



Risk Management

FOR CAMPUS RECREATION

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New Online Course on 'Sport Clubs'!

Later this year, a new online course will be launched designed specifically to provide Sport Club Administrators with the knowledge and skills needed to manage the challenging and multi-faceted area of Sport Clubs. Since injury to Sport Clubs participants is a key concern for all Sport Clubs Administrators, the course will focus on how to develop an operational 'framework' for Sport Clubs to facilitate better oversight and management - and help ensure a safer environment for Sport Clubs participants. See page 11 for more information.

Also starting this fall – a **Training Webinar** aimed specifically at all part-time student staff! If you are concerned about the safety awareness of student staff but do not have the time or resources to implement professional, effective and ongoing training - Webinars are the cost effective answer! Check the article below for more information.

It is time to renew your Newsletter Subscription (see p 24 for details)!
The September 2009 Newsletter (Volume 4 #1) will feature MRSA.

Hope you have a great summer!

*Ian McGregor, Ph.D.
Publisher*

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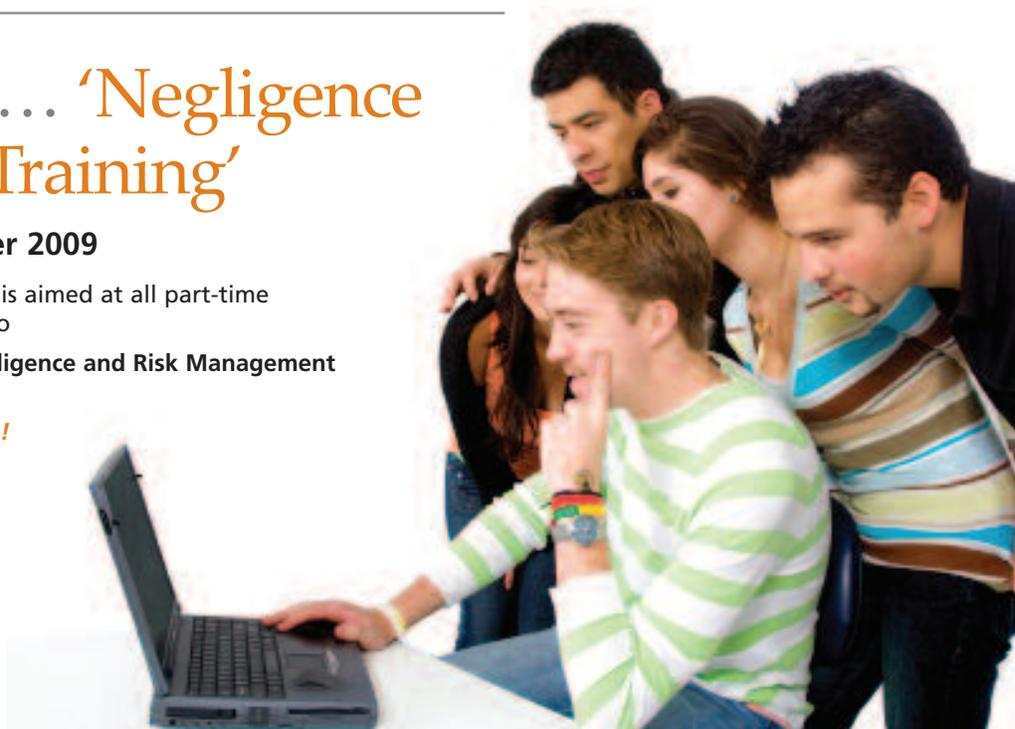
Introducing... 'Negligence Awareness Training'

Launch Date: September 2009

This dynamic Training Webinar is aimed at all part-time student staff, and is designed to

1. **Raise awareness about Negligence and Risk Management** and stress why
2. **They *Need to Pay Attention!***

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Introducing... 'Negligence Awareness Training' *continued*

Participants accessing the recorded Webinar can be tracked and supervisors provided with 'attendance' records.

The Webinar can be beamed into a seminar room suitable for large or small audiences, and can also be accessed later on a personal computer - for those who miss the live Webinar (or are hired after the Webinar and throughout the year). In situations where the Awareness Training Webinar is mandatory, participants accessing the recorded Webinar can be tracked and supervisors provided with 'attendance' records.

The Webinar lasts 20 minutes – hence it can function as a stand-alone training, or be easily incorporated into a larger part-time staff training module.

To meet your specific needs, there are several options available:

- #1 One-shot access to the 'live' Webinar
- #2 Access to live Webinar *plus* one year unlimited access to the recorded Webinar
- #3 #2 *plus* attendance tracking & reporting
- #4 All of the above, customized to your school and on a specific day.

Webinar Details:

Dates: 'Live' Webinars in Sept and Jan (dates TBD)

Sign Up: In May, Newsletter subscribers will receive an email outlining the various Webinar options and costs. If you were unable to attend the original Webinar demo, we'll provide a link so that you can review the Demo.



If you are concerned about negligence awareness training for student staff but do not have the time or resources to implement professional, effective and ongoing training - Webinars are the cost effective answer!

Managing the Risks of Special Events

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Events can become “special” based upon the content, participants, sponsors, venue, funding or other factors.

Special events can present a wide variety of additional risks to a public entity. Often the risks are linked to: uncommon or first time activities, complex activities and mixed crowds, temporary sites and services, involvement of partner and supporting organizations, and reliance on inexperienced staff and volunteers. Skillful management of the event and supporting activities, including the risks, requires through knowledge of the event, adequate controls and financing for losses that may occur despite all of the attention to risk. Assignment of adequate resources for the planning, and execution of the event, whether it be an entity event or the event of another organization at the entity’s facilities, is critical.

Events can become “special” based upon the content, participants, sponsors, venue, funding or other factors. The special “guest” may have armed bodyguards or an entourage of “followers” with whom local authorities will need to interact. Special events are generally beyond the scope of the public entity’s “day to day” activities, requiring exceptional efforts and resources. They may be an event of a city, Annual Holiday Parade, or the event of an outside entity held in a city or county facility, such as a Renaissance Faire. Impacts on the normal operations of the public entity, community, and immediate “neighbors” may be significant or benign, such as special lighting overflow, amplified sound and a surprise fireworks finale. Critical to the management of the event and the risks involved is ownership of the event and/or the venue.



Will the costs (and risk of loss) outweigh the benefits of this Special Event?

The public entity hosting its own special event or allowing the use of their facilities, services, and perhaps community for the event of another party must do the most basic benefit analysis and ask the questions: “What is the purpose of the event?” and “Why are we doing this?” Is this a signature event of our community? Are the costs and exposures beneficial to support community facilities and services? Will the costs (and risk of loss) outweigh the benefits of this Special Event? Event supporters and planners often reassure concerned public entity leaders that insurance will be required in case of any loss; not considering the possibility of uninsured losses, such as reputation damage to the public entity, stress on city services, or disruption of the regular operations in the aftermath. It is always wise to keep in mind that a “one-day” event could cause damage or loss whose cleanup will require months or years of protracted litigation.

Managing the Risks of Special Events

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Managing the risks of special events is a three-step process:

1. Identify and Analyze the Risks
2. Develop Risk Management Controls
3. Select Risk Financing Strategies

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Identify and Analyze the Risks

The first step requires the development of a comprehensive proposal process. Any public entity planning or permitting special events should develop an application form that enables the entity to gather thorough details on the proposed event, including: Activities, Environment, and Participants.

Figure 1 Activities, Environment and Participants Identification

Activities	Title, type, purpose; Schedule: day, time, duration, breaks, setup, tear down; Beginning and Ending "events"; Activities and Support Services; Unique Characteristics; Sanctioning and Sponsoring; Related Events
Environment	Location: adequacy, access, adjacent, maps & diagrams; Facility: suitability, additional equipment & services, maps & diagrams; Surrounding: history, weather, perils; Regulations & Requirements: government, contractual, accrediting, sponsoring; Resources: facilities, services, materials, emergency response
Participants	Attendance: target, estimates, mix, purpose, origin; Special needs: animals, children, disabled, seniors, foreign; Staff and Volunteers: selection, assignment – ratios, training, supervision, communications; Management – organization, policies, planning, processes, emergency response



Managing the Risks of Special Events

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With this information, the second stage of “Identify and Analyze the Risks” can begin with the use of a Risk Worksheet Tool:

Figure II Risk Worksheet



No.	Identified Risk	Rating	Prevention & Reduction	Implementation	Supervision	Residual Rating
1						
2						
3						
4						
5						

Risks are identified and entered on the worksheet and assigned an initial rating. Suggested control measures will be identified in the next phase and entered on the worksheet. Finally, a residual rating of the mitigated risk determined.

Figure III Loss Analysis

LIKELIHOOD	CONSEQUENCE				
	Insignificant	Minor	Moderate	Major	Catastrophic
Almost Certain	H	H	E	E	EXTREME
Likely	M	H	HIGH	E	E
Possible	L	MODERATE	M	E	E
Unlikely	L	L	M	H	E
Rare	LOW	L	L	H	H

Managing the Risks of Special Events

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Develop Risk Management Controls

Establishing risk management controls begins with ensuring compliance with applicable laws, regulations, contractual obligations and “industry” or governing body standards. The public entity sponsoring or permitting the special event should always strive to make certain that minimum requirements are met. State, county and municipalities may all regulate the preparation of food, service of alcoholic beverages and provision of sanitation facilities and services. In many cases, regulatory and legal requirements inspire additional risk management measures. The importance of inspection, monitoring, reporting and correction procedures cannot not be over stated to prevent statutory liability exposures. Written plans should be developed in critical areas of:

- **Health and Safety**
- **Participant Behavior and Control**
- **Security**
- **Parking, Transportation and Traffic**



Consideration should also be given to public communication about the event. In the lead-up to the historic 2009 presidential inauguration, news outlets in Washington, DC repeatedly warned viewers to carefully consider their health before planning to attend the inaugural festivities. Government officials explained that anyone planning to attend the inauguration should be able to walk at least two miles without difficulty, due to the planned street closures and anticipated overcrowding of public transportation facilities. These warnings, crafted by government organizers but delivered through the local media, were part of an overall effort to minimize health-related risks during the event.

Loss reduction efforts should include development of clear lines of authority and communication for the overall event and all employees and volunteers. Timely communication between staff, to a central command post and with resources is essential. Emergency response plans should be developed, documented, and practiced, interfacing with local emergency resources when appropriate.

When possible and appropriate to the event and supporting activities, multiple smaller activities and service locations may reduce the opportunities for disruption of the overall event. Back up equipment, materials and services; on call staff; and “rain plans” may enable the event to succeed even with minor failures or interruptions.

Managing the Risks of Special Events

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Specialized support services such as: food, security, lighting, sound, stage, sanitation, and many others might best be provided through contracts by qualified and equipped companies. Transferring the risks of providing these services can reduce the complexity of the event to a level manageable by “in house” staff. Clear communication, assignment of responsibilities and written contracts to back-up the expectations of public entity staff and the commitments from contractors is essential.

General support services and assistance to regular staff can utilize temporary assignments, temporary employees and volunteers who are adequately trained and supervised. Clear job descriptions, hands-on training and practice, roles and responsibilities in an emergency, and communication methods and requirements are in investment in safety for the staff and participants of the special event.

Details regarding the prevention and reductions actions for each risk identified on the Risk Worksheet should be entered along with the implementation plan and the person(s) who will specifically supervise the mitigation efforts. Given these controls, the initial risk should be re-evaluated and given a residual risk rating, which will be considered in the final review and approval/rejection of the proposed event.

Select Risk Financing Strategies

An essential component of effective risk management is developing alternatives. As author Randy Pausch wrote in *The Last Lecture*, “There are a lot of things I don’t worry about because I have a plan in place if they happen.” Risks and losses can be controlled and reduced, however, claims against the entity hosting or providing the venue and services may be forthcoming and financing must be in place.

Transferring the responsibility to pay for losses related to the event to the external hosting entity (lessee or licensee) is a critical risk financing strategy. Similarly, public entity contracted service providers should execute a written contract wherein responsibilities for specific activities and potential loss are detailed. A contract with clear requirements, responsibilities and appropriate indemnification of the public entity is essential to legally effecting this transfer. Service providers who contracted with the external entity may also be required to indemnify the public entity for their actions and products at the venue.

Leases or licenses for use of facilities and contracts for services should include insurance requirements for the lessee/licensee or service provider:

Figure IV Sample Insurance Requirements

Type	Coverage	Limits
General Liability	Bodily injury, property damage and contractual liability from their “work”	\$1 Million/ occurrence \$2 Million aggregate
Automobile Liability (as needed)	Injury and damage from their operation of autos	\$1 Million combined single limit per accident
Workers’ Comp & Employer’s Liability (as appropriate)	Work related injury or illness for their employees	Statutory and \$1 Million per illness and injury

Managing the Risks of Special Events

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As a general rule, general and automobile liability policies should be **endorsed** to include the public entity as an **additional insured** and to establish that the policy is primary to any coverage by the public entity and the public entity's coverage will not contribute. Workers' Compensation and Employer's Liability policies, if appropriate, should be **endorsed** with a **waiver of subrogation** by the insurer in favor of the public entity [the lessee/contractor must also waive subrogation in the body of the contract]. The lessee/contractor should also be held responsible in the contract to notify the public entity 30 days in advance of any policy cancellation.

Traditionally, Certificates of Insurance cannot effect the change of insurance policies to provide **additional insured** status to or **waive subrogation** against another entity. Require **endorsements** including policy number, public entity's legal name and reference to the contract and/or event.

Tenant User or other Special Event general liability policies may be available for the organization wanting to use public entity facilities. These policies are often very specific regarding the coverage for the specific activities of the event and not necessarily any claim related to the event – such as a claim related to the public entity's facilities or services. Public entity risk managers are advised to request and review a complete copy of the policy to understand if it supports the contractual indemnification required of the lessee/licensee. These policies should also be either endorsed or part of a program that provides direct coverage for the public entity as well as the organization hosting the event.

In the final analysis, the approval or rejection of a special event proposal should include consideration of:

Value of the special event compared to the cost to manage the risks associated with the event

Value of the special event compared to the cost of transferring the risk of loss to others through contracts and insurance

Value of the special event compared to the exposures to loss that cannot be transferred to other – such as interruption of ongoing operations and reputation

What is the risk of not having the special event?

Ultimately, you will be called upon to demonstrate how your public entity managed the risks associated with the special event sponsored or permitted by your public entity.

The wise course is to establish a special event process, which includes:

A thorough Identification of the event and supporting activities and analysis of initial risks and mitigated risks,

Development of risk management controls to mitigate the risks by preventing, reducing or transferring losses,

The selection of appropriate risk financing strategies to pay for claims and/or losses that occur through contracts and insurance requirements,

A comprehensive evaluation of the proposed event and support of resources necessary to manage the event, facility, support services, participants and community.

Taking each of these steps will minimize the unmanaged risk exposures associated with the event and increase the opportunity for the event to achieve its goals and purpose and reflect well on the leadership of the public entity.

Reference:

Managing Special Event Risks:
Ten Steps to Safety, Second
Edition, Nonprofit Risk
Management Center,
www.nonprofitrisk.org

It Can Happen to YOU!

Julie Stoehr

IM Sports/Fitness/Recreation Coordinator and Facility Manager
Penn State Harrisburg

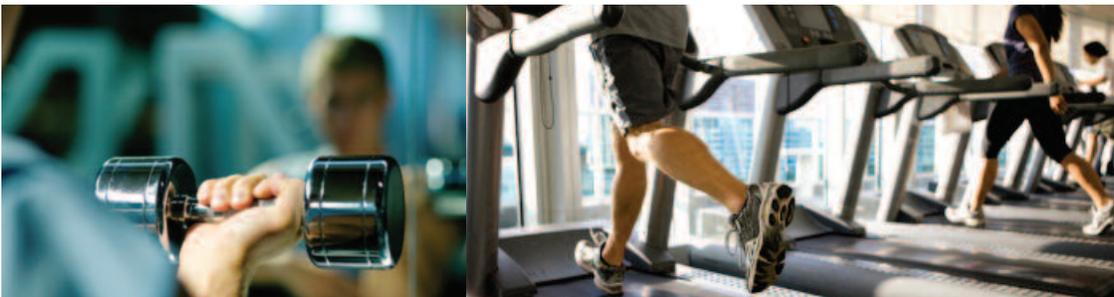
Results of life-saving efforts are rather clear-cut...life or death. There is no room for ambiguity.

"Someone's collapsed in the racquetball courts!" These are words that all fitness facility staff dread, but ones for which they must be prepared. Performing life-saving techniques is something that one prepares for through yearly CPR/AED certification, but hopes never to have to execute. Results of life-saving efforts are rather clear-cut... life or death. There is no room for ambiguity. Regardless of the outcome however, much can be learned from emergency situations and response procedures that were implemented from beginning to end. Despite the plethora of CPR/AED/First Aid training that most fitness facility directors and staff attend, nothing quite prepares one for the actual act of performing life-saving procedures.

Fitness facilities and emergency response actions often go hand-in-hand. This is especially true in a multi-generational fitness facility such as the one on the Penn State Harrisburg campus. As an outreach to the community, Penn State Harrisburg offers fitness facility memberships to local residents. Members are required to sign a waiver of liability with their paid membership. With such memberships comes the added risk of serious injury, heart attack, and other emergencies related to the more mature fitness center user.

Over a short period of time, the Penn State Harrisburg fitness facility was the scene of two heart attack deaths. Both victims were older men who were participating in cardiovascular activities. In both instances, CPR was initiated within one minute of each victim's collapse with the implemen-

tion of the AED shortly thereafter. A portable oxygen canister was also put into action. Two of the initial responders had advanced training in CPR/AED, so quality care was administered. EMS arrived within a reasonable amount of time.



Regardless of condition or age, these tragedies can happen and responders must be able to gather their wits and perform. As one can imagine, it is very upsetting to be administering CPR and AED while seeing the victim's skin color turning blue and the release of trapped air in the lungs (which is easily mistaken for a breath). Even when EMS arrives, it is a frantic situation comprised of intubation and IV drip insertion, so the initial first responders may be asked to continue to operate the AED. First responders should not assume that their jobs are done once EMS arrives. AED operators will still be required to follow all commands of the AED including the announcements to clear and to shock. EMTs need to hear those announcements loud and clear because they are preoccupied with their hands-on rescue of the victim.

Once EMS leaves with the victim, responders must deal with a multitude of issues, such as keeping the area isolated until proper clean-up procedures for blood-borne pathogens are completed, answering questions, and confronting their own feelings of success or failure. For those involved in the Penn State Harrisburg fitness facility deaths, it was beneficial to have a de-briefing meeting a few days after the incident. This de-briefing was conducted by a certified counsellor from Student Assistance, and it was attended by everyone involved in the incident, no matter how small the involvement.

It Can Happen to YOU! *continued*

Designate someone to look at the AED every day.

Other lessons learned from the urgent situations at Penn State Harrisburg include the following:

- Student workers who are not first responders can be utilized to get the AED; provide victim symptoms to the person on the phone to 911; flag down the ambulance; isolate the area of occurrence; gather the victim's information (name, age, emergency contact, etc.) for police and EMS; and be the "gopher" for anything else needed at the scene.
- Gather as much help as possible on the way to the scene.
- Everyone not directly involved with lifesaving procedures should clear the area. People tend to stand in place and watch and end up becoming an obstacle rather than a help.
- Rather than have a kit with a rescue mask and gloves, it is one less thing to remember to grab if all staff wear a belly bag or fanny pack containing those items.
- Make sure that there are scissors in the AED in order to cut away clothing.
- EMS techs will detach the initial AED (the one from the facility) and will attach their own AED. However, the AED pads remain in place, so when EMS transports the victim, those pads will need to be replaced in the AED belonging to the facility. Often, the EMS crew will supply the replacement pads.
- Anyone who performs any mouth-to-mouth resuscitation without a barrier should go to the emergency room or doctor for evaluation as soon as possible. Sometimes a tetanus and/or hepatitis shot are given in these instances.
- Follow through with a de-briefing even if it means paying a certified counsellor to conduct it.



There is no such thing as "too much training."

Other items to consider *before* an emergency situation occurs include:

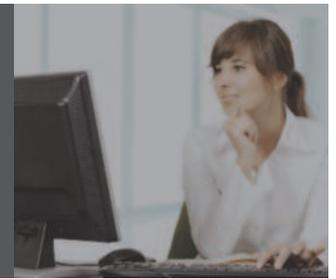
- If possible, keep the CPR manikins in the fitness facility so that employees have easy access to them in order to practice whenever there is some "down time."
- Devise and train all staff in your own facility's specific emergency response plan.
- Designate someone to look at the AED every day. The flashing light that indicates a low or dead battery is not easily visible on some AEDs. Of course, all other maintenance concerning the AED should be checked monthly.
- Institute realistic unannounced mock emergency situations to which staff will respond. This will give personnel a feel for their reactions, emotions, and ability with life-saving procedures. Until it truly happens, it is difficult to know how one will react, thus the surprise scenarios can provide that reality factor.

It is certainly a nerve-wracking experience to respond to an emergency and to perform life-saving techniques under the stress of the moment. These are occurrences that every fitness facility manager fears and for which we strive to prepare. There is no such thing as "too much training." Realizing that everything that could be done was done makes these difficult situations easier to reconcile for all parties involved. Don't wait! Train your staff today!

NEW ONLINE COURSE!

Sport Clubs

Launch Date: November 2009



The course will focus on how to develop an operational 'framework' for Sport Clubs to facilitate better oversight and management - and help ensure a safer environment for Sport Clubs participants.

This new online course is designed for Campus Recreation professionals having direct managerial responsibility for Sport Clubs. The primary goal of the course is to provide Sport Club Administrators with the knowledge and skills needed to manage the challenging and multi-faceted area of Sport Clubs.

Since injury to Sport Clubs participants is a key concern for all Sport Clubs Administrators, the course will focus on how to develop an operational 'framework' for Sport Clubs to facilitate better oversight and management - and help ensure a safer environment for Sport Clubs participants.

The 4 week course will focus on 4 key areas:

1. Operating Structure
2. Sport Clubs Management
3. Travel
4. Leadership Development



Course Instructors:

Ian McGregor (Course Conductor)
Pam Su (Sonoma State)
Adam Pruett (UCLA)
Marie Merritt (UC Irvine)

The course is aimed at Sport Clubs professionals who are looking to implement a simple, practical and doable Sport Clubs framework – or are seeking ways to improve and better manage their current program.

During the 4 week course, students work at their own speed, in their own time. Course work and assignments take approximately 5-8 hours per week.

A 'Certificate of Completion' is issued to participants who successfully complete the course.

Inaugural Course:

November, 2009 (specific dates TBA)
Max. registration: 20

To receive more information and/or be placed on the mailing list to receive the finalized 'Course Outline': contact Ian McGregor directly at mcmgregor@sportrisk.com

Learning Outcomes: Part II

Accountability in Campus Recreation

Wallace Eddy, Ph.D.

Associate Director, Campus Recreation Services
University of Maryland (College Park)

How do you identify the learning that is taking place in your department

The first article on learning outcomes dealt with the “what” of learning outcomes; this second part deals with the “how.” Is there anything more daunting to creativity like a blank page, canvas, or slate? Although you may be just getting started in the process of creating learning outcomes documentation, the learning is already occurring. So you really aren’t facing a blank page. How do you identify the learning that is taking place in your department or organization? To illustrate the process, I offer a case study of sorts, using the Challenge Course Supervisor position at our university.

Identifying learning

To identify the learning that occurs for Challenge Course Supervisors, the professional staff member responsible for that group of student employees held a brainstorming session during a staff meeting. Rather than using any specific learning outcomes language, the staff member asked: “So, what do you learn by being a challenge course supervisor?” Some prompting and probing was necessary to get the students to acknowledge that they were learning valuable knowledge and skills; the student supervisors were committed to the program mainly due to their interest in facilitating the experiential learning of others; their own learning was seen as somewhat incidental. As the conversation progressed, it became clear that a good deal of learning was happening for those who served as Challenge Course Supervisors.



Once the list of learning was brainstormed, the professional staff member asked: “Where did you learn those skills?” A combination of “through training” and “on the job” was the most common responses. This relatively brief session during a staff meeting resulted in a veritable gold mine of learning ideas, full of nuggets of knowledge and skill acquisition. So, how do we go about polishing those nuggets, shaping them into gems of student learning?

Once the list of learning ideas was generated, we then examined the list to see if any natural connections among the learning ideas were emerging. As we began to note the connections, a relatively simple overall pattern began to take shape in binary form: (1) technical skills, and (2) interpersonal/social skills. The list of learning ideas was then resorted by the two categories. By seeing the overall list organized into the two categories we could begin to see more precisely how the elements of the list fit together. For example, under the technical category, five outcome domains emerged: (1) physical safety skills, (2) theories underpinning challenge course environments, (3) facilitation content knowledge, (4) communication and group dynamics skills, and (5) risk management knowledge and skills. [What we have since learned is that we should really have combined the physical safety skills under the more general domain of risk management knowledge and skills – I point this out to demonstrate the iterative nature of the process – the product is rarely “right” on the first try.]

Now that we had the outcome domains defined, we were able to go back to the original list of learning opportunities and place them into the domain that best categorized that learning opportunity. We were now in a place to be able to write the actual learning outcomes and describe the assessment measures as well as the criteria for accomplishment of the specific learning outcome. Before moving on to structuring learning outcomes by creating an assessment plan, I also want to note that rather than identifying what students are already learning from your programs, you may also want to ask: “What should they be learning?” Although this is a more top-down approach, you may need to participate in this exercise if your students are having difficulty articulating what they are learning, or a grassroots approach is not practical in your department or organization.

Learning Outcomes: Part II

Accountability in Campus Recreation

continued page 1

It may be useful to articulate how the stated outcomes relate to and promote progress toward meeting the mission of your department.

Creating an assessment plan

The basic elements of an assessment plan include:

- Specific objectives to be met
- Some notation linking the outcome to a specific theoretical outcome domain [for example, the outcomes categories listed in Learning Reconsidered 2 (Keeling, 2006)]
- Measure – how objectives will be assessed
- Criteria – level of achievement required to consider objective met
- Schedule – when will outcomes be assessed, and by whom?

In addition to the basic elements, it may be useful to articulate how the stated outcomes relate to and promote progress toward meeting the mission of your department. In terms of institution-wide reporting, noting how your outcomes contribute to the mission of the institution helps you demonstrate the importance of your department as an integral part of the overall institution.

Let's return to the example of Challenge Course Supervisors to see how the construction of an assessment plan comes about. We developed three objectives for the Challenge Course Supervisors:

- (1) Students will demonstrate knowledge of the physical safety skills associated with a challenge course program;
- (2) students will demonstrate knowledge of the theories underpinning challenge course program facilitation; and
- (3) students will demonstrate appropriate sequencing of activities to achieve intended program goals of challenge course user groups.



To follow the example through the assessment process, let's focus on objective 1 from the above list. [Note: this objective also directly relates to risk management.] The **measure** for objective one is, "direct observation by CRS professional staff using skill proficiency rubric. In order to understand the **criteria** for objective 1, a description of the skills rubric will be helpful. The rubric covers eleven skills including: the various necessary knots for high element work, belay and group belay procedures, safety awareness regarding both participants and facilities/environment, and proper use of and care for climbing equipment. For each skill, there are three levels of achievement: "developing," "proficient," and "accomplished," listed here in order from least to highest level of achievement. For each level, a description of what a staff member would observe is provided. The skills on the rubric are grouped in a specific order to allow the achievement criteria to be more easily organized.

Learning Outcomes: Part II

Accountability in Campus Recreation

continued page 2

The 'Impact of Results' section is used to note what changes will be made to the program in which that specific learning outcome objective was measured to increase achievement success.

The **criteria** for success on objective 1 is, "skills as measured by challenge course supervisor objective 1 rubric must be met at the following levels:

Skills 1-6 = "accomplished"

Skills 7-9 = "proficient" or above

Skills 10, 11 = "developing" or above.

Skills 1-6 are required to be at the accomplished (highest) level because they are critical to participant safety. Skills 7-9 are important, but attaining a proficient rating will still be within acceptable risk management practices. Skills 10 and 11, although important for overall challenge course supervision skills, are not deemed critical to be achieved above the developing level in order for the learning outcome objective to be met.

To provide a structure for the assessment plans, the Division of Student Affairs Learning Outcomes Group (SALOG) has adapted the template used by the academic units at the University for their Learning Outcomes Assessment Plans. All of the information listed above to be included in the plan is located in the template. This common format allows for easier review across departments and adds consistency to the process for the Division as a whole.

Using assessment results



One common complaint among those with whom I've worked on assessment and planning processes is that the resulting documents become placeholders on a bookshelf. When working with learning outcomes in your department or organization, keep in mind how the results will be used. By using this end-game thinking, you may also be able to focus on the outcomes that will be most useful and meaningful to you. Given that this publication is devoted to risk management, and risk management is critical to our operation, here are some examples of learning outcomes that we have created that are related to risk management:

- At the conclusion of our General Employee Training (in which all student employees must participate) we assess their knowledge of Bloodborne Pathogens through an online exam that has been created by our Department of Environmental Safety.
- Adventure Trip Leaders in the Outdoor Recreation Center are assessed for their abilities to create a risk management plan prior to leading a trip.
- Intramural Supervisors are assessed on their ability to write objective incident reports and their ability to identify and manage unsporting behavior.

To report the results of our learning outcomes assessment in the Division of Student Affairs, we have used a template that is nearly identical to the one used for structuring the assessment plans. The two modifications are to add "results" to the section on "measure and criteria," and to change the section that explained the assessment schedule (timeframe) to "Impact of Results." The results of the assessment are reported in the newly named "measure, criteria, & results" section. Placing the results directly following a restatement of the measure and criteria makes the outcome's level of achievement represented graphically. The 'Impact of Results' section is used to note what changes will be made to the program in which that specific learning outcome objective was measured to increase achievement success. Of course, it is possible that you will be satisfied with the results and not make any changes; this too should be noted to demonstrate consideration of assessment results.

Learning Outcomes: Part II

Accountability in Campus Recreation

continued page 3

Conclusion and a caveat

After this discussion of the identification, articulation, assessment, and application of learning outcomes, I feel that I must leave you with a caveat: the above process is a somewhat incomplete model. The degree to which you must develop outcomes that meet “research standard” will determine the degree of completeness in the above model. To be able to state that one’s learning opportunity actually resulted in learning, the prior knowledge and experience must be measured before engagement with the opportunity. Astin’s (1970) I-E-O model on college impact is commonly cited as a conceptual model for measuring the impact of the college experience. The “I” stands for “inputs,” the “E” stands for “environment,” and the “O” stands for “outputs.” We may refer to the outputs as the outcomes that we want students to be able to demonstrate as a result of our learning opportunities (environment). When we assess outcomes, even with direct measures, if we do not account for the inputs (what students brought with them in terms of prior learning or experience), we cannot take complete “credit” for the various outputs we may measure.

Measuring inputs is difficult and time-consuming. There is an argument to be made that one may spend all of one’s time assessing and not enough time programming and being innovative in our programming! So, what do we do? Does this mean we should give up on the articulation and assessment of learning outcomes? No, but we must be careful in the language we use when making claims about the degree to which students are learning particular knowledge, skills, or attitudes through participation in our programs.

The purpose of this two-part series of articles on learning outcomes was to provide an introduction as well as an example of how learning outcomes fit into a campus recreation program. Hopefully, the information in these two articles will stimulate your own thinking about how you will be able to incorporate learning outcomes into your work. Campus recreation professionals are also educators; we simply need to find ways to articulate the learning that occurs in our departments and organizations.

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Physical Activity Readiness Questionnaire: Ready or Not?

April Boulter

Fitness, Aquatics and Special Events
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Many universities are evaluating the pre-activity screening process.

The promotion of physical activity within a comprehensive recreation program is an important component for all Campus Recreation Departments. As part of a risk management assessment, many universities are evaluating the pre-activity screening process. While nearly all universities require participants of their Personal Training program to complete a Physical Activity

Readiness Questionnaire (PAR-Q) as well as a health history questionnaire, very few universities require the general population to complete the same paperwork. Although most individuals are at very low risk for an exercise-related cardiovascular event, the risk of adverse cardiac events is considerably higher during or immediately after exercise, especially in habitually sedentary individuals engaging in vigorous physical activity (American College of Sports Medicine [ACSM], 2007). Researchers have concluded that, in general, risk of heart attack is about two to six times higher during strenuous exercise than during light physical activity or rest (Balady, 1998). The risk of a cardiovascular event is highest in persons with known heart disease.

Some lawyers and risk managers have recommended that fitness professionals not engage in pre-screenings

An important challenge facing campus recreation facilities is to provide a motivation toward participation in an exercise program while minimizing the potential risk of an adverse medical event during or after exercise (ACSM, 2007). In years past, some lawyers and risk managers have recommended that fitness professionals not engage in pre-screenings. The advice was based on the concept that if the information was received from clients and misinterpreted, it could create liability for the facility in the event of a later injury to the client (Herbert, 1997). The American College of Sports Medicine's guidelines require that every facility offering exercise equipment must provide a general pre-activity risk assessment, e.g., Physical Activity Readiness Questionnaire (PAR-Q), to all new/prospective members (ACSM, 2007).

Providing a general pre-activity screening is a challenge for campus recreation and wellness facilities.

Providing a general pre-activity screening is a challenge for campus recreation and wellness facilities. Many recreational facilities serve such a high volume of users that it is nearly impossible to have every member complete a pre-activity assessment. A recent informal survey of the members of the National Intramural Recreational Sports Association (NIRSA) showed that the majority of the responding universities do not offer a pre-activity screening for general users of the campus recreation facility. The results are as follows:

34 total respondents

Respondents enrollment:

- **5K and under: 12 (35%)**
- **5K -9K: 6 (18%)**
- **10K - 15K: 4 (12%)**
- **15K - 20K: 4 (12%)**
- **20K+: 8 (23%)**

- One (1) respondent required a PAR-Q (university enrollment: 6K with 50-100 users per day).
- Two (2) respondents required all users complete a weight room orientation (university enrollment 5K & 12K).
- Five (5) respondents held optional weight room orientations.
- Four (4) respondents enlarged and posted PAR-Qs throughout the facility.

Physical Activity Readiness Questionnaire: Ready or Not? *continued*

Pre-activity screenings can be administered by fitness professionals or self-administered by the facility members

If a university recreation center was able to enforce and police that every member complete a pre-activity screening, the question then becomes, "What next?" There are numerous barriers to requiring that every member complete a PAR-Q:

- Where should the volume of paperwork be stored?
- How long should the PAR-Qs be kept on file?
- Who is required to review the PAR-Qs?
- If a risk is identified with a user, how should they be contacted?

Health and fitness standards mandate that if a facility becomes aware that a member or user has a known cardiovascular, metabolic or pulmonary disease, or two or more major cardiovascular risk factors, or any other major self-disclosed medical concern, as a result of a pre-activity screening, that person must be advised to consult with a qualified healthcare provider before beginning a physical activity program (ACSM, 2007).

ACSM provides options regarding the best course of action to provide would-be exercisers with appropriate guidelines and recommendations for safe and effective exercise participation. Pre-activity screenings can be administered by fitness professionals or self-administered by the facility members (ACSM, 2007). There are two options to have users participate in a self-administered pre-activity screening:

- Post a PAR-Q with accompanying signage at the entry to a fitness facility.
- Distribute the PAR-Q to each user at his or her first visit with instructions for a self-administered screening.

At Loyola University Chicago, we do not have professionals administering PAR-Q's, and we have chosen to go the 'self-administration' route. Hence we have enlarged and posted multiple PAR-Qs at various locations in the facility including:

- locker rooms
- entrance to free weight area
- entrance to cardio machines
- entrance to selectorized equipment area
- inside the group fitness studio.

The PAR-Q used at Loyola University Chicago is provided in the appendix of the ACSM manual and uses history, symptoms and risk factors (including age) to direct prospective members to either participate in an exercise program or contact their physician or healthcare provider before participation.

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Sport Club Travel **What do other schools do? What should we do?**

Chuck Vogt

Director, Intramural and Club Sports
Bellarmine University

What is the most dangerous part of club sports competition? The travel to and from the game site.

Ask any Campus Recreation professional this question: "What is the most dangerous part of club sports competition?" The answer will typically be: "The travel to and from the game site." Many students participate in Sport Clubs throughout the country and this number seems to be increasing every year. Some schools also pay the coaches for their time, some pay from University funds while others leave it up to the clubs. This is also a pressing issue as clubs gain popularity and size. Good volunteers are harder and harder to come by.

Recently, I conducted some informal research by posing a few questions to the NIRSA Club Sports listserv. Several schools responded, and the feedback was very illuminating.

The questions asked were simple and straightforward:

- 1) Do you require a coach/advisor to travel with your student groups/club sports when they leave campus?
- 2) Do you allow students to travel independently of their coach advisor? If yes, what type of documentation do you keep?
- 3) Are all of your advisors/coaches university personnel or individuals from outside the university?
- 4) Are they paid? If yes, how much?



Sport Club Travel. What do other schools do? What should we do?

continued page 1

The following highlights the responses of some of small schools. Responses identified with specific schools are reported with permission, otherwise only the State of the school location is reported. Contact the author directly if you would like to see the results in their entirety.

School	Question 1	Question 2	Question 3	Question 4
Elon	Yes and No	Advisors are faculty/staff are required to travel with RSO's. However, since club sports teams travel so much they are allowed to take an approved Trip Leader. They are trained and receive 1st Aid/CPR/AED training.	Advisors must be Elon Faculty/staff, but coaches can be either/or.	One club pays their coach \$500, but it comes from team dues.
Xavier University	Yes, coaches are required to travel.	If a coach can't go they can have an approved chaperone fill out an agreement form prior to the trip.	Faculty/staff advisors are required, but the coach does not have to be affiliated with the University.	This is up to the club. Most coaches receive at least \$500, but some coaches can receive as much as \$1K.
Western Kentucky University	No, but we do require the risk management officer to travel with them (student, certified in 1st Aid/CPR/AED).	Travel itinerary required 2 weeks before the trip: travel roster due before they leave and travel summary due 48 hours after they return.	Yes, they must be full time faculty/staff.	No
Miami (OH)	No	They are required to submit a travel notification.	All advisors are faculty/staff. Coaches are a wide variety of people.	A few of the recreation center staff have coaching as part of their job description. Some coaches are paid depending on what the club can afford.
University of Florida	No	Yes	Advisors are university related and coaches can be anyone.	Advisors are not paid, but many clubs pay their coaches. The department allows \$1200 per year and clubs can add to that.
Kansas	No	Yes, they must fill out a series of paperwork. The travel process is very time consuming.	Advisors are university related and coaches can be anyone.	Paid by the club if at all.
DePaul	No	Yes, teams must fill out a trip itinerary and travel roster. If they are driving they are required to take an online defensive driving test and pay at \$10 fee for a DMV check. This has to be done each year.	Most coaches and instructors are from outside the university.	About 50% receive money from clubs.

Sport Club Travel. What do other schools do? What should we do?

continued page 2

School	Question 1	Question 2	Question 3	Question 4
North Carolina	An advisor is required to travel with the team, but they have to approve and sign off on all travel.	Students travel independently and they have to fill out an emergency information card.	All advisors are university personnel. Coaches can be either/or.	No, they are all volunteers.
Ohio	No	Yes, students can take an online certification course and fill out vehicle registration forms for their vehicles.	All advisors of the RSO (registered student org.) have to be university faculty/staff. Coaches can be either/or and even students!	Some yes, some no. It can range anywhere from \$300 - \$3,000.
New York	No	Yes. Require travel authorization, travel roster, emergency action plan, and driver certification course.	Required to have a coach for high risk clubs which include: cheerleading, equestrian, ice hockey, ski racing, and women's rugby. All volunteer coaches not employed by the university are required to complete a volunteer coach's agreement.	The clubs fundraise to do this.
Washington State	All clubs must have a coach/instructor, but we don't require them to travel.	All clubs that want to travel must submit a request 2 weeks prior to the trip.	A faculty/staff advisor is not required. The coaches can be anyone who demonstrates the ability to handle the position.	The only paid coach is the Crew coach.
Arizona	No	Yes. All forms are included in the travel section of the handbook.	The vast majority of the coaches do not have a university affiliation.	Coaches that are paid are paid by the club.

The idea behind the informal research was not only to focus on travel, but also the administration of that travel. How do certain professionals handle certain situations? What are the best practices? While the responses to the questions can provide some guidance, at the end of the day, these are questions which can only be answered by you and appropriate university personnel.



Getting Ahead of Head Injuries in Sports and Recreation

Katharine M. Nohr, Esq., Nohr Sports Risk Management, LLC

Headlines all over the world announced that actress Natasha Richardson died from a head injury she sustained from a fall on a Quebec ski slope.

On March 18, 2009, headlines all over the world announced that actress Natasha Richardson died from a head injury she sustained from a fall on a Quebec ski slope. An autopsy revealed that she sustained an epidural hematoma, causing bleeding between the skull and the brain's covering. Such bleeding from a skull fracture may quickly produce a blood clot which puts pressure on the brain, forcing the brain downward. This impacts the brain stem that controls vital functions, including breathing. Logically, if all of that is happening it should be obvious and immediate medical attention would be sought. That is not the case. It is common for people that suffer head injuries to feel fine initially as it takes some time before symptoms emerge. Dr. Keith Siller of New York University Langone Medical Center, when interviewed in relation to this tragedy explained that, "This is a very treatable condition if you're aware of what the problem is and the patient is quickly transferred to a hospital."

The news coverage about Natasha Richardson, generally reported that she was a beginning skier who declined to wear a helmet for her ski lesson. She felt fine after her fall and turned an ambulance away at approximately 1:00pm. She later developed a headache and medics returned at approximately 3:00pm. As her condition deteriorated, she was driven from a local hospital to a Montreal hospital, not arriving until approximately 7:00pm. There were no medivac helicopters or airplanes available.



What risk management lessons can be gleaned from the above information? First, head injuries can occur in many different sports, not just skiing. Consider the possibility of head injuries from falls in other sports, such as football, basketball, baseball, soccer, ice hockey, equestrian, skateboarding, cycling, or gymnastics. There is a chance that someone could fall and hit their head in any sport, even those sports where players do not ordinarily wear helmets, such as gymnastics, soccer or basketball. For sports that require or strongly recommend helmets, does your organization require athletes of all ages to wear helmets? Are the rules related to mandatory helmet wearing enforced? Are helmets checked to make sure that they meet certain safety standards, such as those provided by the U.S. Consumer Product Safety Commission? Is proper fit of helmets required? Are athletes required to have their helmet on at all times while on the field of play or performing the activity? Are chin straps secured at all times? Can you think of other concerns require or strongly recommend helmets, does your organization require athletes of all ages to wear helmets? Are the rules related to

mandatory helmet wearing enforced? Are helmets checked to make sure that they meet certain safety standards, such as those provided by the U.S. Consumer Product Safety Commission? Is proper fit of helmets required? Are athletes required to have their helmet on at all times while on the field of play or performing the activity? Are chin straps secured at all times? Can you think of other concerns that you may have about proper use of helmets?



Getting Ahead of Head Injuries in Sports and Recreation *continued*

If your organization has not established a policy to address head injuries, this is the time to do so.

The second risk management lesson that can be learned from Ms. Richardson’s unfortunate death is that when someone has any type of head injury, medical attention should immediately be sought and they should not resume play or activity until a doctor has cleared them to do so. This may seem too obvious to point out, but there have been numerous lawsuits against sports organizations, coaches and events, that have arisen out of scenarios similar to this one. If your organization has not established a policy to address head injuries, this is the time to do so.

For more information regarding head injury prevention go to:
http://www.neurosurgerytoday.org/what/patient_safety/head_injury_prevention.pdf

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