufficient rope should be carried on glaciers to effect efficient crevasse extrications.
 9. Traveling on glaciers using skis greatly reduces the likelihood of breaking through weak snow and falling into a crevasse. Instructors may use discretion in the application of team roping while skiing. Under such conditions, clear communication, strict group travel management, and readily available rescue equipment are mandatory.
 10. When pulling loaded sleds across snow covered glaciers, consideration should be given to anchoring the rear of the sled to a trailing segment of a climbing rope to prevent the sled from clubbing the climber in the event of a crevasse fall.
 11. When course participants are traveling roped together on snow-covered glaciers, measures will be taken to prevent any participant from turning upside down when falling into a crevasse with a heavy pack on. Consideration should be given to using either an improvised chest harness or Kiwi coils. Also, employing a system of securing packs to the rope following arrest of a crevasse fall should be considered.

Spring and ice avalanche hazard guidelines:

1. All pertinent guidelines listed above should be followed.
2. Students should be taught to identify avalanche paths, signs of instability, zones of potential hazard and safety zones.
3. Special consideration should be given to teaching students about wet snow and ice avalanches when conducting courses in the mountains during the ablation season (spring and summer in the northern hemisphere).
4. Safety zones should be identified and camps and rest stops established accordingly.
5. Before encountering areas of potential avalanche hazard, procedures used for safe travel in avalanche terrain should be taught.

Alpine rock guidelines:

- *Class 1:* Hiking on a trail.
- *Class 2:* Hiking off trail, occasional use of hands may be necessary for balance and comfort.
- *Class 3:* Scrambling. Frequent use of hand and foot holds is necessary for progress, but everyone in a particular group feels comfortable and secure, and a fall is either extremely unlikely or the

consequences are superficial.

- *Class 4:* Scrambling where the chances of a fall are very unlikely, but if it were to happen, serious injury or death could result. Rope systems need to be used on this terrain.
- *Class 5:* Technical climbing where ropes, belays, and anchors are used to prevent a fall from resulting in catastrophic consequences.
- *Class 6:* Aid climbing. This is referred to as class “A” in the Yosemite Decimal Rating System. Class 6 climbing involves weighting (and usually placing) anchors for upward progress.

1. Instructors should belay and use occasional anchors on 4th class terrain. Fixed lines (and prusiks), running belays, and short pitched climbing should all be considered as possible techniques for addition to safety on semi-technical areas (4th class).
2. Route finding and efficient rope management should be strongly emphasized.
3. Particular care should be used to select sheltered belay stations because of the greater likelihood of natural and human-generated rockfall in the mountains.
4. The belayer stance should be considered as part of the belay system. A secure and well-braced stance (preferably sitting) can often be considered as part of the redundancy in a multi-point belay anchor.
5. Extra sling material should be carried for use in establishing anchors for unplanned retreats or to replace old anchors on established rappel routes.
6. Rappel anchors should be evaluated very carefully. Pitons and bolts should be tested and/or carefully examined, and threads, chock stones and horns inspected and tested as well.
7. Backup rappel anchors should be added whenever indicated for all but the last person down (usually the instructor or T.A.).
8. When indicated, a separate rope belay and separate anchor can be employed to safeguard all but the last rappeler, by anchoring the line(s), rappelling on a single line and belaying with the “pull-down” end.
9. Questionable rappel anchor slings should be replaced.
10. An instructor should generally rappel last if back-up anchors are to be removed. In mountaineering situations, where the terrain below is unknown, the instructor should rappel first, after carefully checking the rappel anchors and giving clear instruction to those who follow.

P. Ice Climbing:

Minimum staff to student ratio is 1:8 top rope and 1:4 multi-pitch.

1. An equipment check and safety discussion should precede ice climbing activities.
2. Helmets should be worn by all students and staff members while climbing and while located below other climbers, as well as below steep or unstable ice.
3. Students should be instructed in safe use and care of ice climbing equipment.
4. Instructors should do all leading of ice climbs rated WI3 or AI3 and above.
5. Protective eyeglasses or goggles should be worn while climbing ice. Other protective clothing, as deemed suitable by the instructor in charge, should be worn.
6. A well-equipped first aid kit should be carried or located in the proximity of ice climbing activities.
7. Instructors should make an effort to establish safety zones where students who are not climbing can congregate protected from falling debris.
8. Ice climbs that are in avalanche paths should not be used during times of considerable or higher avalanche conditions.
9. Top ropes should have two reliable anchors and if ice anchors are used should be checked after every pitch, especially if warm and sunny conditions are present.
10. Instructional staff must actively supervise all ice climbing by students.
11. Only students who are at least intermediate rock climbers should engage in ice climbing.
12. If ice climbing occurs on glaciers, both ice climbing and glacial travel protocol will be observed.

Q. Backcountry Skiing and Winter Snow Travel:

Minimum staff to student ratios are as follows:

- 1:6 for Beginners and 1:8 for Advanced students (those enrolled in upper division courses or mentored studies).
- 1:10 for cross country skiers in *non-remote settings.

**Non-remote is defined as within two miles of the trailhead vehicle*

All pertinent guidelines for backcountry skiing also apply to Nordic skiing, backcountry snowshoeing, and backcountry snowboarding.

It should be noted that a fair amount has been written about large groups being the cause of avalanche accidents. Large groups put a greater load on sensitive slopes and make communication when following travel protocols very difficult. Large groups are also sluggish and cumbersome, increasing the likelihood of coming home late or getting unintentionally nighted. Prescott College courses sometimes use split group travel. Six students in one group is considered to be the absolute maximum; 4-5 is considered a reasonable size. Absolute confidence is needed in the judgment and qualification of all instructors if split groups are to be used. T.A.s are not always qualified to lead split groups.

1. All participants should carry avalanche transceivers in pre-tested working order when traveling in avalanche terrain.
2. The instructor should be responsible for indicating when everyone should turn on and off avalanche transceivers. This is usually done at the start and end of the ski day. Initiating the use of transceivers normally includes daily transceiver functional tests, including indicating battery proficiency.
3. Avalanche transceivers should have fresh batteries at the beginning of each block length course. Daily transceiver function and routine range tests should precede travel into potentially hazardous terrain.
4. All students should be trained in the use of avalanche rescue equipment and should engage in avalanche rescue drills prior to traveling in avalanche terrain.
5. Ski touring parties traveling in avalanche country during winter should carry an adequate number of metal snow rescue shovels and probes (a minimum of one per person for touring parties of five or smaller). During the spring or summer at least half the members of a group should carry shovels and probes.
6. Touring parties should follow standard procedures for travel, risk management, and terrain and stability analysis
7. All ski touring instructors should have avalanche training at least as extensive as the A.A.A. Level I curriculum course and demonstrate currency in practices through experience and continuing avalanche education, such as attendance at regional or international snow conferences or advanced training and ongoing professional experience.
8. On tours involving remote or extended travel, touring parties should carry the following equipment: a repair kit; a first aid kit; snow shovels; emergency bivouac equipment; extra food, fluids, and clothing; communication equipment and headlamps.
9. Ski touring proficiency should be developed or demonstrated (at a

- basic survival level) before participants are allowed to carry overnight loads in backpacks while skiing. Successful completion of one backcountry skiing or snowboarding course satisfies this requirement.
10. Cold injury prevention, assessment, and first aid treatment should be a part of backcountry ski touring training. This curriculum should be taught prior to any extended or overnight excursions in cold environments.
 11. A road-head support vehicle should be utilized for backcountry ski activities to facilitate possible evacuation or retreat.
 12. The support vehicle should be equipped with the following: windshield scraper; tow rope; chains; shovel; and winter survival gear.
 13. When possible, an appropriate local contact should be informed of group itinerary and contingency plans.
 14. When not available locally, a Mountainsmith sled, emergency toboggan, improvised snow litter or SKED litter should be left in the support van or taken into remote base camps to be used in the event of an emergency evacuation.
 15. Participants should wear sunglasses or goggles with suitable UV protection while backcountry skiing, snowboarding or snowshoeing
 16. A sequential teaching progression that stresses speed control, turning technique, how to fall, how to stand up, and how to stop should be used in introducing novices to skiing or snowboarding. Proficiency in skiing under control in gentle terrain should be demonstrated by each student before advancing to steeper slopes. Emphasis should be placed on control and survival skiing techniques.
 17. In winter camping situations, students should be asked to inspect their feet at night to insure that frostbite has not been unintentionally overlooked.
 18. Before snow camping, students should be briefed about potential hazards strategies for comfort and success. These should include snow shelter construction (if pertinent), nutrition for maintaining warmth, hydration and water making, staying warm, camp organization, personal equipment care and organization, and common errors and related hazards.
 19. Cooking within snow shelters or snow clad tents should never utilize gasoline fueled stoves due to potential carbon monoxide buildup. An array of hazards and problems related to stoves, cooking, and fuel management in winter camping situations should be covered.
 20. Avalanche training will include a focused curriculum designed to help students prevent decision making errors and to understand how to interpret observation of snowpack instability, terrain, and weather factors to make prudent and objective decisions concerning safe

travel.

21. Courses that include certifying students in “successfully completing” level 1 or level 2 recreation avalanche training will comply with curricular guidelines for such courses approved by the American Avalanche Association (AAA).

R. Guidelines for All Whitewater Boating Activities

1. All equipment should be issued in good working order.
2. Personal flotation devices (PFDs) should be designed for whitewater use. PFDs, in serviceable condition and designed for whitewater use, should be worn at all times while on rivers. PFDs should be in serviceable condition. PFDs should be fitted to individual wearers and instructions given in adjusting for proper fit. PFDs, designed for whitewater use, should be worn at all times while on rivers. Exceptions for flatwater, lake or reservoir crossing in calm conditions can be allowed at the instructor’s discretion.
3. Instructors should have a readily accessible rescue knife attached to their PFD).
4. A safety briefing should occur before launching any whitewater boating activity. Information should include loading and unloading craft, proper swimmer position and procedure, proper swimmer rescue, proper procedure for raft stick, pin and flips. Special conditions should be addressed such as cold water immersion or high water conditions.
5. Students should be briefed by the instructor on proper equipment use and related safety considerations prior to launch.
6. Instruction in self-rescue techniques like whitewater swimming and capsize training should be a part of all initial activities.
7. Participants in paddle rafts should wear helmets in Class III or above river stretches. Participants in oar rigs should wear helmets for rapids that are class IV and above or scouted, not including “educational scouts” of class I and II rapids.
8. Appropriate clothing or wetsuits should be available and worn as determined by the instructor.
9. Shoes or other protective footwear should be worn at all times while on the water.
10. No student will engage in ‘on the water’ activities without instructor permission/supervision.
11. The instructor or other staff member should be previously familiar

with the course area to be used for program activities. Exceptions can be allowed by the Field FRM on commonly run rivers where information is available and has been studied by the staff.

12. General right-of-way rules should be observed when boating in areas with other boat traffic.
13. Rapids presenting significant difficulty or potential hazard should be scouted. The instructor should determine whether students should be allowed to run or portage specific rapids. No student should be forced to run a rapid if a portage opportunity exists. Criteria for choosing to run a rapid:
 - a. A safe swim.
 - b. People can be rescued quickly.
 - c. The paddlers are adequately trained and emotionally prepared.
 - d. Competence, fatigue, water temperature, and other such factors are considered in determining whether or not to paddle a rapid.
14. All students should be briefed on the use of the following river signals:
 - a. Are you okay?
 - b. go river left
 - c. go river right
 - d. point positive
15. Rapids should not be run at night.

S. Pack Rafting:

Minimum staff to student ratio is 1:4 for beginners and 1:5 for more experienced paddlers

1. Pack raft use with students should be limited to class III and easier rivers and flat water rivers and lakes.
2. Helmets should be worn on rocky or obstacle ridden rivers. Exceptions for lake or reservoir crossing and clean class I-II rivers can be allowed by the instructor.
3. A flatwater training session or pool session should be the introduction to the sport before outings are undertaken onto moving water. This initial training should include a capsize drill and strategies for righting and re-entering the craft.
4. Boat spacing intervals should be determined by the instructor and discussed with the group. Intervals should vary depending on the nature of the river.
5. In rapids of Class II difficulty or above or on very cold turbulent rivers, a lead and sweep boat should be appointed. These boats should be paddled by staff or appropriately skilled students.

6. The instructor's boat should have the following rescue equipment readily available: throw bag, several carabiners and a prusik sling and survival items (matches, headlamp, extra food, etc.), appropriate for the nature of the trip and foreseeable conditions.
7. The sweep boat should carry the following rescue equipment: throw bag, several carabiners, prusik, and a first aid kit in a waterproof container.
8. At least one spare paddle should be carried on the river.
9. On self-supported expeditions, equipment should be stored to prevent entanglement or foot entrapment.
10. On endeavors where dry bags or packs are lashed to pack rafts, care should be taken in securing these items to insure foot or leg entrapment are not likely in the event of a capsiz.
11. On self-supported pack raft trips in excess of 5 miles, an appropriate repair kit and spare paddle should be carried.
12. On trips involving excessively cold water, consideration should be given to requiring participants to wear wet or dry suits, or at least carrying one or two in case of a cold emergency.
13. Class III rivers should be scouted in advance or have an individual accompany the course who is familiar with the run.

T. Whitewater Rafting:

Minimum staff to student ratio is 1:6.

1. Rafting courses should have one qualified boat operator per raft available to pilot or supervise students.
2. Inflatable boat trips should carry adequate repair materials for the number of boats and nature of trip. A pump should be carried on the water on trips using inflatable boats.
3. Rafts should be rigged in a manner to eliminate conditions that might entangle passengers. Hard items and boxes should be padded when practical.
4. Rafts should have an end line secured to either the bow or stern D-rings or both.
5. Rafts should be equipped with spare paddles or oars, spare PFD, and a throw bag. Bailing buckets should be carried on each non-self bailing boat and secured to the boat when not in use.
6. A signal system between boats should be explained and implemented by the instructor. A spacing strategy should be discussed by the instructor.
7. The sweep boat should carry first aid and repair materials.
8. At least one river rescue kit, equipped to handle flips and wraps,

should be carried on each trip.

9. At least one instructor on each course should be trained or have equivalent experience in river rescue techniques to the level of Swift Water Technician Level I.

U. Whitewater Kayaking:

Minimum staff to student ratio is 1:4 for beginners and 1:5 for more experienced paddlers.

1. Boats should be outfitted with a front pillar or bulkhead and floatation bags.
2. Helmets should be worn at all times while on rivers. Exceptions for lake or reservoir crossing in calm conditions can be allowed by the instructor.
3. A flatwater training session or pool session should be the introduction to the sport before outings are undertaken onto moving water. This initial training should include a wet exit drill.
4. Boat spacing intervals should be determined by the instructor and discussed with the group. Intervals should vary depending on the nature of the river.
5. In rapids of Class II difficulty or above, a lead and sweep boat should be appointed. These boats should be paddled by staff or appropriately skilled students.
6. The instructor's boat should have the following rescue equipment readily available: throw bag, several carabiners and a prusik sling, and survival items (matches, headlamp, extra food, etc.) appropriate for the nature of the trip and foreseeable conditions.
7. The sweep boat should carry the following rescue equipment: throw bag, several carabiners, prusik, and first aid kits in a waterproof container.
8. Instructors may employ rescue tow lines of a quick release type when deemed practical.
9. At least one spare paddle should be carried on the river.
10. On self-supported expeditions, equipment should be stored to prevent entanglement or foot entrapment.

V. Canoeing (Flatwater and Whitewater)

Flatwater canoeing guidelines: Minimum staff to student ratio is 1:10.

1. Canoes should have enough floatation to support the boat and its crew when swamped.
2. Groups should get off the water during thunderstorms.
3. Students should learn rescue skills during their initial experience.

Whitewater canoeing guidelines: Minimum staff to student ratio is 1:8.

1. Students should be instructed in self-rescue skills through a capsize training before paddling in moving water.
2. Instructors should wear a whistle on their PFDs.
3. Every boat should have 2 floating painters (bow and stern lines) at least 25' long.
4. Each group should carry rescue gear including a throw bag per boat, 2 prusiks, 2 carabiners and a pulley.
5. The following topics should be covered with each group within the first few days of river travel:
 - a. Flatwater and whitewater strokes.
 - b. Maneuvers: eddy turns, peel outs, ferries.
 - c. Aggressive and defensive paddling.
 - d. River hydrology, river reading/scouting.
 - e. There are three ways to "run" a rapid: paddling, lining, and portaging. Consider all three.
6. All groups should carry helmets while paddling on moving water. Helmets should be worn in any class III or IV rapids; other times at the instructor's discretion.
7. Students and instructors should be certain that there is nothing in the canoe to cause entanglement when a person leaves the craft during a capsize. Possible hazards include poorly secured bow and stern lines, loose rope, bailer tie-ins, and canoe seats too snug on shoe heels.

Guidelines for lining and tracking rapids:

Lining may be a way to avoid a portage or dangerous rapids. Current is often deceptively powerful and can sweep a person downstream quickly. A stern and bow line are usually preferred. Canoes should be given slack to drift free around obstacles and be kept parallel to the current or have the upstream end slightly angled toward shore.

1. Students should be briefed on how to avoid foot entrapment.
2. Route finding should be emphasized.
3. Students should be instructed to release the upstream line if that end gets angled into the current and control is lost.

W. Stand Up Paddleboarding

Minimum staff to participant ratio is 1:4.

These standards, as described, apply to river whitewater, flatwater, and/or ocean settings. If operating in a whitewater setting please refer to the [Guidelines for All Whitewater Boating Activities](#) in addition to these

standards. Sound judgment needs to be used when considering currents, tides, wind, weather, local and environmental hazards, and the morale, fitness, and skill level of the group.

1. Safety briefings should vary depending on location, conditions, and length of trip. In general, they should include the following:
 - a. Emergency and evacuation access and communication points
 - b. Potential hazards
 - c. Environmental hazards
 - d. Whitewater Swimming (in river settings), Swimming, and/or snorkeling guidelines
 - e. Basic life saving techniques
2. In an ocean setting, or if operating independently and not a part of an expeditionary river trip already traveling with the required river safety equipment, the following safety equipment should be carried whenever the group leaves shore:
 - a. Emergency communications Equipment. Ocean: Coast Guard approved emergency signal kit including flares and appropriate communications equipment, such as a VHF radio or cell phone; River: Satellite phone and/or inReach; Courses in Mexico should carry a satellite phone and/or inReach if planning to travel away from the shore.
 - b. First aid kit
 - c. Flashlight
 - d. Ocean only: Rescue sling.
3. Personal flotation devices (PFDs)
 - a. River: Personal flotation devices (PFDs) should be designed for whitewater use. PFDs, in serviceable condition and designed for whitewater use, should be worn at all times while on rivers. PFDs should be fitted to individual wearers and instructions given in adjusting for proper fit. PFDs, designed for whitewater use, should be worn at all times while on rivers. Exceptions for flatwater, lake or reservoir crossing in calm conditions can be allowed at the instructor's discretion
 - b. Ocean: Every participant shall have a life jacket meeting either U.S. Coast Guard or ISO specifications. PFDs should be fitted to individual wearers and instructions given in adjusting for proper fit. PFDs should be worn at all times, though exceptions for flatwater or calm conditions can be allowed at the instructor's discretion. PFDs should be worn by all participants who cannot swim at all times. Guidelines for their use should be clearly communicated by the practitioners.

4. In ocean settings, whenever possible, groups should obtain a marine weather forecast before starting out. A log should be maintained of forecast information as well as pre-trip conditions assessments.
5. In ocean settings, appropriate thermal protection should be worn depending on the water temperature.
6. In Ocean settings, the practitioner ensures all participants know where all emergency equipment is located and how to operate the equipment.
7. All participants must wear the paddle board leash unless in Class II whitewater or above. In Class II or above whitewater, participants should have a quick-release leash.
8. Participants in Class II white water or high surf should wear a helmet.
9. Spacing intervals should be determined by the practitioner and discussed with the group. Intervals should vary depending on the nature of the water. There should be a designated lead paddle board and sweep paddleboard if operating independently and not operating as part of an expeditionary river trip.
10. The group should establish common signals and sound alert techniques for communication alternatives. These might include yelling, whistles, blow horns, or hand signals.
11. Practitioners may employ rescue tow lines of a quick release type when deemed practical.
12. Travel distance: Group members should travel within visual communication distance. The more difficult conditions become, the closer the group should be.
13. Ocean settings only: Night paddle boarding: A practitioner should supervise any night paddle boarding. According to Coast Guard regulations, all boats are required to carry a white light.
14. Water needs should be considered: Water capacity, need, and distance to next water supply should be monitored.

X. Sea Kayaking:

The minimum staff to student ratio is 1:5.

The following guidelines revolve around varying conditions. Sound judgment needs to be used when considering currents, tides, wind, weather, local and environmental hazards, and the morale, fitness and skill level of the group.

1. Safety briefings should vary depending on location, conditions and length of trip. In general, they should include the following:
 - a. Emergency and evacuation access and communication points.

- b. Potential hazards.
 - c. Environmental hazards.
 - d. Swimming and snorkeling guidelines.
 - e. Basic life saving techniques.
2. Travel distance: Group members should travel within audible and visual communication distance. The more difficult conditions become, the closer the group should be. Travel independent of direct instructor supervision is not permitted. Instructors must remain within visual and audible signal range.
 3. Open crossings: Before open crossings are attempted, the group should assess conditions and plan appropriately.
 4. Day paddles: The instructors should establish clear guidelines.
 5. Night paddles: An instructor should supervise any night paddles. All boats are required to carry a white light.
 6. Water needs: Water capacity, need, and distance to next water supply should be monitored.
 7. Each student should do a controlled and individually monitored wet exit in an appropriate area near to shore before paddling for the first time. Ideally, the first wet exit should occur in a swimming pool or warm, enclosed body of water such as a bay.
 8. There should be a designated lead boat and sweep boat.
 9. The group should establish common signals and sound alert techniques for communication alternatives. These might include yelling, whistles, blow horns, paddle signs, or hand signs.
 10. The following safety equipment should be carried by instructors whenever the group leaves shore:
 - a. A US Coast Guard approved emergency signal kit including day and night flares and a VHF radio. Courses in Mexico should carry a satellite communications system.
 - b. First aid kit.
 - c. Flashlight.
 - d. Signal Mirror
 - e. Tow belt (one per instructor boat minimum)
 - f. Extra paddle (one per instructor boat minimum)
 11. Each boat should carry a paddle float, a re-entry/lift sling, a bilge pump, and a large sponge.
 12. Each boat should be well maintained and have reliable flotation.
 13. Paddle use and rescue techniques should be part of the initial training on all sea kayaking courses.
 14. PFDs are to be properly worn, per the manufacturer's recommendations, by all participants during all paddling activities. Guidelines for their use should be clearly communicated by the

- instructors. Each PFD will be outfitted with a whistle.
15. Helmets should be carried on all routes where surf launches and landings are anticipated. All courses conducting ocean-based overnight trips will carry one helmet per participant as a part of their expeditionary gear. Helmets should be worn in surf and during rough water recovery and rescue practice. Surf is defined as waves more than 1 foot. Rough water practice includes the presence of any breaking waves of more than 2 feet and winds at or above 15 knots.
 16. Immersion protection should be considered when the water temperature is < 70 and at all other times when access to shore and rescue may be delayed in the event of a capsize. Immersion protection is required to be worn for all winter block courses in the Gulf of California and crossings to and from Isla Tiburon.
 17. Whenever possible, groups should obtain a marine weather forecast before paddling. A log should be maintained of forecast information as well as pre-paddle conditions assessments.
 18. Sea kayaks are not permitted to be loaded above the top load bars on the sea kayak trailer. If additional space for boats is necessary, a roof rack may be used on the tow vehicle.
 19. Participants should be instructed in safe lifting practices. Avoid lifting and carrying loaded boats whenever possible. If loaded sea kayaks must be lifted during launches and landings, lifting straps should be used with a minimum of 4-6 persons per single kayak and 6-8 persons per double. Unloaded boats will be lifted by no less than 2 persons.
 20. Many Kino based sea kayaking courses end in San Carlos, Mexico. See Appendix A for medical and other assistance resources in San Carlos.

Y. Swimming (Lake, Ocean, River)

Purpose

Swimming becomes a part of many courses. It can be a necessary part of course activities (as in rafting or canyoneering courses) or an enjoyable recreational activity in many courses (as in any course offered in Kino Bay).

Guidelines for flatwater (ocean, bay, lake, and calm eddies) swimming: Minimum staff to student ratios for flatwater swimming are as follows:

- 1:12 when all students have passed deep water swim test.
 - 1:1 when students are not accomplished deep water swimmers.
1. Swimming skills should be assessed by the instructor by means of a simple swim test prior to the facilitation of recreational or course-related swimming activities. The following is an example of an appropriate swim test:

- a. Position two instructors (or trained lifeguards) 20-50 yards apart in waist deep CALM water.
- b. Ask students to swim parallel to shore between instructors. No more than two students should swim at a time. Nobody should be forced or pressured to swim.
- c. A person should always wear a PFD and swim under direct instructor supervision when participating in swimming activities if s/he:
 - ✓ touches the bottom.
 - ✓ seems to be struggling.
 - ✓ is very scared.
 - ✓ refuses to participate in the test.

A swim test can be conducted formally or informally at any point during a course in order to reassess swimming abilities.

- 2. The safety briefing prior to swimming should include:
 - a. Environmental conditions, including:
 - ✓ Bottom conditions: location of deep-water drop offs, etc.
 - ✓ Current directions and dynamics.
 - ✓ Flora and fauna hazards: sting rays, jellyfish, urchins, leeches, etc.
 - ✓ Water temperature considerations.
- 3. Specific requirements:
 - a. Students should be told how far from shore they may swim, based on student ability and environmental conditions.
 - b. Buddy systems should be established, requiring students to swim in pairs.
 - c. A signaling system for calling students to shore should be established.
 - d. A check-in system should be established so that staff knows where swimmers are at all times.
 - e. A lifeguard with rescue training should be on duty whenever students are swimming.
 - f. Proper rescue equipment should be available. For flatwater situations, any floatation device is acceptable.
 - g. No diving.

Guidelines for surf swimming: Minimum staff to student ratios for surf swimming 1:6

These guidelines apply whenever wave action or currents (long shore, rip, or tidal) exist. All guidelines for flatwater swimming apply to surf swimming. All students should have passed a deep water swim test.

- 1. Specific requirements:

- a. An ocean swimming lifeguard, with rescue training (open water rescue experience) should be on duty whenever students are swimming.
- b. Proper rescue equipment should be available. In surf conditions, a rescue buoy or paddle board and PFD should be available.

Guidelines for swimming at the Kino Bay facility:

1. Accomplished deep water swimmers (see Section S, Number 1 for swim test ideas) may swim without instructor supervision under the following circumstances:
 - a. Surf and currents are calm.
 - b. Students swim in groups of three.
 - c. Swimmers stay within 30 feet of shore.
 - d. Swimmers remain 50 feet away from the point at the north end of the beach.
 - e. Swimmers have participated in a safety briefing.
 - f. Swimmers check out and in with instructors.

Z. Snorkeling:

Staff to student ratio is 1:10. Note: Additional guidelines apply to freediving activities.

1. Snorkeling will take place in flatwater conditions.
2. Guidelines for Flatwater Swimming apply to snorkeling.
3. Instruction on the proper use of equipment will take place during the initial experience.
4. Weight belt use requires additional supervision and instruction:
 - Students should wear wetsuits and fins if they intend to use weight belts
 - Buoyancy checks should be individually supervised by an instructor. Students should be able to float motionless while holding a normal breath and when sculling gently while breathing facedown through a snorkel.
 - Weight belts must be properly sized and fitted for a one-handed release. Improvised weight belts and weight belts that need to be tucked or tied to remain secured are not permitted.

AA. Scuba Diving

1. All scuba diving activities must be conducted according to guidelines established by a recognized scuba-training agency. These agencies include members of the Recreational Scuba Training Council (RSTC)

- and the National Association of Underwater Instructors (NAUI).
2. All scuba instructional activities will be conducted under the supervision of a currently certified and insured scuba instructor according to the policies and standards of their certifying organization. Curriculum standards, supervision ratios and other risk management procedures are specified in each training agency's instructor materials and must be adhered to.
 3. Assistants for instructional diving activities must meet the requirements for assistants as specified by the supervising instructor's agency.
 4. Students who are certified divers will be permitted to dive in buddy teams under the indirect supervision of an active divemaster or diving instructor under the following conditions:
 - ✓ The divemaster or instructor must be actively supervising (on look out) in the dive boat or on shore in a pre-established location.
 - ✓ The students have acceptably demonstrated proficiency in basic scuba skills to the divemaster or instructor during an underwater assessment specifically for that purpose.
 - ✓ The student teams are given a full dive briefing that includes area hazards, an emergency procedure review, dive boundaries, and depth, air and time limits.
 - ✓ First aid supplies and emergency oxygen must be available in the dive boat or, for shore diving, on shore in a pre-established location.
 5. Students and Prescott College employees must have current diving accident insurance in order to dive during any college activities or from the Kino Field Station.
 6. If an emergency situation occurs during scuba diving activities at the Kino Field Station, refer to Appendix A for the Diving Emergency Plan.

BB. Service Projects

Many service projects conducted in a field setting engage students in activities for the purpose of mitigating environmental impact caused by outdoor recreational use. Examples include trail construction or repair, vegetation restoration, and installation of erosion control structures. These types of activities involve using tools, most of which are potentially hazardous in some way. The following is a set of general safety guidelines related to such activities.

1. At least one instructor or vehicle first aid kit should be placed in a central location near the project site. The instructor(s) should

- communicate the location of first aid supplies to everyone involved.
2. A safety briefing and tool use instructions should precede all projects involving the use of tools, with particular attention given to operation of cutting or power tools, and tools that are operated by swinging or prying motions. Instruction should include how to safely use, carry and maintain tools and how to interact safely with other tool users. The project coordinator and/or the instructor(s), depending on the nature of the project and their qualifications, should give this instruction.
 3. Protective clothing, footwear, safety glasses, gloves, and helmets should be used in accordance with accepted and appropriate safety standards as defined by the Primary Instructor. Rock climbing helmets are considered an acceptable substitute for construction helmets, durable hiking boots an acceptable substitute for work boots, and sunglasses an acceptable substitute for safety glasses. Open-toed sandals should not be worn while using tools or doing construction work.
 4. Service projects involving the use of tools should be organized in such a manner that, in the event of an accident, immediate first aid assistance and rapid evacuation will be possible.
 5. Students proposing independent studies involving projects in which tools are to be used must demonstrate prior training in their safe and proper use as part of the Safety Committee review process.

CC. Equestrian Activities:

Minimum staff to student ratio for mounted activities is 1:6.

General Guidelines:

1. Helmets will be available to students for use during any activity involving direct contact with horses. SEI certified helmets will be worn during any activity where a fall would be likely to result in an injury (e.g., at any gait above a walk; on uneven or rocky terrain).
2. Participants will be instructed in, and practice, effective dismounts prior to any mounted work. Participants will be oriented to potential risks from working with horses.
3. Participants will be instructed on the appropriate manner to approach and move around horses.
1. Participants will receive direct instruction on each new skill (e.g., haltering, leading, tacking, mounting, 2-point, etc.). For specific educational outcomes, it may be appropriate to allow for initial direct experience or experimentation, in a controlled setting, prior to direct instruction.

2. Participants will be taught to 2-point or post any gait faster than a walk.
3. Participants will demonstrate an ability to have the horse bend/yield to both sides and back up from the ground prior to any mounted work.
4. When securing a horse with a lead rope, it is recommended that the horse be tied to the highest secure object available. When appropriate, utilize holding or ground tying to maximize relational horsemanship.
5. Animals will be provided an ethical and safe environment. Regular veterinary, dental, and hoof care will be utilized to maintain the health of all animals. The least restrictive environment possible will be used for the housing of animals (i.e., pastures or paddocks with shelter are preferable to confinement in box stalls).

DD. Freediving:

Minimum staff to student ratio for freediving activities (1:8)

Rationale for Freediving at Prescott College

To the non-freediver, diving to 60 feet and holding one's breath for two minutes sounds scary and impossible. This is not an unusual response to adventure activities in general. To the uninitiated, scaling vertical cliffs, living outdoors in winter environments, and running whitewater rivers might all seem to be dangerous and extreme activities. To put things in the proper perspective for freediving, it is important to note that the world record for non-assisted, constant weight dives is 78 m (256 feet) for women and 86 m (280 feet) for men. Free immersion dives (using a weighted line to pull, instead of swim, down and up) have been done to 90 m (297 feet) and static breath hold times now exceed 8 minutes! Using current training and safety methods, our students are easily capable of making well-managed, yet exhilarating dives under direct supervision to 60 feet with breath hold times of approximately one minute. In the freediving world, such feats are considered to be within the physical realm of possibility for novices after only a few days of training. To liken the experience to climbing, diving to 60 feet with an instructor present represents about the same challenge and risks as climbing on a top rope.

The most important educational outcome for training students in freediving is that they will be more competent, safe, and relaxed divers at the depths we most often utilize for study areas. In our ocean-based courses, these dives usually take place in less than 30 feet of water, with the majority of dives being in the 9-12 foot range for 15 to 45 seconds of bottom time. Students who have practiced diving deeper and longer have a level of

comfort that will allow them to remain submerged long enough to study small animals and animal behavior in detail. Experience diving to greater depths allows students to experience first hand various physiological changes that occur in all diving mammals. Our oceanographic curriculum comes alive as we experience changes in pressure, light quality, wave and current activity, and temperature at various depths. Finally, conquering the fears related to submersion and achieving a “oneness” with the ocean realm may lead to the sorts of personal growth outcomes we associate with other adventure activities.

Again, the intention of conducting freediving activities on Prescott College courses is to expand the level of comfort and skill for students who will be using breath-hold diving to explore the marine environment. Several curricular activities are enhanced by freediving instruction. The students will:

- ✓ Experience firsthand how pressure and light quality change with depth by diving progressively deeper in the water column.
- ✓ Experience mammalian adaptations to immersion, apnea, pressure, and diving.
- ✓ Gain the ability to achieve greater diving efficiency and relaxation at the depths where most course diving occurs (< 15 feet), thereby allowing them to better focus on the study of benthic organisms and reef fishes.
- ✓ Learn to overcome the perceived risks of an activity that is psychologically challenging to most participants.

Safety guidelines for freediving activities

1. Student diving will be instructed according to the skills progression outlined in the Prescott College Freediving/Snorkeling Curriculum.
2. Students will be instructed in prevention, recognition, and recovery procedures for shallow water blackout.
3. All students diving to depths exceeding 30 feet will be individually supervised by an instructor and a dive buddy who have been trained in shallow water blackout (SWB) recovery procedures.
4. Instructors must maintain visual contact with student divers during freediving target dives and will descend to meet students during the final 15 feet of each dive for target dives exceeding 33 feet.
5. Students must have comfortably demonstrated a static, dry land breath-hold of one minute (1:00) before being allowed to dive below 33 feet.
6. For target dives of 15 feet and over, and for increases of every 10 feet thereafter, students must comfortably achieve a supervised free

immersion dive to a new target depth before attempting a constant ballast dive to that depth.

7. In order to reduce the likelihood of SWB, the dive profile for all student dives should not exceed 66 feet and one minute (60 seconds total breath hold time).
8. Diving will not take place in areas where the bottom depth exceeds 70 feet. Reductions in maximum bottom depth should be considered if visibility is limited or if other supervision concerns indicate a more conservative limit is warranted.
9. During all freediving activities in which diving for depth is the focus, a vertical line will be fixed by a float and anchor system for use as an aid to orientation, ascents and descents.
10. Students will be weighted for positive buoyancy at a depth of not less than 15 feet (i.e. a student must be weighted so as to be able to float passively to the surface from 15 feet). It is suggested that students who will be diving to depths exceeding 33 feet be positively buoyant at 33 feet.
11. Students will wear standard, releasable weight belts. Improvised weight belts will not be permitted.

Instructors will wear appropriate gear for freediving, including specialized freediving fins and an accessible dive knife.

EE. Adventure Activities with other Institutions:

1. Adventure activities involving cooperative ventures with other institutions need to be reviewed and approved by the FRM, who then establishes an MOU with the other institution.
2. Schedule an appointment with the FRM to discuss insurance, risk waivers, instructor qualifications and "fit."
3. Students (and their parents if they are underage) from outside groups will have signed a Prescott College Acknowledgement of Risk Form before participating in a Prescott College activity.
4. The PC instructor will have reviewed medical information about the outside participants to make sure that they are fit to undertake an activity.

FF. Guidelines for Courses Rock Climbing with Outside Groups

As part of the education process to become competent adventure educators, advanced students sometimes are placed in an instructional role with students from outside groups. Prescott College students acting as instructors shall be closely supervised to ensure that they are ready to

undertake the responsibilities assigned to them.

The following guidelines supplement the existing Rock Climbing guidelines in the Prescott College Field manual. Please refer to those guidelines for further guidance.

Guidelines for Top-Rope Rock Climbing:

1. Rock climbing and rappel sites will be run in a manner consistent with PC standards in both setup and management.
2. Staff from outside groups will not supervise any climbing activities unless they are pre-approved by the FRM.
3. All climbing will be supervised by a site manager who is a Prescott College instructor, approved by the FRM or designee.
4. PC student belay monitors must be competent belayers who have demonstrated an ability to teach belaying to students and safely monitor themselves and an outside student with proper edge awareness. They will have set up a climb using standard PC methods, and will know proper gear inspection techniques.
5. All instructors and students will wear properly fitting helmets for the entire climbing session, with the exception of "helmet-free" areas designated by the site manager.
5. The site manager prior to the start of the climbing day will check the anchors and setups for climbs and rappels.
6. All student and staff climbers and rappellers will have a belay.
7. A PC student who is well practiced in, and has demonstrated competency in, safely running student rappels will manage rappels.
8. Outside students will be instructed in proper harness use. Hands-on checks of the harness buckle and safety knot as well as its tightness will be made at the beginning of the day and before each climb, rappel, and belay.
9. Outside students will demonstrate an ability to belay with proper technique prior to belaying a climber.
10. Outside student belays will be backed up (monitored) by a site manager approved PC student, or outside student, with hands on the rope.
11. Staff and students will be clipped in near a cliff edge, in particular, when belaying, monitoring, and throwing a rope over the edge.
12. Outside students will be briefed on proper equipment care and use.
13. Outside students will receive an introduction to climbing that, at a minimum, includes a site safety briefing, environmental impact briefing, introduction to belaying, introduction to climbing signals, and

setting of an educational tone.

Prescott College supplies all climbing equipment for staff and students at rock climbing sites. Staff may use personal gear only for their own personal protection, provided that it is in good working condition.

GG. Firearm Training & Weapons on Prescott College Courses

Safety objective: Firearms may be carried on courses involving travel in terrain where wildlife potentially pose significant threats to student safety.

Special permission to carry firearms must be given by the FRM to qualified instructors in order for them to be carried in the field. The objective of firearm safety training is to prevent accidents or injuries due to mishandling of a firearm and to prevent injury or death due to attacks by wild animals – specifically bears (black, brown, grizzly and polar bears). Under certain rare circumstances, such as reported aggressive behavior by other habituated or rabid animals, justification for carrying weapons on field courses may exist.

1. Staff to student supervision ratio for range training (where live ammunition is used) is 1:4.
2. Specific firearm safety training should precede students handling any firearm on a field course.
3. On courses where firearms are carried by instructors but not handled by students, firearm training is not required. Under such circumstances, any instructor possessing a firearm is responsible for firearm safety, including maintaining security of weapon(s) and ensuring that students do not have access.
4. A qualified firearm training instructor will conduct firearm training. The instructor should be trained in proper safety and handling of weapon(s) being carried at or above the NRA Basic Standard for the weapon carried (rifle, shotgun, pistol). Arizona CCW training and certification can substitute for NRA pistol training.
5. The instructor(s) should be familiar with State and Federal laws governing firearm use and carry for areas where field courses take place.
6. The instructor(s) will be responsible for all firearm safety on field courses, including establishing under what specific conditions firearms may (or should) or may not be handled by students. Restrictions may include not allowing students to handle firearms at all.
7. Students should wear eye and ear protection while engaged in range training.
8. A safe and legal site should be selected to conduct firearms training,

- such as a shooting range or commonly used site with good earthen backstops and clear safety boundaries.
9. All students should be trained in the basic function of the firearm(s) used: loading, unloading, clearing, inspecting, carrying, passing, holstering, engaging/disengaging safety (on and off), and discharging.
 10. Specific safety rules should be emphasized.
 - a. Treat all weapons as if they are loaded.
 - b. Never ever let your finger enter the “trigger guard” (or touch the trigger) until the intended target is sighted and the firearm is ready to fire.
 - c. Always be sure of your target and of what lies behind it.
 - d. Never point the muzzle of a firearm toward anything you do not intend to shoot.
 - e. When not being prepared for immediate use, firearms should be stored unloaded or at least without a round in the firing chamber and with safety in the “safe” position.
 - f. All safeties should be checked for proper function by attempting to dry fire the weapon with the barrel pointed in a safe direction. Safeties should not be trusted.
 - g. All firearms should be kept out of the reach of minors and children.
 - h. Firearms should be stored unloaded and in a locked place, and vehicles containing firearms should also be locked securely with firearms hidden from sight to prevent theft.
 - i. High quality ammunition should always be used and checked for firearm caliber/gauge compatibility. Reloads should not be used for firearm training.
 11. Particularly hazardous conditions and circumstances should be discussed. Examples of hazardous circumstances include: proper safety and carrying considerations for scrambling in rough terrain and crossing fences; warning against leaning firearm up against a tree or similar object; checking for muzzle obstructions; potential for ricochets; avoiding cross fire situations; passing a firearm from one individual to another; etc.
 12. Generalized laws governing firearm use (daylight, distances from developed areas and roadways, concealment and carry, disclosure, special circumstances and prohibitions) and sources of more detailed information should be introduced.
 13. Types and anatomy of firearms should be covered.
 14. Safe “troubleshooting” techniques should be taught, i.e. dealing with jams, misfires and barrel clogs.
 15. Safe cleaning procedures for various firearms should be introduced.
 16. Only one instructor and not more than four students should be on the

firing line at a given time. All other students should be accounted for and observe from a minimum designated distance behind the firing line (at least 30 feet).

17. Before discharging a weapon, the firearm instructor should declare "Ready on the firing line" and "Commence fire" just prior to shooting a single round or sequence of rounds.
18. A clear and loud "Cease fire" command from the firearm instructor (followed by all firearms held in safe positions - with safeties engaged) should precede any approach to the target area. Only those on the range firing line should approach the target area. No one other than firearm instructor(s) or shooter(s) should be allowed in front of the firing line during firearms training, and only after weapons are safely managed.
19. All loading should be done on the firing line or away from groups, with rifles and shotguns in safe position and pointed in safe directions (toward targets or in down range direction, towards the ground in front of weapon handler). Handguns should be loaded either while holstered or in a dropped forward down range position.
20. Instructor(s) should manage and retain oversight governing all aspects of handling, carry and use of any and all weapons or weapon types and determine the circumstance under which each is permissible to use.
21. Students must demonstrate competence with firearm(s) to the instructor's satisfaction before approval is granted to carry or use a weapon.
22. Additional curricular materials will be available to firearm instructors, based on current industry standards in firearm safety education procedures and practices.

HH. Skiff Travel

6. Skiffs will be well-maintained.
7. All skiff operators will be adequately trained for the craft and area they are traveling in.
8. Each skiff should carry a radio, spare motor, emergency signal kit, first aid kit and PFDs for all passengers.
9. PFDs are to be worn at all times when on the Skiff or Ponga.

II. Vetting of Programs and Rental Facilities

1. If Prescott College works with or hires another program/school/guide service to provide technical instruction, and or rent their facilities, the Program Director or their designee must vet program operations and

get approval of the FRM before establishing an MOU or other contract.

XVI. WILDERNESS ORIENTATION, KINO BAY CENTER, DOPOI CENTER, AND OTHER SPONSORED PROGRAMS & FIELD STATIONS

Sponsored programs field stations of Prescott College adhere to the practices in this manual. Staff working in these programs may have additional guidelines provided to them.

XVI. ADVENTURE-BASED COUNSELING PROGRAM INTENSIVES

Prescott College's graduate program in Adventure-Based Counselling often facilitates several "intensives" each academic year. This program follows all of the policies and procedures outlined in this manual. Guidelines and operating procedures are articulated below to help with the administration of the intensives.

Processes and Procedures

Outlined below are the processes and procedures for different types of intensives.

1. Stand Alone Intensive

- Taught by a PC adjunct that runs without rental of property or in conjunction with guide service.
- Standard PC Policies outlined in Field Manual and Field Risk Policy apply.
- Students must sign Prescott College's participation agreement and acknowledgement of risk.
- Students must sign an additional acknowledgement of risk at the start of the intensive.
- Faculty/adjuncts should submit itinerary and emergency contacts to Field Operations and the FRM prior to the start of the intensive.
- Field Operations oversees permitting and actual use reporting. Permits must be requested from Field Operations within the standard timeline.
- Prescott College oversees incident reporting if applicable. Faculty/adjuncts submit incident reports to Prescott College.
- Gear and/or vans may or may not be rented from the College.
- Submit gear and van requests to Field Ops as needed.

2. Intensive taught by PC adjunct that Uses a Guide Service/Outdoor School for Technical instruction

- Program is vetted by Program Director and FRM.
- MOU contracts should be established through Field Operations office.
- Certificates of Insurance are shared with the Field Operations office.

- All field risk, technical instruction, permitting and associated user day reporting and incident reporting, is managed through the guide service/school.
- Students must sign Prescott College's participation agreement and acknowledgement of risk.
- Faculty/adjuncts should submit itinerary and emergency contacts to Field Operations and the FRM prior to the start of the intensive.

3. Intensives taught by PC adjunct with Rental Facility

- Rental Facility is vetted by Program Director and approved by FRM.
- MOU contracts should be established through Field Operations office.
- Certificates of Insurance are shared with the Field Operations office.
- Standard PC Policies outlined in Field Manual and [Field Risk Policy](#) apply.
- Students must sign our basic participation agreement/waiver and the field waiver
- Faculty/adjuncts submit itinerary and emergency contacts.

Appendices

APPENDIX A: DIVING EMERGENCY PLAN FOR KINO BAY CENTER

Background

For the purposes of this plan, and under the guidelines established in the Prescott College Field Manual, it is important to consider that the Prescott College field station at Kino Bay is located in a remote field setting. As defined by the field manual, this is a setting that is more than one hour from definitive medical care (a hospital). The houses, stores, vehicles, and communications equipment tend to obscure this fact, and it is incumbent upon staff and faculty to recognize the implications of a serious medical emergency occurring at the field station.

Local emergency care, including EMS, is unreliable and of questionable quality. Ambulance service is hit or miss and it is likely that the field station staff and/or faculty members would need to transport injured or ill persons to the closest hospital in Hermosillo in a college van. *Please consult the FRM and KBC director to learn about the most updated international insurance and risk management protocols.*

Transport time for an accident or illness could be lengthy. For example, an accident occurring at Isla San Pedro Martir may require a one to two hour boat trip back to the Kino station followed by a one to two hour drive to Hermosillo. In total, for the most remote scenario, our staff should be prepared to provide supportive care for at least four hours.

Supportive care for diving accidents includes BLS, first aid, and the administration of oxygen for suspected cases of near drowning and decompression illness (decompression sickness and arterial gas embolism). In case of situations that warrant the administration of oxygen, an amount of gas should be carried offshore sufficient for 2 hours of administration at a high flow rate AND an additional 2 hour supply of oxygen should be available at the Kino station for the trip to Hermosillo. This could be accomplished several ways. A single, large cylinder of oxygen would be one possibility. Another, more transportable, solution would be a single, 22 cubic foot cylinder with a simple rebreather attachment. This solution would allow delivery of oxygen for 8 hours and would seem to be the most economical and compact solution. The use of emergency oxygen rebreathers requires specialized training. DAN offers both the rebreather attachments and training through their REMO2 (remote oxygen) provider course. The REMO2 system is for use only with actively breathing patients. Patients requiring resuscitation with oxygen would be best served by high flow oxygen as a supplement to mouth to mask breathing or a bag valve mask with supplemental oxygen.

Fortunately, reliable communications via InReach, Satellite phone, phone, cell phone, and email do exist at the center. In the event of an emergency, it is conceivable that emergency caregivers could directly contact physicians, DAN emergency operators, and other sources of assistance for information and advice.

According to conversations with dive shops in San Carlos and personnel from the Divers Alert Network (2006), the Kino area is “problematic” in terms of obtaining the definitive medical care required in many diving accidents – hyperbaric therapy. In situations involving a patient requiring recompression, DAN personnel report that hyperbaric chamber availability is variable. Patients from Kino might need to be transported to Tucson, San Diego, or even Santa Catalina Island in Southern California. DAN is the single, most effective resource for dealing with diving related accidents. To take advantage of DAN’s services, all staff and students must be DAN members.

Scuba Diving Emergencies

Preparation

- ✓ Ensure current DAN membership for all staff and students before participating in diving activities.
- ✓ At minimum, staff responsible for supervising scuba activities need to be currently trained in CPR and oxygen administration. Additional training in DAN advanced oxygen administration and oxygen for remote environments (REMO2) would be desirable.
- ✓ A 2-hour supply of oxygen should be taken on offshore diving trips. An additional 2-hour supply should be available at the Kino Station. A 2-hour supply should be available in the van or other vehicle for shore-based diving.
- ✓ In addition to the oxygen supply, oxygen delivery equipment for diving activities should include the following: oxygen regulator, extra O-rings, regulator wrench, demand valve regulator and mask, non-rebreather mask, disposable bag valve mask and a pocket mask with a supplemental oxygen port. This equipment should be protected in a waterproof case and kept readily accessible.
- ✓ In addition to the college’s field manual, a current DAN manual needs to be readily available at the field station, to be used in the event of an emergency.

- ✓ A college van should be parked at the boat ramp for use as an emergency vehicle during all boat trips and shore dives.
- ✓ Students should be given a briefing that includes recognition of and first aid for diving and submersion injuries.

Response to Diving Accidents

1. Administer BLS, first aid and oxygen according to the emergency.
2. For offshore trips, transport the patient to the Kino north boat ramp to a waiting van. Consider contacting DAN immediately via cell phone if possible.
3. Return to the field station for the patient's medical paperwork.
4. Contact the Divers Alert Network for instructions on transport to hospital care and for the location of the nearest hyperbaric chamber.
5. Refer to the PC Field Manual for other emergency contacts and procedures.

Diving Medical References:

Divers Alert Network - www.diversalertnetwork.org

DAN Handbooks

- Oxygen Provider
- Advanced Oxygen Provider
- Hazardous Marine Life Injuries
- Remote Oxygen (REMO2)
- Neurological Assessment
- Diving Emergency Management Provider

Important Additional Information

Emergency Numbers

Divers Alert Network (DAN)

Using the DAN Emergency Hotline from Mexico
01-919-684-8111 or 01-919-684-4DAN (Collect)

DAN's medical staff is on call 24 hours a day, 365 days a year, to handle diving emergencies such as decompression sickness, arterial gas embolism, pulmonary barotrauma, or other serious diving-related injuries.

When you call the DAN Emergency Hotline:

- The numbers 01-919-684-8111 and 01-919-684-4DAN (-4326) are answered at the switchboard of Duke University Medical Center. Tell the operator you have a diving emergency. The operator will either connect you directly with DAN or have someone call you back at the earliest possible moment.
- DAN's medical staff may make an immediate recommendation or call you back after making arrangements with a local physician or the DAN Regional Coordinator. DAN Regional Coordinators are familiar with chamber facilities in their area, and because they're qualified in diving medicine, they can make recommendations about treatment.
- DAN's medical staff or Regional Coordinator may ask you to wait by the phone while they make arrangements. These plans may take 30 minutes or longer, as several phone calls may be required. This delay should not place the diver in any greater danger. However, if the situation is life-threatening, arrange to transport the diver immediately to the nearest local medical facility for immediate stabilization and assessment of his or her condition. Call DAN TravelAssist at 1-800-326-3822 at this time for consultation with the local medical provider

For Local Emergency Facility Contacts and Directions from the Kino Field Station please consult the most updated edition of the Kino Bay Center Safety Protocols. These will be shared with all instructors operating out of KBC.

APPENDIX B: STUDENT ESSENTIAL ELIGIBILITY CRITERIA FOR FIELD COURSES

The health, wellbeing, and welfare of Prescott College (PC) students and staff and the effective education of our students are among our highest priorities. The wilderness environments utilized by many PC field courses are remote, dynamic, and physically and emotionally challenging. The nature of the living and traveling conditions in these environments combined with the challenging educational activities we conduct, require each student to be capable of dealing with the inevitable challenges and to be fully committed to working hard, taking personal responsibility, and to working effectively in the student group to achieve the goals of each course.

The Essential Eligibility Criteria are applicable for all students who wish to enroll in PC Field courses and/or PC field activities. Prescott College is committed to providing equal access to educational experiences for all students. Within the abilities of the course instructors and in careful consideration of safety issues specific to a given environment, Prescott College will make reasonable attempts to accommodate the individual needs and differences of each student as long as it does not compromise our ability to manage risks, or the educational experience of the other students.

In the guidelines listed below, a qualified person is one who can meet a majority of the EEC for participation in the program activity. If concerns arise about whether a student is a qualified person for a specific course the instructor(s) will bring the matter to the attention of the Field Risk Manager (or designee) for discussion and resolution.

Section One: EEC PC - All Field Courses

The following section lists EEC for participation for all Prescott College Field Courses

1.a. Safety and Judgment - Each participant must be able to...

1. Following appropriate instruction, independently identify and recognize environmental hazards. These hazards may include, but are not limited to, falling objects/rocks, loose rock and unstable surfaces, rugged steep and uneven terrain, cliff edges, crevasses, moving water (fast or slow) such as rivers, creeks, surf, or tides; and potentially hazardous animals and insects.

2. Recognize and act to reduce the hazards and risks posed by other course members, which include, but are not limited to, fatigue, state of mind, and actions

that may influence judgment and decision-making.

3. Recall and act to reduce hazards and risks previously explained by instructors.
 4. Effectively alert and warn others of potential or impending dangers such as falling rocks, aggressive animals, or other environmental hazards.
 5. Effectively signal or notify course instructors or other course members of personal distress, injury, or need for assistance.
 6. Act reliably around the above stated hazards to minimize risk even when not directly supervised.
 7. Independently perceive, understand, and follow directions and instructions given by others to be able to successfully execute appropriate and perhaps unfamiliar, techniques to avoid hazards and /or manage risks. These directions may be given before the hazard or risk is encountered or may need to be given during exposure to the hazard/risk and out of necessity and practicalities are often given orally.
 8. Stay alert and to focus attention for up to several hours at a time while traveling in wilderness terrain, attending classes, or receiving instructions.
 9. Respond appropriately to stress or crisis such as when encountering large and/or potentially hazardous animals, severe weather, or a medical emergency.
 10. If taking prescription medications, maintain proper dosage by self-medicating without assistance from instructors or others (except in emergency situations).
- 1.b. Leadership and Expedition Behavior - Each participant must be able to...
1. Work effectively as a member of a team despite potentially stressful and difficult conditions. This may require problem solving on an interpersonal or group level as well as a willingness to accept differences.
 2. Contribute to a safe learning environment—no verbal or physical inappropriate behavior of others is tolerated for any reason.
 3. Willingly and equally share responsibility for completing group chores. Each student may not do an equal share each day, but over a period of several days each student should do an appropriate share. All students are learning the skills and being challenged by the conditions and activities; there can be no expectation that any other student will be able to assume a greater share of the work in order to routinely accommodate another.

4. Effectively and appropriately communicate ideas and concerns on an individual and group level.

5. Have the cognitive ability to learn necessary skills given normal time limitations of a PC course.

6. Not require an inordinate amount of special accommodation and individual attention that would prevent the course instructors from attending equally to the needs of other participants.

1.c. Environmental Ethics - Each participant must be able to...

1. Learn and then practice Leave No Trace camping and travel techniques.

1.d Outdoor Skills: Camping - Each participant must be able to...

1. Learn and competently perform the fundamental camping skills of finding a campsite, setting up a shelter, and cooking with a camp stove.

2. Accept personal responsibility for remaining adequately hydrated, fed, and properly dressed as needed to maintain health and to be able to avoid environmental injuries such as hypothermia, heat illness, sunburn or frostbite.

3. Perform, after being instructed, the above activities independently in cooperation with course mates without direct instructor supervision.

4. Move about the campsite in order to attend classes, attend to toileting needs, and contribute to camping tasks as necessary.

5. Live in a physically demanding, remote backcountry environment for the uninterrupted period of the course length, which can range from one to four weeks or more. Conditions of this environment may vary from cold (below minus 20° F) to hot (above 90° F) depending on course location and season and may include, but is not limited to, rain, snow or hail, uninterrupted sun and/or wind, or the absence thereof. The remoteness is such that it may require at minimum 1-day's travel, but perhaps in excess of 1 week's travel, to reach the nearest road head and advanced medical care.

Section 2: EEC Specific to Course Type

The following lists the EEC specific to different course types or activities. All students must satisfy the EEC listed in section one and the EEC in section two that are specific to the course type.

2.a. Wilderness Hiking Course (including Wilderness Orientation) -

Each participant must be able to...

1. At minimum, travel over and negotiate through varied wilderness terrain with a backpack weighing up to or exceeding 60 pounds or 40%–45% of body weight. (Some hiking courses are designed with pack weights less than 60 pounds.)

- Resupplies of food occur every 7–13 days (depending on course type, route, and pre-arranged logistics). Thus students need to be able to carry gear, food and personal items or personal medications, (such as insulin) needed for that ration period. A limited amount of necessary personal items may be sent in at each resupply.
- Travel conditions may include, but are not limited to, rough, rugged, uneven steep and sloping terrain; human made and animal made trails; rocky terrain that may range from smooth bedrock to extensive areas of large rock boulders (boulder fields); needing to cross rivers and creeks without the aid of bridges up to three feet or more in depth; ascending, descending or traversing slopes covered in snow, rocks or vegetation; bushwhacking off trail through thick standing and/or downed vegetation. Any and all travel can occur during periods of inclement weather or nighttime hours.
- Travel distances can range from less than one mile to more than ten miles in one day. On average, a block length field course travels up to or exceeds 100 miles during the course.
- Travel duration can range from less than one hour to more than 12 hours in one day and occur on successive days.

2. Have average strength and endurance and basic balance and agility to safely travel through such terrain with a backpack.

3. Have the ability to have a third point of contact for balance purposes, such as with hand(s) or to hold an ice axe/walking stick, for travel through deep rivers, on snow slopes or ascending or descending slopes.

4. To stay alert and to focus for several hours at a time while traveling. Although groups will often be able to take hourly breaks or camp early if weather becomes hazardous, occasionally this is not possible. Examples include: descending/ascending a 2000' boulder choked gully; descending a peak with a threatening thunderstorm; descending a mountain pass in similar conditions.

2.b. Mountaineering or Climbing Course

The requirements for Wilderness hiking courses apply to mountaineering and climbing courses with the addition of the following:

Each participant must be able to...

1. Effectively and independently communicate standard climbing commands over the distance of a full rope length when participating in multi-pitch rock climbing, alpine mountaineering or during glacier travel.

- The potential necessary communication of climbing signals, may include hand signals, spoken signals or a rope tug system. Electronic aids are likely not reliable.
- Communication includes both: a. Direction from the instructor as to what the student should do (e.g. if the student falls 30 feet into a crevasse, direction regarding the procedures to be used needs to be communicated; on a multi-pitch climb if the rope becomes jammed and the instructor and student must communicate and work together to figure out what the problem is and how best to solve it). b. Response from the student to the instructor (e.g. if a student falls or has difficulty with a section of the climb and the instructor has to determine, by asking questions, about the student's well-being and whether rescue procedures are necessary).

2. Provide a reliable belay to another climber during roped climbing. To do so, a student must be able to reliably manipulate a climbing rope through a belay device such as an ATC, Grigri, or other such device and understand the necessary climbing signals. The instructors leading the course may deem a backup belay person is necessary.

3. Independently tie the overhand and figure of eight series of knots.

4. Perform a self arrest with an ice axe if traveling on snow or glaciers.

5. Reliably and independently perform simple technical tasks such as tying into a rope, clipping into an anchor and getting into a harness without the direct supervision of an instructor.

2.c. Winter Ski or Snowboard Course

Each participant must be able to...

1. Move on skis or snowboard over flat to steep (35 degree) unpacked snow-covered terrain.

2. Move a load of gear weighing at minimum 60 lbs. by means of sled,

backpack or some combination thereof.

3. Travel from camp to camp, which may take all day (8+ hours).
4. Shovel snow in order to perform camp chores and to participate in rescues where people, gear or shelters have been buried in the snow such as in an avalanche or drifted in during a storm.
5. Perceive and differentiate signals from an avalanche transceiver (transceivers are currently manufactured to transmit visual or audio signals) and efficiently move over avalanche debris without skis.
6. Withstand cold temperatures (-20 degrees F or colder).

2.d. Wilderness Horsepacking Course

Each participant must be able to...

1. Mount and dismount a horse independently and in situations where a horse might be in distress and rapid dismount is necessary and assistance to remount is not possible.
2. Balance independently in the saddle.
3. Control a horse by giving it signals to stop, move, turn left or right, and calm down. This is typically accomplished through leg, hand and/or voice signals.
4. Lift minimally up to 35 lbs. in order to pack a horse.
5. Walk one to two miles on trail when or if horse is injured, ill or unable to carry a rider.
6. Move over uneven mountain or desert terrain at camp in order to attend to and care for the horses.

2.e. Sea Kayaking, Whitewater and River Field Courses

Each participant must be able to...

1. Efficiently control a paddle with both hands and pull it with adequate force through the water in order to steer and propel the boat forwards and backwards.
2. Perceive, understand and respond to audible and visual commands given by a boating partner or shore support or to communicate such commands to

boating partners or shore support as commonly used to maneuver a boat to maintain proper heading, to avoid obstacles, or to safely navigate a surf zone or rapids. Such commands may be used in a tandem canoe, a double sea kayak or a paddle raft or between group members while traveling in separate vessels.

3. Independently exit a capsized boat, fend for self while in the water away from the boat, attain and maintain correct body position if out of boat in a rapid or in rough seas, exit out of the water to shore, grab onto another boat or rope for rescue purposes, and/or perform self rescue or cooperate with assisted rescue. Sea kayak students must be able to independently re-enter a sea kayak at sea, without contact with the bottom, using accepted methods of independent re-entry.

4. Following instruction and before engaging in open water travel or rapids, consistently perform a calm and controlled kayak wet exit without hesitation or assistance.

APPENDIX C: INCIDENT ACCOUNT

INCIDENT ACCOUNT

Use this form to record accounts of critical incidents. If possible, a report should be completed within 24 hours of the event.

Person Filing Report	
Date of Report	
Name & Title	
Contact Info (Phone, Email)	
Signature	
Incident	
Time & Date	
Location - add digital maps, physical maps, photos, diagrams if necessary	
Environmental Conditions at Incident Site/During Incident. Consider: • Weather • River CFS • Snow & Avalanche Conditions • Rock quality	

Timeline of Incident - What Happened? • Provide a detailed timeline of the incident. • Use this format: Date + Time + Description • Be objective and do not speculate	
Response - Consider: • Timeline • Internal Response? • EMS/SAR called? • Who called EMS/SAR? • Did EMS/SAR evaluate patient? What was their evaluation?	
Persons Involved	
Name, Contact Info, Role	
	☐ Witness?
Name, Contact Info, Role	
	☐ Witness?
Name, Contact Info, Role	
	☐ Witness?

APPENDIX D: WITNESS STATEMENT

WITNESS STATEMENT

Thank you for filling out the following statement as soon as possible after the incident. It is important for us to get this information recorded. You may follow up as necessary.

Witness Information	
Name & Title:	
Affiliation:	Age:
Email:	Phone:
Address:	

Incident
Please be factual and do not speculate. Answer WHO / WHAT / WHEN / WHERE. Be thorough and use additional paper, if needed. I OBSERVED THE FOLLOWING:

SIGNATURE:	DATE:
------------	-------

APPENDIX E: SOAP Note Templates*

*SOAP notes are also included in the Instructor First Aid kits.

SOAP Note		SOAP Note	
SUBJECTIVE I have a <u>AGE</u> year old <u>SEX</u> whose Chief Complaint is:		SUBJECTIVE I have a <u>AGE</u> year old <u>SEX</u> whose Chief Complaint is:	
_____		_____	
_____		_____	
OBJECTIVE • Describe Injuries		OBJECTIVE • Describe Injuries	
_____		_____	
_____		_____	
VITAL SIGNS		VITAL SIGNS	
TIME _____		TIME _____	
LOR _____		LOR _____	
HR _____		HR _____	
RR _____		RR _____	
SCTM _____		SCTM _____	
PATIENT HISTORY		PATIENT HISTORY	
SYMPTOMS _____		SYMPTOMS _____	
ALLERGIES _____		ALLERGIES _____	
MEDICATIONS _____		MEDICATIONS _____	
PAST HISTORY _____		PAST HISTORY _____	
LAST INS/OUTS _____		LAST INS/OUTS _____	
EVENTS _____		EVENTS _____	
ASSESSMENT		ASSESSMENT	
_____		_____	
_____		_____	
PLAN • Tx Plan, Evac Level + Plan, Anticipated Problems		PLAN • Tx Plan, Evac Level + Plan, Anticipated Problems	
_____		_____	
_____		_____	
_____		_____	
COPYRIGHT © CENTER FOR WILDERNESS SAFETY WWW.WILDSAFE.ORG		COPYRIGHT © CENTER FOR WILDERNESS SAFETY WWW.WILDSAFE.ORG	

Radio SOAP Report

This is _____ with _____
I have a _____ year old male/female whose chief complaint is: _____

_____ as a result of: _____

Patient is currently A+O V P U and was found Laying/Sitting/Standing on R/L/Front/Back side. Patient exam revealed _____

Spinal assessment revealed _____
Patient states _____

Initial vitals were: HR: _____ RR: _____ Skin: _____ BP: _____

Current vitals are: HR: _____ RR: _____ Skin: _____ BP: _____

Treatments given are: _____

Anticipated problems during transport are: _____

Evac priority is: Low (stay + play) • Serious (load + go) • Critical (aw geez)

We require: Litter / More People / Helicopter / ALS / _____

Our evacuation plan is _____

Our GPS coordinates are: _____

LZ GPS coordinates are: _____

Radio SOAP Report

This is _____ with _____
I have a _____ year old male/female whose chief complaint is: _____

_____ as a result of: _____

Patient is currently A+O V P U and was found Laying/Sitting/Standing on R/L/Front/Back side. Patient exam revealed _____

Spinal assessment revealed _____
Patient states _____

Initial vitals were: HR: _____ RR: _____ Skin: _____ BP: _____

Current vitals are: HR: _____ RR: _____ Skin: _____ BP: _____

Treatments given are: _____

Anticipated problems during transport are: _____

Evac priority is: Low (stay + play) • Serious (load + go) • Critical (aw geez)

We require: Litter / More People / Helicopter / ALS / _____

Our evacuation plan is _____

Our GPS coordinates are: _____

LZ GPS coordinates are: _____

