

Risk Management

FOR CAMPUS RECREATION

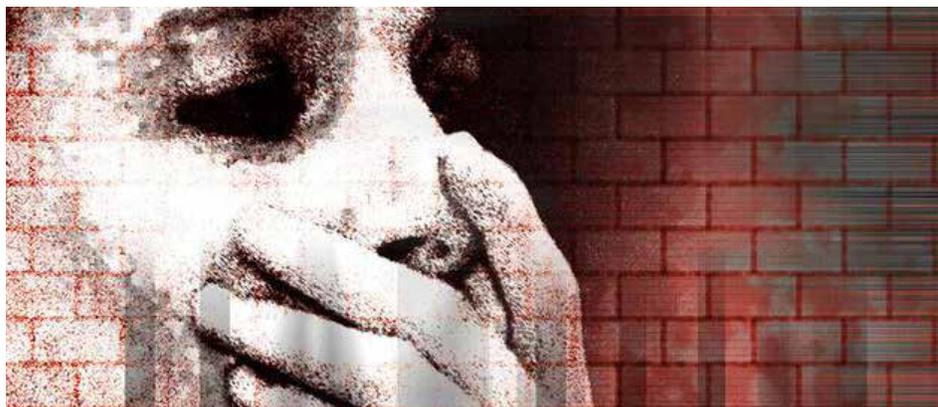
VOLUME 8

ISSUE 2

DECEMBER 2013

FEATURE TOPIC:

HAZING



Hazing – Alive, Well, and Disastrous



The Road Map to Successful Facility Management

Stop two on our road map to successful facility management involves maintaining the actual building itself and the equipment inside of it. [FULL STORY >](#)



Mental Health Where does Campus Recreation fit in?

As more and more young adults come to colleges and universities seeking an education, they bring with them high-risk health behaviors that can impede their academic success. [FULL STORY >](#)



Preparing Your Staff for the Real Deal

Henry Ford once said, "Before everything else, getting ready is the secret of success" and this is true for emergency readiness. [FULL STORY >](#)



Ball is in your court – Disaster Plan

In the wake of Typhoon Haiyan in the Philippines, where estimates at this writing are 10,000 people dead and hundreds of thousands of people misplaced. [FULL STORY](#)

Hazing has been most often defined as "any activity expected of someone joining a group that humiliates, degrades, abuses or endangers, regardless of the person's willingness to participate" (Hoover, 1999).

[FULL STORY >](#)

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Introduction

Sorry – I just don't get it! Or should I say – a bunch of student athletes, recreation participants, coaches and AD's still don't get it as hazing continues to rear its ugly head. The lead article in this issue explores some of the issues, and looks at strategies to deal with a problem that just doesn't want to go away.

Announcing the newly updated 4th edition of the 'SportRisk' manual! It is 100% 'electronic' – in other words you can download it to your desktop/ tablet. The interface is very user-friendly, allowing easy navigation within the manual. It has been updated and expanded in several areas, and has built in links to a substantial number of key resources. Check it out!

Ian McGregor
Publisher

Hazing – Alive, Well, and Disastrous

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Editors Note: This is one of two articles by Dr. Hamilton on Hazing. The next Newsletter discusses Hazing Strategies.



Hazing has been most often defined as “any activity expected of someone joining a group that humiliates, degrades, abuses or endangers, regardless of the person’s willingness to participate.

Hazing Defined

Hazing has been most often defined as “any activity expected of someone joining a group that humiliates, degrades, abuses or endangers, regardless of the person’s willingness to participate” (Hoover, 1999). Others have added to the hazing definition by stating that hazing includes, but is not limited to, an activity, no matter how traditional or seemingly benign, that sets apart or alienates any member of the group based on class, number of years in the group, or ability” Hazing usually occurs as a part of the initiation process and is prevalent in many spheres of society, including fraternities, the military, corporations, and athletics.

What do you think? RESPOND HERE!

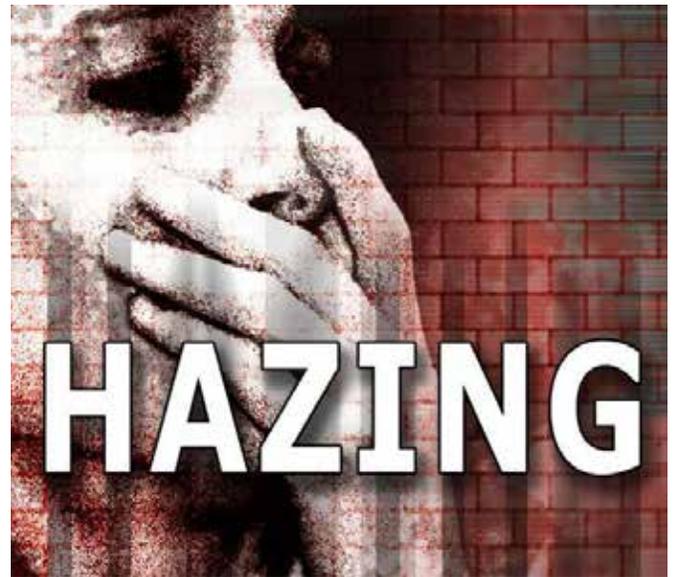


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Hazing Prevalence

The prevalence of hazing has been studied in various groups with Greek letter societies and sports teams garnering the majority of recent research attention. The present article focuses on hazing in the realm of athletics specifically; however, many of the issues described herein would apply in the majority of settings. In research focused on hazing prevalence in U.S. college athletics, Hoover (1999) found that 81% of college athletes reported being subjected to at least one “questionable” hazing act (e.g., dressing up in a costume) as rookies, 51% reported participating in alcohol-related initiation (e.g., chugging alcohol), and 21% reported engaging in an “unacceptable act” (e.g., simulating sexual activity).

Similarly, Allan and Madden (2008) found that 55% of all college students involved in clubs, teams, or organizations experience hazing. Hazing was most prevalent on varsity sports teams with 74% of U.S. varsity athletes experiencing hazing when joining their university team including participating in binge drinking (47%), being verbally harassed (21%), getting a tattoo or piercing (15%), and performing sex acts (16%). Hazing has also been found to be prevalent in U.S. high school athletics with up to 35% of high school athletes reporting participating in hazing activities as freshman. Comparable rates



of hazing have been found in Canadian athletics. For instance, my research has found that 92% of athletes competing in Canadian university athletics reported being hazed as a rookie at some point in their career, including exposure to “questionable acts” (91% of athletes), alcohol-related initiations (72%), and “unacceptable acts” (42%) (Hamilton, Scott, O’Sullivan, & LaChapelle, 2013). The following table provides a breakdown of the various hazing activities surveyed in my research and the rate at which athletes experienced them as a rookie.

In U.S. college athletics 81% of college athletes reported being subjected to at least one “questionable” hazing act.

Comparable rates of hazing have been found in Canadian athletics.

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Table

Prevalence of rookie initiation experience for each category of initiation as well as individual activities.



Initiation Activity	Percent Experiencing	
	Entire Career	University Team
All Initiation Activities	99.7	99.4
Acceptable Activities	99.7	99.1
Attended Preseason Training	93.5	87.6
Team Building Activities	94.1	87.9
Tested for Skill / Endurance	92.9	89.3
Maintained Specific GPA	88.8	86.7
Dressed up for Functions	94.1	5.8
Volunteered as a Team	78.4	63.3
Took an Oath, Signed a Contract	71.6	60.4
All Hazing Activities	92.3	86.3
Questionable Activities	91.4	83.4
Yelled or Cursed at	78.7	66.3
Wore Embarrassing Clothes	53.8	45.3
Tattooed, Shaved, Branded	14.2	4.4
Unnecessary Calisthenics	31.7	24.9
Limited Association	28.4	18.0
Acted as a Servant to Veteran	42.9	29.6
Deprived of Sleep or Food	10.9	7.4
Consumed Disgusting Food	37.3	26.0
Alcohol-Related Activities	71.9	63.9
Drinking Contest	65.1	57.4
“Chugged” or “Shot” Alcohol	2.4	52.1
Unacceptable Activities	47.3	33.1
Prank Call/Harassed Others	20.7	10.9
Destroyed or Stole Property	15.1	9.5
Simulated Sexual Acts	21.3	15.1
Engaged in Sexual Acts	8.9	5.6
Tied Up, Taped, or Confined	18.0	8.9
Paddled, Whipped, Beaten	13.0	4.7
Forced to Beat Others	1.8	0.9
Kidnapped or Transported	2.4	0.6
Dangerous Hazing	75.4	66.9

Source: Hamilton, Scott, O’Sullivan, LaChapelle (2013)

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Hazing Impact

While a common justification offered for the perpetration of hazing is its positive role in creating bonding and team cohesiveness, recent scholarship has found that hazing often has strong deleterious effects on team cohesion.

Given the nature of hazing activities, the potential for negative outcomes is notable. There have been cases of death, near drowning, burns, cold exposure, acute alcohol intoxication, near suffocation, blood loss, blunt trauma and sexual abuse reported in the media and documented through empirical study (Bunch, 2012; Fineout, 2012; Finkel, 2002; Nuwer, 1999, 2000, 2004; Srabstein, 2008). Hank Nuwer maintains a website chronicling hazing related deaths in the US, where he has documented 174 hazing deaths, 100 of which have occurred since 1980, and with the last entry in September 2013 (<http://www.hanknuwer.com/hazingdeaths.html>). Beyond the physical ramifications of hazing, psychological consequences include suicidal ideation, loneliness, embarrassment, depression and post-traumatic stress disorder (Brackenridge, 1997; Cense, 2001; Konkol, 2009; Sussberg, 2003). Furthermore, while a common justification offered for the perpetration of hazing is its positive role in creating bonding and team cohesiveness, recent scholarship has found that hazing often has strong deleterious effects on team cohesion (VanRaalte, Cornelius, Linder & Brewer, 2007) and sense of community (Johnson, 2011). While the perceived benefits of hazing remain resistant to change students who choose to carry out these activities are at risk for criminal liability, including fines and prison time as well institutional penalties such as suspension from their team or expulsion from their school. Institutional liability is also a more than valid consideration where hazing is concerned.

Taken together, it is clear that hazing is a highly prevalent activity still occurring at alarming rates in various university groups in Canada and the United States with disastrous legal, psychological and physical effects.

Hazing is a highly prevalent activity still occurring at alarming rates in various university groups in Canada and the United States with disastrous legal, psychological and physical effects.

Why Hazing Occurs

There are many theories as to why hazing occurs and some of these, including those investigated in my own research, are presented below.

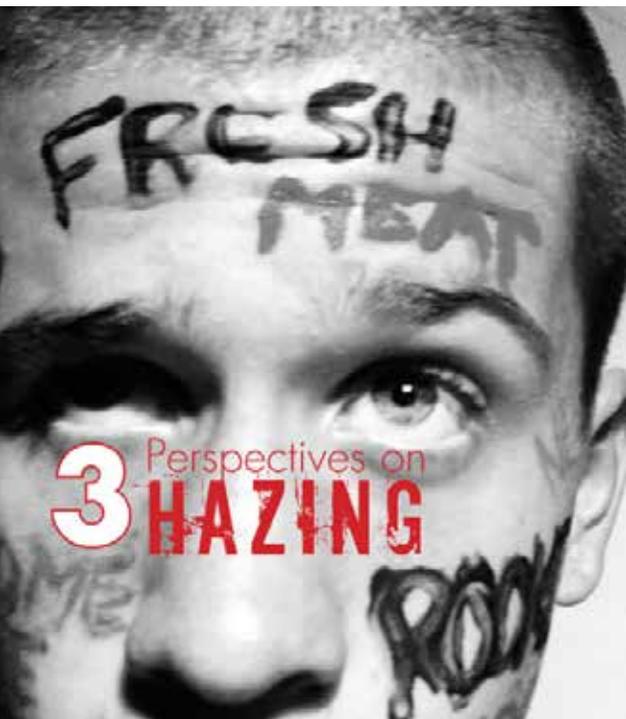
Power. The division of status, role, and power between returning and new group members may be one factor that enables hazing to occur (Holman, 2004). New members are often joining a cohesive group of returners who already have a power structure in place; a hierarchy where the new members are likely to find themselves at the bottom. Hierarchy is imposed on rookies through the process of initiation. Without the power imbalance it would be difficult for one group to make the other group do something humiliating or degrading. For instance, we rarely (never) hear of cases where rookies haze the veterans.



Hierarchy is imposed on rookies through the process of initiation.

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Cognitive dissonance. Dissonance is an uncomfortable psychological state brought about when a person has two contradictory cognitions or thoughts (Festinger, 1957). In a hazing situation, the person being hazed may believe that he or she is a valuable and respectable person. This cognition would be dissonant with the experience of being yelled at and forced to engage in degrading behaviours. After the individual completes the initiation process, he or she is motivated to seek support and reassurance for his/her willingness to be subjected to the hazing. This typically involves validating and justifying the process endured as important, thereby relieving the dissonance. This process is likely to cause individuals to place more importance on both the group that they joined (it must be a really special group or I wouldn't have allowed it to happen) and the process they endured (doing all those things was important to bond us together). While these thoughts are readily clung to as a dissonance reducing strategy, as they are repeated and affirmed by others they become a prevailing belief about how important hazing really is. These prevailing beliefs serve to fuel the future perpetration of hazing.



Moral disengagement (MD). Humans have the ability to control their own behaviour – including behaviours related to their morals (Bandura, 1986). When we do things inconsistent with our morals we usually feel bad about it and avoid those behaviours in the future. However, there are times when we feel less moral responsibility, or when we disengage morally. Our proneness for moral disengagement may make it more likely for us to cause harm to others (Bandura, 1990). This process of MD was found to be a significant factor in how much hazing athletes did in my research.

MD happens in eight different ways (each outlined briefly) with each providing clues for intervention (strategies in a subsequent newsletter):

(1) Moral justification - individuals cognitively reconstruct their detrimental conduct into something that is personally and socially acceptable by deeming that it serves a productive function (e.g., hazing is a means to bonding as a team) (Bandura, 1999). Hazers may say they did it to “bring the group together”.

(2) Euphemistic labeling - it has been found that people behave more maliciously when their actions are stated in less severe or neutral terms (Diener, Dineen, Endresen, Beaman & Fraser, 1975). Hazers thus use terms like rookie party, team bonding, and welcoming ceremony instead of more accurate descriptions like public humiliation, hazing, harassment or emotional abuse.

(3) Advantageous comparison occurs when individuals use the contrast principle in which judgments about an activity largely depend on comparisons (Bandura, 1999). Perpetrators of hazing may engage in any number of exonerative social comparisons including comparing the activities that they are perpetrating to the hazing they endured or to more extreme hazing activities conducted by other groups.

(4) Displacement of responsibility involves transferring the responsibility for one's behaviors onto a higher source of authority (e.g., captain, coach, tradition) thereby reducing the personal moral implications.

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(5) **Diffusion of responsibility** is also an applicable form of moral disengagement in the hazing context as hazing acts are more often carried out in a team setting than by individuals thereby diffusing personal responsibility. If a single individual were responsible for initiating an incoming group member they would probably be less likely to haze as they would be solely responsible for the actions taken.

(6) **Disregard and distortion of consequences** occurs as veterans may ignore or minimize the effect of their actions on the rookie athletes. In addition, athletes are often adept at hiding pain, so the consequences of the hazing act (physical, psychological and emotional) are not as salient as with other groups (Gervais, 2004). If the harm being caused isn't observed, is reframed or ignored the potential for moral self-sanctioning is reduced.

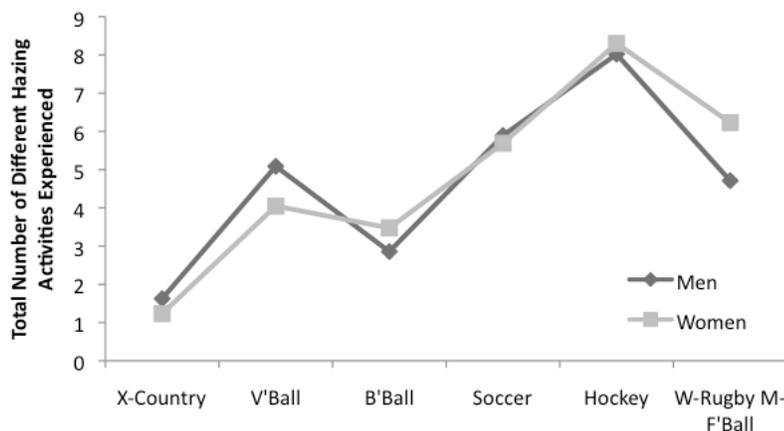
(7) **Dehumanization** is one of the more widely investigated mechanisms of moral disengagement. In sport, rookies are often made to wear costumes, are referred to as "rooks" or "grunts"; in other groups the term "frosh" or "pledge" is used to dehumanize. It is easier to haze a frosh or a grunt than a "human".

Finally, (8) **attribution of blame** may also enable moral disengagement. In the hazing context, it is possible that rookies get blamed for the hazing because they are too defiant, too compliant, too emotional, or not emotional enough.

Gender Differences.

Men appear to be more involved in hazing than are women.

Within the institutions of sport and Greek letter societies, researchers have found that sex differences exist in the hazing experiences of incoming group members (Allan, 2005; Allan & Madden, 2008; Hoover, 1999; Nuwer, 2000). Specifically, men appear to be more involved in hazing than are women. My research cautions the reader that female gender is not necessarily a protective factor against hazing. In my work I balanced athletes across sports and when I did I found very few differences between men and women within a sport. This is to say that women hockey players are hazed about as much as male hockey players, as is the case across the range of sports. Figure 1 below demonstrates that although some gender differences exist in hazing, hazing is more a contextual (in this case sport specific) phenomena than a gendered one.



Source: Hamilton, Scott, O'Sullivan, LaChapelle (2013)

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The more hazing experienced, the more hazing perpetrated.

Educational initiatives, replacement activities, moral engagement, and leadership moments must all be fostered to prevent the continued and cyclical perpetration of hazing behaviours.

Past Hazing Experiences – The Cycle Continues.

In my research, the degree of hazing endured as a rookie was the most important determinant of the amount of hazing someone would perpetrate – the more hazing experienced, the more hazing perpetrated. Findings indicated that 76% of participants who were subjected to at least one hazing activity as a rookie went on to perpetrate at least one hazing activity as a veteran. Conversely, of the 26 (7.7%) participants in this study who had not experienced hazing as a rookie, only three (11.5%) had perpetrated a hazing activity as a veteran. There are a couple of explanations for why this trend occurs.

The first relates to social learning. During an impressionable and vulnerable time in a new social environment, rookies are likely to search for models of appropriate behavior. The most powerful and important models are the veteran athletes on the team. Rookie athletes may learn vicariously how to achieve acceptance and improved status on their new team. Achieving acceptance and status is essential to the first year athlete and they may observe that this is done by doing whatever you are asked to do by these powerful returning members. Incoming members may also become aware of the power hierarchy in their new environment and the behaviours in which those with power choose to engage and the apparent social rewards they receive for doing so.

Thus, an athletic environment that appears to support hazing satisfies many of the requirements of effective modeling and observational learning. For instance, the hazing behaviors modeled by veteran athletes are salient to rookies who may find themselves in a vulnerable position and motivated to attend. Through this narrowed attention, rookies may learn which behaviors constitute acceptable initiation, which behaviors are rewarded and also foresee themselves receiving these positive outcomes when they assume the role of veteran the following season.

Furthermore, the incentives experienced by veterans are clear and may have a substantial influence on the motivational processes that impact whether a rookie athlete will chose to perform the acquired hazing behavior. For instance, Waldron and Kowalski (2009) found that veteran athletes reported hazing because it was fun or served as an opportunity to suppress potential threats to their position on the team. These newly observed behavioral patterns and rules, the apparent acceptance of hazing in a particular sport environment, and the response facilitation effects related to the inherent social rewards experienced by veteran hazers, may account for the strong positive relationship between rookie and veteran hazing activities.

Closing Remarks

The term hazing represents a vast number of activities that potentially degrade, embarrass, endanger or abuse incoming group members. These behaviour continue to be highly prevalent as indicated by recent empirical study – in spite of the introduction of anti-hazing policies. The causes and supporting factors of hazing are vast and complex and thus, new rules are often inadequate in quelling these behaviours. Educational initiatives, replacement activities, moral engagement, and leadership moments must all be fostered to prevent the continued and cyclical perpetration of hazing behaviours. These preventative strategies will be discussed in the next Newsletter.

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About the Author

Ryan Hamilton is an assistant professor of psychology at the University of New Brunswick in Fredericton, NB, Canada and an active sport psychology consultant. Ryan's PhD thesis examined hazing in Canadian University athletics and his program of research continues in this area. In addition to his sport psychology consulting work, Ryan conducts hazing prevention workshops in the domains of athletics, student orientation, and residential life for universities and high schools.

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 **BACK TO COVER**

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 **BACK TO COVER**

The Road Map to Successful Facility Management

Jimmy Francis
Director, Student Recreation Center
CSU, Northridge

Editors note: This article is the second of a 3-part series. Part 1: Human Resource Management, Part 2: Building and Equipment Management, Part 3: Budget Management.

Part 2: Building and Equipment Management

Stop two on our road map to successful facility management involves maintaining the actual building itself and the equipment inside of it. If you are in the field of facility management, you likely enjoy spending most of your time working around your facility tackling the operational and mechanical issues that arise. Let's be honest, it's often easier to deal with the building than the people! You can't always fix a personnel issue with a wrench or duct tape, but I know sometimes you wish you could!

Core values that are often visible in a successful facility manager include someone who is detail oriented, cautious, and responsible. Ultimately your success is going to be determined by your ability to pay attention to the details. Even the smallest details can't be left in your rear view mirror, but rather need to be attended to as soon as possible. As a facility manager it is also your role to be cautious by nature. You are often the person most responsible for identifying, reducing, and/or eliminating liability concerns in the facility. Safety should always be on the forefront of your mind.

Lastly, as a facility manager you must always be responsible for the condition of the facility, the staff's performance, and the users' experiences. If you are walking by trash on the ground, ignoring scratches on the wall, not reporting maintenance issues, and not holding staff accountable, who will? You must also be ready to step up in times of need and when emergencies arise. At times you, and you alone, will be the one who is figuring out how to fix the disaster that just occurred.



The Road Map to Successful Facility Management

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1. Keep it Safe

As discussed earlier, the core value of being cautious should be a characteristic of an individual who manages a facility. Risk management and keeping a facility safe is the foremost responsibility and sometimes the most difficult for a facility manager. Not only does your actual facility's design, construction, and layout cause challenges, but also so do the people who use it.

The most common defense you often hear when injuries are discussed is assumption of risk. As facility managers you can't hide behind the premise that users assume all liability for their actions. What a smart manager will do is reduce or eliminate risk whenever and wherever possible by doing the following:

- Research industry standards – Stay abreast of what is occurring and what the common practices of your peers and sister schools are. Undoubtedly, a judge or attorney is going to ask, "What is everyone else doing?" or "How would someone else in the field have handled this situation?" It is wise to know the answers to those questions.
- Follow manufacturers' recommendations – Manufacturers spend significant dollars on research and development for a reason. You should place quality, well maintained equipment in your facility and then hold users accountable for using it in the correct way.
- Supervise your spaces – Staff must be positioned strategically around your facility or instructed to make periodic rounds of the facility. They can enforce facility guidelines when equipment is not being used for what it is intended and they can also protect people from themselves.
- Inspect your equipment and activity areas – If you have not already done so, you should institute a routine system for checking equipment, activity areas, mechanical systems, restrooms, etc. The key is to document your inspections e.g. using checklists.
- Utilize proper waivers and disclosures when appropriate – Laws vary from state to state but a very important step to limiting risk for your facility is to contact attorneys and/or the insurance agency that represents your facility. Number one on your agenda should be to review any waivers that are in place for facility use and how those waivers are signed and stored. Opinions vary regarding how much waivers help in court cases but the majority of the professionals in our field tend to agree that having them in place is a good practice.



The Road Map to Successful Facility Management

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Keeping your facility safe will not be possible without also taking the time to create an Emergency Action Plan (EAP). This article will not describe how to create an EAP but rather simply stress the need for you to do so. An EAP is a set of written instructions, guidelines, tactics, and plans for how emergencies will be handled in your facility. A few examples of situations that should be discussed include:



- Bomb Threats
- Fire
- Severe Weather
- Major/Minor Injuries
- Earthquakes
- Active Shooters
- Power Loss
- Facility Lockdowns

As a result of the increased frequency in emergency incidents on college campuses, EAPs are now commonplace for university departments. The first step in putting together your EAP is to reach out to the appropriate campus contact who serves as the emergency management coordinator for the university. This individual is often found at the department of police services, public safety, or even on occasion, physical plant management. These contacts will be tremendous resources as you put your plan together.

Upon completion of your EAP the next step is to train and prepare your staff to execute and perform accordingly in emergency situations. A great way to prepare your staff is to host emergency drill days, periodic in-service refreshers, view American Red Cross training videos, etc. The crucial piece to remember is that without proper training and reinforcement your staff will have very little confidence when they are faced with an emergency.

2. Keep it Clean

Our profession's "catch 22," is if you are lucky enough to have a facility that is popular, then you are also cursed with the challenge of keeping it clean. When you are managing a large facility or a small one, keeping your facility clean is one of the most important responsibilities you have as a facility manager and a major key to your success. Cleanliness will help increase user satisfaction, retention, health, and safety. Keeping your facility clean will not only help it remain aesthetically pleasing, but also it will last longer. As we all know, users can and do contract diseases in facilities that are not properly sanitized and cleaned.



The Road Map to Successful Facility Management

continued page 4

There are three important factors to evaluate as you create a plan for how you are going to keep your facility spotless and clean:

- Types of spaces and characteristics – What types of spaces do you have? This question can be answered in a number of different ways. Things to consider include flooring material, wall finishes, activities that take place, presence of bodily fluids, etc.
- Participation times – When can you actually schedule staff to clean spaces when they will have unobstructed access to the area and users' experience will not be negatively affected? Many facility managers tackle this problem by scheduling cleaning to take place during the middle of the night (i.e. third shift) or perhaps they periodically close spaces during down times throughout the day for work to be completed.
- Frequency of use – As you consider the types of spaces you have and the characteristics of those areas, you also need to think about how frequently they are used. This analysis should not end with physical areas, but also be extended to thinking about pieces of fitness equipment, furniture, lockers, pro shop equipment, etc. Use will dictate frequency and some spaces and equipment do not require the same amount of attention as others.

As you consider the items above there are also several other important factors to keep in mind as you work to keep your facility clean. You must staff the facility with the correct number of people at the appropriate times. If you have too few or too many people scheduled to clean at the incorrect times you will experience several challenges: budget overruns, poor results, overstaffing issues, etc.

Another tip to keeping your facility clean is to create cleaning checklists and schedules for your staff. Creating checklists in many cases creates accountability, as long as the checklists are routinely audited. These schedules should not only include routine/daily tasks, but also long-term planning for more project type cleaning needs (for example, carpet cleaning, high bay duct work, windows, etc.). Essentially, these tasks can be scheduled less routinely, but are sometimes overlooked if they are not pre-planned and assigned.

It is worth mentioning that as the facility manager you are ultimately responsible for having the most critical eye in the facility. If you overlook trash on the floor, dusty surfaces, mildew in the showers, etc. then how can you expect others to either report these issues or clean them? They are following your lead so it is best to set a good example.

Lastly, to set yourself up for success, make sure you are providing the right tools for the job, including the proper training. You can't expect staff to be successful if they don't have the necessary and appropriate cleaning tools to perform the duties for which they are responsible. For example, don't expect them to have very good results if they are trying to polish the mirrors in your fitness areas with the same chemical with which they are disinfecting the toilets. Furthermore, if the staff is not trained in the specified cleaning methods by the manufacturers of your equipment and surfaces then your results will suffer as well.



The Road Map to Successful Facility Management

continued page 5

3. Keep it Current

The last item to discuss along the road to successful facility management in the building and equipment management section of this journey is how to keep your facility “current.” Current, in the confines of this discussion, pertains to keeping your facility on the cutting edge of advancements in the field;

don’t become complacent with your success, equipment, or programs. As a result of the nature of our industry, things change quickly and you must be open to new ideas, improvements, or technologies and be prompt enough to take advantage of them.

Keeping your facility current also means to be up-to-date with repair and preventive maintenance needs. If the paint on a wall is scratched, touch it up; if a light is out, replace the lamp; if a piece of equipment is broken, repair it or take it off the floor. You must plan to take care of your mechanical systems as well. The worst thing you can do as a facility manager is to ignore lingering maintenance issues. They will both perpetuate a poor attitude for the facility among your staff and also give users reasons to complain and/or feel less responsible for taking care of the facility.

Keeping a facility current is not an easy task and certainly can’t be done without the proper funding. In the last section of this article, budget strategies will be discussed. However, before doing so, listed below are a few suggestions for how to keep your facility current:

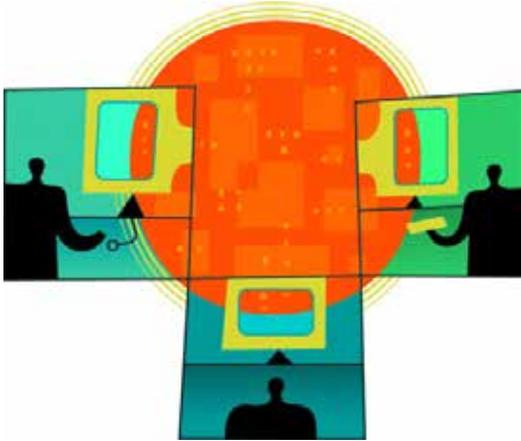
- In conjunction with maintenance professionals, create a preventive maintenance program
- Observe, inspect and repair by conducting daily inspections and documenting them
- Budget properly to replace equipment, renovate spaces, and repair damage
- Stay abreast of ways to keep your facility “green” and institute sustainability initiatives
- Ask the users what they think and what they have seen in other facilities
- Read about, travel to, and explore other facilities both in campus recreation and outside recreation sectors (e.g. Health Clubs, YMCA’s).

Part 3 in this series will focus on **Budget Management**.

 **BACK TO COVER**

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For more information and to order: go to www.sportrisk.com/nirsa2013

Mental Health **Where does Campus Recreation fit in?**

Alison Epperson, Ph.D.
Assistant Professor, Health Ed.
Murray State University

As more and more young adults come to colleges and universities seeking an education, they bring with them high-risk health behaviors that can impede their academic success. Post-secondary institutions have programs, services, and supports in place specifically designed to ease the transition into college, provide academic assistance services, promote a safe learning and living environment as well as facilities and departments dedicated to raising awareness of and maintaining physical and mental health.

Along with alcohol, mental health has become a major concern for institutions of higher education as many times, the two go hand in hand.

Along with alcohol, mental health has become a major concern for institutions of higher education as many times, the two go hand in hand. What may be considered

'typical' college student behavior, could in fact, be masking underlying issues which can include, but are not limited to; lack of sleep and physical activity, drastic mood swings, and social isolation.

Growing concerns of behaviors among college students, most commonly associated with mental health, have resulted in a call for post-secondary institutions to consider implementing Healthy Campus 2020. Healthy Campus 2020 is the National College Health Associations adaptation of Healthy People 2020. Healthy People 2020 is a 10-year initiative sponsored by the Department of Health and Human Services which monitors the health status and behaviors of Americans. The National College Health Association also partners with NIRSA, NASPA, ACPA and The BACCHUS Network.

With the academic goals of institutions of higher education in mind, Healthy Campus 2020 has identified five objectives with the greatest combined frequency and severity of impact, based on Spring 2010 ACHA-NCHA II data which included;

- Stress;
- Sleep difficulties;
- Anxiety;
- Cold/flu/sore throat, and
- Work.



Mental Health continued page 2

Additionally, Objective 7-3 as listed on the Healthy People web site for the 2020 recommendations (www.healthypeople.gov) reads:

Increase the proportion of college and university students who receive information from their institution on each of the priority health-risk behaviors (unintentional injury; violence; suicide; tobacco use and addiction; alcohol and other drug use; unintended pregnancy, HIV/AIDS and STD infection; unhealthy dietary patterns; and inadequate physical activity) (USDHHS, 2011).

It is important to understand the underlying issues associated with mental health specific to post-secondary institutions

In addition, it is important to understand the underlying issues associated with mental health specific to post-secondary institutions (e.g., the increasing diversity among college students [minorities and International students as well as gay, lesbian, transgender and bisexual], an increase of female students and first generation college students, and increased average age of undergraduates).

On the same front, campus counseling centers are now dealing with a variety of problems that stem from family/ home life (e.g., domestic abuse, dysfunctional family situations, previous hospitalization for prior mental health issues, suicides, self-mutilation, eating disorders, stalking [both in person and via technology] and relationship violence) (Gallagher, Zhang & Taylor, 2003).

The following information was taken from the National Survey of Counseling Center Directors [on college campuses], which was conducted by Robert Gallagher from the University of Pittsburgh in conjunction with the American College Counseling Association (ACCA) (Gallagher, 2010). This 2010 survey consisted of responses from counseling center directors from 320 institutions representing 2.75 million students who are eligible for counseling services. This detailed report indicated that 91% of directors noted the trend of more and more students with severe psychological problems. The following percentages reflect significant increases in perceptions of directors over a five-year period.

- 70.6% crisis issues requiring immediate response;
- 68% psychiatric medication issues;
- 60% learning disabilities;
- 45.7% alcohol abuse;
- 45.1% illicit drug use (other than alcohol);
- 39.4% self-injury (cutting to relieve anxiety);
- 25.2% sexual assault on-campus;
- 24.3% eating disorders;
- 23.2% career planning issue;
- 23.1% prior sexual assault / abuse related issues and;
- 95% who are already on psychiatric medication (Gallagher, 2010).



During the 2009 school year, directors involved in this survey reported 133 student suicides, 13% of which were current or former clients, 79% were males, 88% were undergraduates, 83% were Caucasian, 84% were undergraduate (Gallagher, 2010). Furthermore, 56% of these students were known to have reported relationship problems, 84% were depressed, 20% had academic problems, 18% had financial concerns, and 12% had health issues (Gallagher, 2010). Likewise, 28% of directors noted an increase over the previous 5 years of student violence on campus, equating to 358 cases of obsessive pursuit or stalking during the past year (Gallagher, 2010). Included in these 358 cases, 168 students were physically injured; and seven were killed by their pursuers.

Mental Health continued page 3

The 2010 Surgeon General's Report, further indicates a connection between obesity and mental illness. As many as 83% of individuals with mental illness meet the criteria for the classification of overweight (BMI of 25-29.9) or obese (BMI of 30 or greater). Mental illness and obesity often create the following cycle: social isolation-sedentary lifestyle - physical inactivity – mood instability – low self-esteem (Benjamin, 2010). Youth and adolescents between the ages of 4-19 undergoing treatment for serious mental illness can experience up to a 7% total body weight increase within 12 weeks (Benjamin, 2010).

Even though the term “mental health” is finally emerging from a long history of stigmatization, depression is often mistakenly associated with someone who ‘just can’t pull it together.

Furthermore, individuals with severe mental illness also have a decreased life expectancy of only 53 years of age, a result not of the mental illness, but of the obesity-related complications and/or diseases (Benjamin, 2010).

Even though the term “mental health” is finally emerging from a long history of stigmatization, depression is often mistakenly associated with someone who ‘just can’t pull it together.’ Depression can be minor or major and takes on different forms resulting from life altering events, holidays, and even weather. Because depression in and of itself, is so broad scope, I am including the link to the National Institute of Mental Health’s informational page which includes; signs/symptoms, causes, diagnosis, treatment, and those at risk (<http://www.nimh.nih.gov/health/topics/depression/index.shtml>).

As we approach Holiday Season, it is important to understand that for every person who finds excitement and joy, is another who feels loneliness, isolation and sadness. Holidays trigger unpleasant emotions for those who have lost a loved one, are going through a divorce or family situation, are unemployed, or may not have, or be able to spend the holidays with family/friends.



This time of year is also associated with Seasonal Affective Disorder

This time of year is also associated with Seasonal Affective Disorder

(SAD – ironic acronym), which is associated with shorter, colder, darker days, is more common in females, and in the colder, northern states. Symptoms of SAD include; irritability, weight gain (craving carbs in particular), lack of motivation, anxiety, social withdrawal, oversleeping, loss of interest in activities, difficulty concentrating (www.mayoclinic.com).

For some people, participation in your programming may be the only opportunity they have for social engagement or to see a friendly smile.

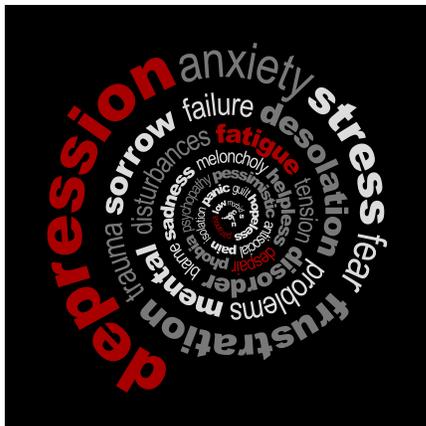
So what exactly does this mean for your Campus Recreation program? Think about the opportunities you have to identify the warning signs of depression. Wellness centers are usually high-traffic areas for students, faculty and staff. Most likely you have ‘regulars’ in all aspects of your programming. It is not uncommon for staff members to establish a friendly relationship with these regulars. For some people, participation in your programming may be the only opportunity they have for social engagement or to see a friendly smile.

Mental Health continued page 4

On our campus, we have a “Troubled Student Intervention Team”

I would recommend taking the time to educate your staff on the signs and symptoms of depression, mood/behavior changes. In doing so, it is critical for everyone to understand how important the recognition/identification of these behaviors can be. In some cases, it may result in saving someone’s life. Likewise, when providing this education, it is also critical to remind others that depression is real, and not something that people ‘snap out of.’

It is fairly common in our society to ‘respect boundaries’ so to speak when making the decision as to whether or not to approach someone and ask if they are ‘okay.’ We often feel like its intrusive/invasive and not our business or concern. While some people truly do not want to be asked, you might find others to be suffering in silence and thrilled that someone cared enough to ask. This is where the personal relationship with your participants can be to your advantage. I’m not recommending that you grab a clipboard and conduct an interview, but simply making a note of, or sharing a concern with a co-worker may result in the discovery that others feel the same way, or have noticed changes in behavior.



On our campus, we have a “Troubled Student Intervention Team” (link provided below) which is comprised of representative from various Student Affairs departments to regularly communicate across campus students who have shown behaviors either towards themselves or others which could be indicators of impaired mental health. In this regard, we can work collaboratively to promote the health and safety of not only our troubled students, but those who could inadvertently find themselves in a dangerous situation as a result of a failure to act.

In conclusion, as the people on the forefront of health and wellness through the number of opportunities provided within Campus Recreation and Sport Clubs, understanding the connection between co-morbid behaviors (more than two which negatively impact health) such as alcohol, drug use, stress/anxiety, etc. which can add to or result in depression is critical. As institutions of higher learning, it is also our duty to meet the needs of a growing number of students who may be suffering in silence as students who do not possess total wellness are unable to maintain academic success.

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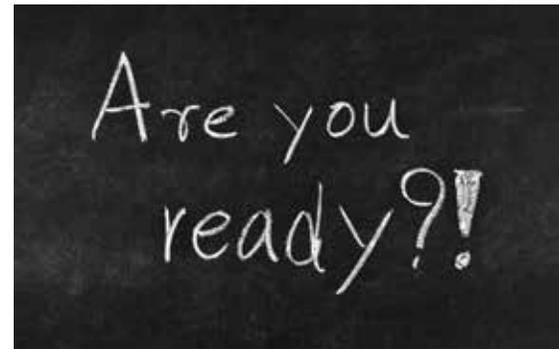
Student Intervention Team <http://www.murraystate.edu/HeaderMenu/Administration/StudentAffairs/departments/StudentInterventionTeam.aspx>

 **BACK TO COVER**

Preparing Your Staff for the Real Deal

The Importance of Red Shirt Drills

Gabby Marquez
Aquatics Program Director
Campus Recreation and Intramurals
Georgia Southern University



Red Shirt Drills are scenarios that are put in place to test staff performance during an emergency situation.

Henry Ford once said, "Before everything else, getting ready is the secret of success" and this is true for emergency readiness. Preparing your staff for an emergency can be like riding a bike; they may fall several times, but with practice and patience they will master the skills and they will never fall again. In this article, we will dissect the components of an audit system called 'Red Shirt Drills'. Red Shirt Drills are scenarios that are put in place to test staff performance during an emergency situation. The main goal of this audit system is to create an environment where the staff can feel ready to perform under stressful situations and the element of surprise is diminished. Red Shirt Drills can be applied to any program area within your recreational facility; aquatics, intramural sports, fitness, facilities and beyond.

The main point for this phase is to determine what your staff already know or don't know about the skills you want to implement.

Phase 1: Assessing Your Staff's Prior Knowledge

The main point for this phase is to determine what your staff already know or don't know about the skills you want to implement. Begin by discussing your goals with the staff. Let them know that during this phase you want them to act to the best of their abilities. Written and practical pre-tests can be your greatest tool in this phase. For example, a key component to any emergency response is the responder's knowledge of CPR/AED and First Aid. To assess their knowledge, start with a written exam from your CPR/AED and First Aid provider. Then, have the staff demonstrate the skills they were asked about in the exam. Document your findings; where do they excel? Where are they weak?



Ask your staff the following questions. Do they know:

- Locations of equipment, such as first aid kits and AED?
- How to communicate appropriately over the radio (if your facility uses radios)?
- How do document accidents with the appropriate paper work?
- Where the emergency exits are located?
- Protocols specific to your facility, such as tornado and fire procedures?

These questions are general, therefore you have to ask specific questions that apply to your facility.

Use this phase to gather as much data as possible. Look at your Emergency Action Plan (EAP) and break it down into small components to understand what your staff know and don't know. Note that in order to move on to the next phase, you must have a formal written EAP in place so that you and your staff can refer back to it.

Preparing Your Staff for the Real Deal

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Phase 2: Outline the Red Shirt Drills

Using the data collected in Phase 1, ask yourself the following questions:

- What skills were lacking in Phase 1?
- Are there aspects of your EAP that need to be revised?
- What scenarios will benefit the program or facility?

Once you have an answer to these questions, you can come up with a list of scenarios you want the staff to perform. Here are a few examples:

- In-water rescues
- First aid emergencies
- Breathing emergencies
- Tornado drills
- Lightening drills
- Fire drills
- Participants with behavioral issues
- Other scenarios that are specific to your facility or program.

Once you have a list of scenarios appropriate to your program or facility, begin recruiting 'victims' for each scenario. It is strongly recommended to you use victims the staff do not know. This helps with comfort levels and seriousness of the drill. You can use staff from other program areas or members of the facility. Preparation of the victims is also an important factor of the Red Shirt Drill success. Give the victim all of the information you want them to display during each scenario such as, symptoms, level of conciseness, and any other visual cues that pertain to the specific scenario.

Once you have a list of scenarios appropriate to your program or facility, begin recruiting 'victims' for each scenario.



Preparing Your Staff for the Real Deal

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Phase 3: Setting the Guidelines and Expectations

In order for your staff to be successful during each scenario, you must set guidelines and expectations for your Red Shirt Drills. Begin by creating a rubric that will be utilized to grade all of the Red Shirt Drills. It is strongly recommended that you use the same rubric for all scenarios so that your staff understands exactly what to expect for each scenario and you can compare each scenario to

another. However, you may feel that your facility or program would benefit from different rubrics. For example, in an aquatics facility you may have a rubric for in water emergencies and a different rubric for on land emergencies. Content of the rubric will depend on your goal. Some parameters to consider: time recognition, effectiveness of the skills, communication, paper work and customer service.

You must set guidelines and expectations for your Red Shirt Drills.

To set the expectations for your Red Shirt Drills, you must demonstrate how you want the skills to be performed. Certifications through various providers on CPR/AED and First Aid, have exact expectations of how each skill should be performed, but grade each scenario based on the objective. Remember that the goal of Red Shirt Drills is to practice each scenario so that the element of surprise is diminished; therefore you should teach to the standard, but test to the objective.

You must demonstrate how you want the skills to be performed.

Another guideline that will help you with the success of this program is victim recognition and communication guidelines. To begin this audit program, have all victims wear a distinctive red color item that is specified in your guidelines. For example, show your staff the exact red shirt, baseball cap, or red swimsuit that will be used during each Red Shirt Drill. Ensure that your staff understands that only those items will be used - otherwise they may think that anyone who wears any red baseball cap is a Red Shirt Drill victim and that may cause anxiety. As your program progresses and your staff become comfortable with emergency readiness, you can eliminate the red color item and set the expectation that anyone can be a victim just like in real life.

Remember that the goal of Red Shirt Drills is to practice each scenario so that the element of surprise is diminished.

You should set expectations for the program as well. Where do you expect the program to be in three months? What about one year? Keep all rubrics so that you can compare and contrast improvements or deficiencies.



Preparing Your Staff for the Real Deal

continued page 4

While the goal of Red Shirt Drills is to give staff the most real scenario, you don't want to impede programs or prevent patrons from recreation.

Making the scenarios real is critical for each drill.

After you have implemented the Red Shirt Drill program you need to evaluate the effectiveness.

An emergency should never be a surprise to your staff.

Phase 4: Implementation of the Red Shirt Drills

In this phase you begin to set the plan in motion. When implementing your Red Shirt Drills, it is important to think about other programs that may be occurring in the facility. While the goal of Red Shirt Drills is to give staff the most real scenario, you don't want to impede programs or prevent patrons from recreation. You may also think about the rescuers that will be involved. Does your scenario require staff from another program area? For example, if a referee is outside on a field and a Red Shirt Drill occurs, does he/she have to call someone from the facility to aid with the scenario? If so, you need to ensure that there is proper communication between each program supervisor. The best way to do this is to plan the scenarios at least a month in advance. Meet with each program supervisor and explain your plan of action. Set dates, times and specific scenarios so that everyone is informed of what the Red Shirt Drill intentions are and unwanted actions do not occur (like calling EMS!).

Making the scenarios real is critical for each drill. Be creative during each scenario so that your staff becomes familiar with the issues they will likely find during each emergency procedure. For example, if your scenario involves blood ensure that a red substance is used (recipe for fake blood: corn syrup and red food dye.) Implementing as many real features will diminish the element of surprise and staff will become more comfortable as time progresses.

Phase 5: Evaluation of the Red Shirt Drill Program

After you have implemented the Red Shirt Drill program for four months, or a semester, you need to evaluate the effectiveness of the program. Review the expectations set in phase 3 and have an open conversation with your staff. Ask them how they feel about the implementation of the program and their readiness for an emergency. Are they more prepared? Do they feel more or less anxious about emergencies? These questions can help you improve or change the program.

There should also be an evaluation of the rubric during this phase. The rubric helps you understand how your staff is performing. For example, at Georgia Southern University where this program was started, the initial rubric was set to grade from 1 to 3 for each category. After a semester, it was seen that more options were needed. The rubric was changed to grade from 1 to 5 and it has improved the understanding of how the lifeguards performed.

An emergency should never be a surprise to your staff. They should be equipped with as much knowledge as possible. Teaching a CPR/AED or First Aid class at the beginning of the semester and counting on the staff to recall that information months down the road should not be considered preparation for emergencies. Red Shirt Drills engage the staff in a consistent way and it allows them to make the mistakes without endangering someone's life. Give your staff the empowerment of emergency readiness today!



 **BACK TO COVER**

Disaster Plan Update

By Katharine M. Nohr, J.D.
Nohr Sports Risk Management, LLC

It is time to consider whether your organization is prepared for a significant weather disaster.

In the wake of Typhoon Haiyan in the Philippines, where estimates at this writing are 10,000 people dead and hundreds of thousands of people misplaced, it is time to consider whether your organization is prepared for a significant weather disaster.



Are the people that are charged with implementing the disaster plan still with your company?



1. Disaster Plan Notebook

In response to the question--- "what is your organization's disaster plan?"--- did you pull up a folder on your computer marked, "Disaster Plan"? You're right, it was a trick question. What you should be doing is looking for that Disaster Plan in a notebook form. Yes, trees will have to be sacrificed so that you can print your plan on paper. Otherwise, the disaster that knocks out your electricity could also take your plan with it.

2. Disaster Plan Personnel

With downsizing and normal staff turn-over, are the people that are charged with implementing the disaster plan still with your company? A disaster plan is only as good as the screen that it is illuminated on if no one is familiar with it or able to execute critical tasks in the event of an emergency. It's time to reassess job assignments and as people leave your organization, make sure that their disaster plan tasks are not only passed on to current staff, but that such personnel receive a copy of the plan, specific assignment of tasks and sufficient training and practice so that they can carry out their duties.

Disaster Plan Update

continued page 2

3. Update Insurance Policies

Did you know that hurricane and flood policies that are currently in effect for your organization may not be up-to-date, reflecting changes to your facility? It's a good time to go over your insurance policies with your broker or agent. Ask questions about what is covered and what is excluded. If there are exclusions in coverage that you feel should be covered and you are not willing to self insure those risks, it's good to purchase additional and comprehensive coverage well before disaster strikes.

It's a good time to go over your insurance policies with your broker or agent.

4. Freshen Up Your Supplies

Has it been years since your organization purchased an emergency supply of food, water, fresh batteries, flashlights, weather radios, and other items on the must have in a disaster list? Those batteries are probably no longer fresh, the flashlights may be corroded and whatever has been growing in those ancient food cans is probably best used in Botox injections. If your organization may be charged with caring for people during a weather disaster, make sure that your supplies are fresh and workable.

If you want to be given alerts on your phone by local news stations or other disaster alert agencies, download the apps now---before the disaster strikes.

5. Download Disaster Notification Apps

While you've been busy with the day-to-day operations of your organizations, smart phone applications have been proliferating at such a rate that you might not have noticed all the modern ways you can be notified the minute something bad might happen. If you want to be given alerts on your phone by local news stations or other disaster alert agencies, download the apps now---before the disaster strikes.

6. Consider Cell Phone Alternatives

While we're on the subject of smart phones, make sure you come up with a strategy to charge your phone once the electricity is out. You may not have cell phone service, but in the event you do, dead phones will completely shut you off from the world. Consider land lines, two-way radios and walkie talkies as alternatives to cell phones. Purchase an inexpensive hand-cranked radio which gives you access to news broadcasts – and also has the capability of charging your cell phone.

Hopefully, you won't have to ever utilize your disaster plan, but if you take some time to keep yours updated, your organization will be in a better position to survive and thrive.

 **BACK TO COVER**





Online Risk Assessment: New features!

Do you have the skills and knowledge to conduct an internal Risk Management audit of your department? How well do you stack up compared to other schools—and how will you know?

Why not leave it to the experts?

McGregor & Associates' exclusive 'Online Risk Assessment' provides key benchmark data for your department (relative to over 100 North American universities), and uncovers critical gaps in your risk management plan.

Which programs and administrative areas are addressed?

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- 6 administrative surveys: Risk Management Plan; Emergency Response Plan; Facilities & Equipment; Rentals & Special Events; Waivers; Travel.

What do you get from McGregor & Associates?

A detailed report which includes:

- Graphic comparisons with other universities of program and administrative scores: your benchmark data!
- Graphic internal comparisons between all program unit scores: highlights program inconsistencies.
- Detailed analysis and breakdown of program and administrative scores: pinpoints vulnerable areas.
- A comprehensive list of recommended (and doable) strategies for immediate action.
- The 'Top Five' priorities identified for your department.

Added bonus! – our new 'Global Risk Assessment'

This new (optional) survey looks at the other key risks your department confronts on a daily basis: Financial Risks; Human Resources Risks; Reputational Risk; Security Risks; Data Risks.

Cost of Online Risk Assessment: \$1250

NIRSA members receive

20% discount

- Cost effective (no need to fly in someone to conduct audit)
- Focus is on 'high-risk' areas ensures audit process is not overwhelming
- Conducted by McGregor & Associates – THE experts in Risk Management.

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Don't put it off – act now!

For more information: Go to
<http://www.sportrisk.com/risk-assessment>

Got something to say - or an idea to share?

Across N. America, recreation professionals are finding creative ways to implement unique solutions to a number of challenging risk management issues. Many of their ideas have already appeared in this Newsletter.

Earn CEU/PIC credits for writing an article!

Are you willing to share your ideas? You may believe what you're doing is not of interest to others. **WRONG!** Professionals are always on the lookout for new/ different/ unique ways of doing things:

- Staff training programs
- Emergency Response Planning strategies
- In-service training ideas
- Participant medical screening strategies
- Online training courses
- Risk Management Committee operational guidelines
- etc. etc.

Share your ideas – by writing an article for the 'Risk Management Newsletter for Campus Recreation'!

This is not a 'refereed' publication. The focus of the Newsletter is simply the communication of ideas, procedures and programs that work.

If you'd like to explore this, or receive the 'Guidelines for Authors', contact Ian McGregor at mcgregor@sportrisk.com

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Risk Management Newsletter for Campus Recreation

Our goal is to provide timely information and practical resources to assist Campus Recreation professionals manage the risk of injury to participants.



Talk to Us!

Tell us about ... Your Best Practices (practical, hands-on policies/ procedures/ training programs that really work for you)

Your 'sweaty-palm' issue (what keeps you awake at night). Ask for our feedback!

Your interest in contributing to the 'Risk Management Newsletter' by writing an article for an upcoming issue.

Contact us at mgregor@sportrisk.com

Next Issue Feb. 2014

Featured Topic: 'Risk Profiling'

Topics include:

- Minors on Campus
- More on Waivers
- Sport Clubs
- Risk Assessment
- Online Learning Opportunities

Publishing Information

The 'Risk Management Newsletter for Campus Recreation'

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The 'Virtual Library' is growing!

You can now access all articles which have appeared in previous editions of this Newsletter!

This means you can download (free) over **200 articles** focusing on risk management issues relating to Recreation.

Go to <http://www.sportrisk.com/newsletter/> and search by topic (e.g. Aquatics, Sport Clubs) or tag (e.g. AED, hazing) providing a 'virtual library' of valuable resource information.

New articles are added to the 'Virtual Library' every month.

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