



Because One CPR Class is Not Enough

Risk Management, the big buzz word floating around campus recreation right now, has a lot of recreation professionals on edge but many may not be quite sure of how to go about managing risk properly.

[FULL STORY >](#)



Eating Disorders and Over-Exercise in Collegiate Recreation (Part I):

Collegiate Recreation has evolved from primarily intramurals and club sports to include aquatics, outdoor/challenge education, fitness, wellness... [FULL STORY >](#)



Wreckage Weekend

After attending an aquatics conference in the fall of 2011, and enjoying a presentation on emergency training for lifeguards, I had an epiphany. Rather than have each coordinator conduct emergency training for their individual areas... [FULL STORY >](#)



Emergency Preparation – good practices vs. overkill

In Recreation, we take (or at least we should), the weather seriously; we know, respect and remain diligent in our education and training when it comes to... [FULL STORY >](#)

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RISK MANAGEMENT BLOG

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- > Want to look at **RISK** through a series of different lenses?
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Emergency Response

The starting point to developing a Risk Management Plan is to focus on emergency response!

In the Recreation business, you have to assume that an emergency will happen in your facility (sooner as opposed to later) – be it minor or major. So you have a duty to be ready, and take reasonable steps to ensure that an emergency (injury, fire, bomb threat etc.) is handled efficiently and effectively.

The current Newsletter features three articles focusing on this important topic.

In our [NEW BLOG](#) we're attempting to simplify and demystify 'negligence'. Follow the blog at www.sportrisk.com/blog

Ian McGregor, Ph.D.
Publisher

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Because One CPR Class is Not Enough: Part I

Looking beyond into student learning, preparedness, and assessment

One of the biggest risks that campus recreation departments have involves their student staff.

Shannon Dere
University of Arkansas

Julie Saldiva
Texas State University

Editor's Note: This is the first of two parts.

Risk Management, the big buzz word floating around campus recreation right now, has a lot of recreation professionals on edge but many may not be quite sure of how to go about managing risk properly. One of the biggest risks that campus recreation departments have involves their student staff. Generally speaking, these staff members are expected to work front-line operations and carry out daily risk management practices, including applying first aid and CPR/AED skills when needed. But are we properly preparing our students to succeed in situations where this knowledge and these skills will be needed most?



Are we properly preparing our students to succeed in situations where this knowledge and these skills will be needed most?

Because One CPR Class is Not Enough: Part I continued page 2

Many campus recreation programs are taking a proactive step in ensuring that most or all student staff is trained in CPR/AED and first aid, however, many programs stop after the initial certification class. Most of these certifications, regardless of the provider, last typically from one to three years before a renewal is needed. Additionally, many certification providers are not only simplifying the techniques they teach, but also offer online courses where students never have the opportunity to practice their skills. With such a variation of training and certification renewal options, inconsistencies in knowledge and skills are significant, and student staff are likely to forget much of their training.

The American Red Cross has found that retention of CPR/AED and first aid skills are shown to decline in as little as three months following a certification.

CPR/First Aid Knowledge and Skill Retention

Although research is severely lacking in the study of retention of CPR/first aid skills among campus recreation students specifically, there has been other research conducted on different groups. Among the general population of participants, the American Red Cross has found that retention of CPR/AED and first aid skills are shown to decline in as little as three months following a certification; there does not seem to be any published evidence of adequate CPR skill retention at two years (ARC, n.d.a; ARC, n.d.b). Among nursing undergraduate students it was found that the retention of CPR knowledge and skills depended greatly on how frequent trainings were (Madden, 2006). The same conclusion was made in another study with registered nurses, and it was concluded that a decrease in retention of the material was found just 10 weeks after the initial training course (Broomfield, 2008). Almost all research on the topic supports the importance of refreshers for course participants on a regular basis. It is up to campus recreation professionals to determine the best method(s) for providing these refreshers.

Refreshers

There are many ways campus recreation programs can create and implement refresher programs for their student employees. Some ways are:

- (1) Have staff complete the full CPR/AED and first aid class at a predetermined interval (such as every six months)
- (2) Have staff complete a challenge CPR/AED and first aid course at a predetermined interval (such as every semester)
- (3) Continually review CPR/AED and first aid topics and skills at in-service trainings
- (4) Create online learning centers with exercises and quizzes by utilizing online programs, such as Blackboard, where students must complete these exercises and quizzes at a predetermined interval (such as a new topic every other week)
- (5) Audit staff skills through drills (mock scenarios)
- (6) Quiz staff on training topics by utilizing other student staff



Because One CPR Class is Not Enough: Part I continued page 3

The method(s) for delivery of a refresher program your department should do will depend greatly on the resources available.

The method(s) for delivery of a refresher program your department should do will depend greatly on the resources available. It is highly recommended that departments create a Risk Management committee to not only assist in the creation and implementation of the refresher program, but to also have outside people serve on the committee that will be a valued asset to the group when planning the program. Beyond professional, graduate, and student staff serving on this committee, consider getting your university's police department, fire marshall, and other safety officials involved. Their expertise and resources can become extremely valuable when creating and implementing refreshers.

This article will specifically focus on methods and best practices for conducting mock safety drills/scenarios as well as how to assess the drills.

Implementing mock safety drills allows you to not only assess your student employees' skill level (e.g. confidence, knowledge, etc.), but to also determine weak areas in your department's risk management plan.



Mock Safety Drill

Creating and implementing mock safety drills allows you to not only assess your student employees' skill level (e.g. confidence, knowledge, etc.), but to also determine weak areas in your department's risk management plan. Drills are not necessarily used as a discipline tool, rather, it should be used to help students learn about how to react professionally to emergencies.

Developing and executing drills can range from simple to complex, and can be a great tool if utilized properly. The following explains the overall process for initiating mock safety drills into your campus recreation program.

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Starting simple is a wise plan when tackling mock safety drills.

The Basics

Starting simple is a wise plan when tackling mock safety drills. Once your department has created a more streamlined process for conducting drills, then you can begin to practice more realistic and challenging drills. At a more advanced and practiced stage you can also bring in more resources, such as using a moulage kit, which allow for more realistic drills through the use of makeup or faux injuries/body parts, or having EMS respond as if it were an actual emergency. We cannot emphasize enough that starting small is the best practice until your department is extremely comfortable running more complex drills.

To assist in keeping your department on track, creating a calendar can be helpful. This allows you to organize dates, staff, injury type, and more. Having a rotation cycle for the mock scenario drills--informal recreation, fitness, intramural sports, outdoor recreation, club sports, aquatics, repeat, etc.--can help the department in following a schedule. Based on your calendar you can also pick the type of injury and when to conduct the drill. For example, drilling on the skill of hypothermia would make more sense to do with outdoor recreation than fitness or conducting a drill at 9:00 am may be more logical than during a intramural sports championship game. The idea is for staff to practice real life scenarios, not to necessarily disrupt patrons or activities.

Drills can be ran during meetings, in-services, or during employee's regular shifts.

Conducting the Drills

Drills can be ran during meetings, in-services, or during employee's regular shifts. The students can be aware of the drills ahead of time or they can come as a complete surprise. Once you start the drill you, as the drill evaluator, should find the appropriate time to inform the student-employee that "it is a drill but you must treat it as if it were real". If emergency responders have agreed to be a part of the drill and your staff will be calling them, be sure you have communicated with them how the call will be placed. For example, some emergency personnel services will require the staff member placing the call start and end the call with "this is a drill" to ensure that they know the call is a drill and that a real emergency did not occur coincidentally. If those statements are not made, emergency personnel may have no choice but to treat the drill as if it were real, even if they were notified of the drill ahead of time.

Careful planning of the drills needs to take place to ensure the drill runs smoothly.

Careful planning of the drills needs to take place to ensure the drill runs smoothly. "Victims" should be chosen wisely since a "bad" victim can set the tone for the entire drill. If your victim is not well rehearsed or does not know how to act very well, it can often make the drill less effective. For example, if a "drowning" victim is not taught what an actual drowner looks like, the lifeguards may think they are playing around in the pool and never realize they should be going in and rescuing the victim. It is also helpful if the scenario is written out on paper (including ailments, amount of time a victim should wait before they go unconscious, etc.) for the actor to study beforehand.



Because One CPR Class is Not Enough: Part I continued page 5

Ideally, drills will involve local first responders. In our experience this is when the students learn the most. They get a realistic idea of how long it will take first responders to arrive. For mock scenario drills the responders do not typically turn on sirens to get to your building as fast as they would in a real emergency, which makes response time longer than normal. This may actually help the students get a realistic feel how awkward and uncomfortable it can be to wait for advanced help. Upon arrival, the first responders can take the students all the way through getting the victim into the ambulance. It is often helpful for the students to hear first hand from the responders what they could have done better to help the first responders more. Working with first responders has really taught the students at Texas State University to start providing more details when they call 911. Drill after drill we had learned that the responders did not realize the severity of the “accident” until they arrived - due to lack of communication and information provided.



You should also make sure you notify the student-employee as to whether or not they can actually call 911.

Other Special Considerations

Based on our experiences with conducting mock scenario drills, we want to cover some important considerations.

- Picking the wrong type of injury at the wrong time can create potential problems. If you are drilling a serious injury, such as a heart attack, and do not have the drill completely planned out, both your student-employees and patrons may believe it to be a real emergency and call EMS. It is important to think through the drill to ensure that all the pieces are in place before conducting a mock scenario drill.
- There are often student-employees and professional staff who want to run the drills as if they were real. While this idea is respectable in the sense that the drills should be as realistic as possible, please note that many people’s reaction will be to get very angry with you if they completed a drill while thinking it was real the entire time. We teach children at a young age not to cry “wolf” when there is no wolf. Therefore, if your drills will be a surprise to the staff, it is recommended that all staff are told from their first day on the job that they could be a part of a drill at any moment.
- You should also make sure you notify the student-employee as to whether or not they can actually call 911. If emergency personnel are to be involved either with a phone call or an actual response, a notification should go out to these personnel informing them of the drill and/or asking for their assistance at least one week before the drill. A follow up call should be made the day of the drill as a reminder to emergency personnel.

Eating Disorders and Over-Exercise in Collegiate Recreation (Part I):

A Reflection on the Last 15 Years

Adrian A. Shepard, MS, RCRSP
Recreation Management Program Faculty
Madison College

Research continues to show the positive impact Collegiate Recreation has on student recruitment, retention, academic performance, life skills development and wellbeing.

Eating disorders have the highest mortality rate of any mental illness.

The following information has been inspired by and extracted from the 2014 NIRSA Annual Conference & Exposition presentation, Eating Disorders and Over-Exercise: Reflection on 15 Years of Experience, conceived by the late Karen Miller from the University of Nebraska-Lincoln and presented by Cathy Jewell from the University of Nebraska-Lincoln, Katie Kage from the University of Northern Colorado, Jill Urkoski from the University of Kansas and Adrian Shepard from Madison College.

Editor's Note: This is Part 1 of a two-part series.

Collegiate Recreation has evolved from primarily intramurals and club sports to include aquatics, outdoor/challenge education, fitness, wellness, environmentalism and sustainability. With this growth comes great opportunity for recreation professionals to expand their knowledge and help meet the emerging needs of those they serve on a holistic level.

Research continues to show the positive impact Collegiate Recreation has on student recruitment, retention, academic performance, life skills development and wellbeing. However, this opportunity to impact others isn't without challenges. In particular, (especially in fitness and facility operations), understanding what steps to take when there is a concern for students who may be struggling with high-risk behaviors such as eating disorders and over-exercise. Eating disorders have the highest mortality rate of any mental illness, and according to the U.S. Department of Health and Human Services, 95% of those with eating disorders are between the ages of 12 and 26. The Renfrew Center Foundation for Eating Disorders found that of this population, nearly 25% of college-age women engage in bingeing and purging as a weight management technique.



Eating Disorders and Over-Exercise in Collegiate Recreation (Part I): continued page 2

Contrary to popular believe, such behaviors aren't limited to females as 10-15% of males struggle with anorexia or bulimia.

Contrary to popular believe, such behaviors aren't limited to females as 10-15% of males struggle with anorexia or bulimia (Carlat and Camargo, 1997). Research also indicates that over one-half of females and nearly one-third of males attempt to control their weight by skipping meals, fasting and taking laxatives (Neumark-Sztainer, 2005). Media and perception complicates matters by reinforcing unhealthy behaviors as the body type portrayed in advertising as ideal is possessed by just 5% of American females (Renfrew Center Foundation for Eating Disorders, 2003). As people attempt to lose weight, 35% of "normal dieters" progress to pathological dieting. Of this population, 20-25% progress to partial or full eating disorders. As a result, campus personnel have dedicated more time and effort towards identifying program participants and recreation facility patrons who could be at risk (Shisslak, C.M., Crago, M., Estes, L.S. 1995).



A 1998 study expounding upon exercise behavior and reasoning conducted by Miller et al. centered on a survey administered to campus recreation participants with the hypothesis that colleges would be a place for primary and secondary prevention of eating disorders. Four distinct groups emerged including:

- Low-weight wanting to lose more weight
- Those wanting to bulk up
- Medically obese with the desire to lose weight
- Normal weight wanting to lose weight

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Eating Disorders and Over-Exercise in Collegiate Recreation (Part I): continued page 3

Furthermore, a 2009 North American study, supported by the NIRSA National Center, conducted by Shepard et al. set out to gauge the need for and interest in best practices for addressing instances of over-exercise and eating disorders in the campus recreation setting.

Additionally, the study identified barriers institutions face when posed with scenarios related to such situations. Study results were as follows:

- Seventy-eight percent of respondents indicated the potential for collaboration within their own division;
- The primary barrier was knowledge of the subject matter;
- Ninety-eight percent of respondents agreed or strongly agreed that best practices for addressing instances of over-exercise and eating disorders would help their department.



Part 2 in the series addresses the scope of practice and the role of the recreation professional in the initial intervention process, and the collaboration with qualified campus personnel.

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Wreckage Weekend continued page 2

Since I love alliteration, we called the training “wRECKage weekend” because it will take place on the weekend before the semester begins. Four hours of non- stop, in-your-face training. The lifeguards will also attend a 4 hour training, in addition to wRECKage.

Director must support and be involved with the training and encourage and require that professional staff sell this idea to their student staff.

Download the following:

Agenda: www.sportrisk.com/_archive/Wreckage_weekend_training_Agenda.docx

CPR checklist: www.sportrisk.com/_archive/cpr_aed_checklist.xlsx

Gym layout: www.sportrisk.com/_archive/Map.pdf

Video: www.sportrisk.com/_archive/wreckage_weekend_video.mp4

Where: SRC Gymnasium – courts 1 & 2

When: Saturday before the semester starts. Lifeguards also attend training on Sunday, hence the title “wRECKage weekend”.

Who: Mandatory for all Recreation Staff employees

Why: to ensure that all students and professional staff are trained and retrained in emergency situations, building evacuation and annual CPR refreshers

How: to get professional staff involvement

- Director must support and be involved with the training and encourage and require that professional staff sell this idea to their student staff
- I talked about this training months in advance to get the students excited and ready for something new.
- Each professional staff was assigned a task to complete on my timeline: Nametags; sign in sheets; pencils; cleaning and counting manikins; finding prizes and giveaways; purchasing food for BBQ; setting up the scenarios; ordering T shirts; checking audio visual equipment and sound; securing stopwatches and cones; collecting and numbering old AED pads, and many other tasks. This ensured that each professional staff had some responsibility with the success and efficiency of the training.
- Train each professional staff member in the steps involved in CPR, what and when to advise, and review the CPR checklist so they feel confident in coaching and grading the students performance. Two staff meetings were dedicated to this training, and I was available for review and practice upon request
- Final dry run through from beginning to end on the Friday before the event. This provided staff with a greater level of confidence as well as ironing out details and answering lingering questions



Wreckage Weekend continued page 3

How: to make this the best training for our students

- Prizes awarded throughout the training to those students demonstrating exceptional skills and effort – books, gift cards, scantrons, school supplies, t shirts, candy bars etc
- BBQ following training with games and time to socialize for those students who did not have to work following training. Professional staff filled in for them so that they had an opportunity to eat and socialize for a few minutes
- T shirts provided to each student who participated in the training who took the time to complete an evaluation form on site



How: to complete in 4 hours

- 120 employees, 20 of which are lifeguards
 - Lifeguards worked in a separate area in groups of 4
 - Other students were divided into 10 teams of 10 people
 - 1 pro staff with two teams each
 - One group performed CPR, AED skills, the other group observed, provided feedback and prepared their manikin. Staff went from side to side every 2.5-3 minutes
 - Each group was required to complete the skill within 2 minutes with 30 second feedback, move to other group
 - This took approximately 1 hour to complete
 - Practice evacuation training outside while preparing scenarios inside and water break – 45 minutes
- First Aid and CPR Scenarios 1 hour long
 - Introduction and short film 25 minutes long
 - Debrief, question and answers, evaluation and t- shirt 30-40 minutes
 - Open the SRC at noon and BBQ on the pool deck

Make it fun, make it exciting and make it challenging - and all of your learning outcomes will be achieved.

In summary, our students resoundingly enjoyed this training! (Check out the evaluation at the end of this article). They were very receptive to learning and trying something new. The professional staff really made this a success by “buying in” and selling the idea to all their students. It was extremely helpful to have the full support of the director and to have the director in attendance and participating the day of the event. I had students approach me after the event admitting that they thought this was going to be a boring waste of time. After participating they expressed that it was the best training they had ever attended. This made all of our efforts and hard work worth it! Now, starting in late November I get asked “what are we going to do for wRECKage” or what do you have planned for us this year? Our students actually look forward to this training every year. Make it fun, make it exciting and make it challenging - and all of your learning outcomes will be achieved.

Wreckage Weekend continued page 4

Each year we change training just a bit to keep it interesting and exciting for the returning and veteran students.

Each year we change training just a bit to keep it interesting and exciting for the returning and veteran students. On the second annual wRECKage weekend, I asked the public safety personnel to provide shooter-in-place exercises. They came with training weapons and we put gunshot sounds throughout the building. Our students learned how to run, hide and as a last resort, fight and other skills that could save theirs and others lives. This was in addition to the CPR and first aid skills that we practice, always under duress.

If you would like help organizing or planning this type of event, please don't hesitate to contact me. I promise you, it will be worth all of your teams' efforts to include this type of training annually.

To view the Wreckage Weekend Evaluation:

[www.sportrisk.com/_archive/Wreckage Weekend Evaluation.xlsx](http://www.sportrisk.com/_archive/Wreckage%20Weekend%20Evaluation.xlsx)

To view the 'Shooter in Place' drill – download video:

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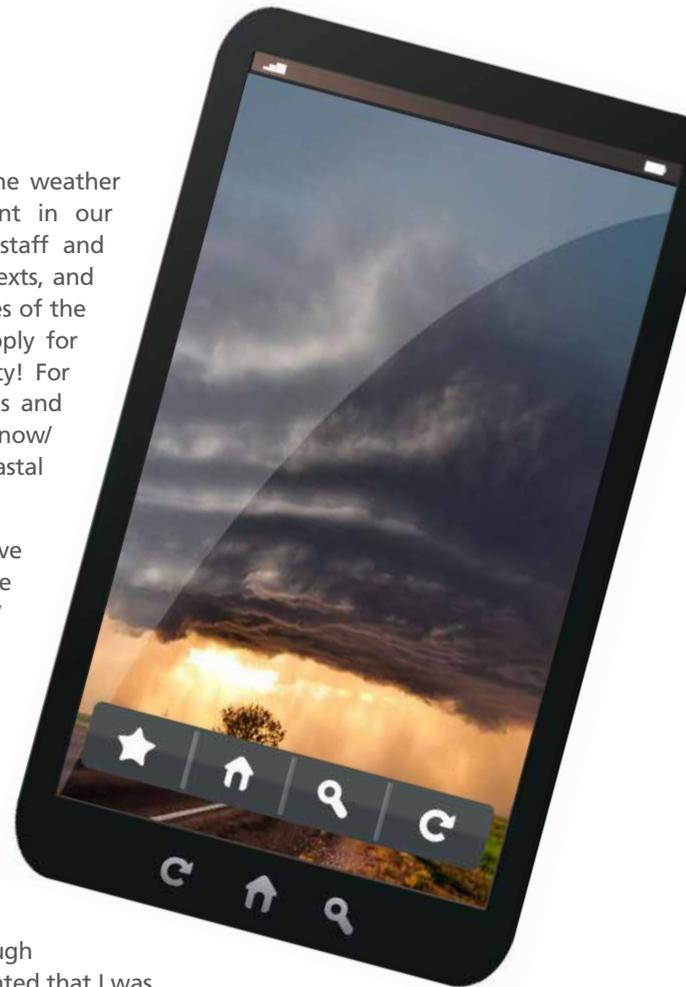
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Editor's Note: This is the first of a two-part series.

In Recreation, we take (or at least we should), the weather seriously; we know, respect and remain diligent in our education and training when it comes to our staff and participants. We have radars, alerts, apps, email, texts, and even social media to keep us up to date at all times of the day and probably have enough experience to apply for a meteorologist position. Safety is our duty! For the most part, campus recreation programs and facilities need to think about tornados, snow/ice storms and of course hurricanes for coastal locations.

In moving to the faculty side of campus, I've heard my share of "I walked to school five miles each way barefoot in a snow storm" stories and "I'm not canceling class, it's not that bad and students are required to be here, or they can take an unexcused absence!"

I've been on both sides; as a student commuting two hours to another school in another state for my PhD. In my first semester, a tornado watch was issued for the entire region, which included my town all the way through my school. I emailed my professor and indicated that I was nervous about being on the road for four hours round trip and the three hours of class time. My response was basically, "if you're not here, you will not be allowed to make up the work..." Reading between the lines, I understood that I was expected to be there. I got in the car and drove, dodging storms until I just had to turn around and come home. I was only excused because there was a confirmed tornado in my path.



In Recreation, we take the weather seriously.

Campus recreation programs and facilities need to think about tornados, snow/ice storms and of course hurricanes for coastal locations.

Emergency Preparation – good practices vs. overkill

continued page 2

For the first time in my 16 years of employment on this campus, professors started cancelling late afternoon and night classes at lunchtime due to the ‘high threat of damaging winds and intense storms’.

This experience really changed how I viewed the expectations of ‘responsibility’ on both ends, both as a student and an employer. Granted, some people will take the forecast of a possible heavy rain and thunderstorm (minus any warning) as an excuse to stay home ‘just to be safe’ as far as they can. However, for the first time in my 16 years of employment on this campus, this past October(!), professors started cancelling late afternoon and night classes at lunchtime due to the ‘high threat of damaging winds and intense storms.’ Both the local and national weather services, as well as everyone in between were in a state of panic to the extent of dismissing school early. I too cancelled my class because I have commuters and relating to my own experience, I understood their concern.

Ironically, as I sat at home with my terrified son and dog waiting for the predicted 80 mph winds, downed power lines and trees to hit Murray, it didn’t. It hit all around us, but not our town. We just got a lot of rain! In confusion, I kept watching the radar and the news, hearing reports about damage all around us, but nothing more than flooding for us.

While I’m not going to say that I didn’t enjoy my early night at home and quality time with my son, I’ll admit I felt kind of stupid (as did a majority of our faculty) at canceling class 6 hours early and falling in line with the rest of the community in our effort to ensure student safety.



Unfortunately, it is situations just like these that just reinforce those who feel we are too quick to panic. It’s like the boy who cried wolf.

In relation to your programs and staff (club sports, fitness, recreation centers, intramural staff and officials), it may be time to think about a well-written policy ‘in the event of a weather-related emergency.’ You may need to get down to total nit picking, to establish clear expectations while maintaining the safety and wellbeing of everyone.

As most of you already know, it is always better to have something in

writing that everyone understands and agrees to as party of their employment.

For example, if you have flag football games planned from 6-10 pm and a tornado watch (not a warning) has been issued for that exact time span, what would you expect of your staff? It would most likely be to your advantage to have a policy that states staff and officials are expected to remain at work until such time (and you may even determine a time or distance) that it appears eminent that dangerous weather is approaching.

It may be time to think about a well-written policy ‘in the event of a weather-related emergency’.

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Check out our new blog www.sportrisk.com/blog – and get involved in the discussion!!

Emergency Preparation – good practices vs. overkill

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Part of your staff training could be that they understand and pre-plan a designated safety location if this happens.

During the winter of 2014, our campus was shut down a total of five days – that’s a record for our school.

Bottom line, the out-of-the-ordinary is unfortunately becoming somewhat of a norm.

Part of your staff training could be that they understand and pre-plan a designated safety location if this happens. This offers protection to you as an employer in that you clearly explained and agreed upon these terms for employment in regards to ‘reasonable expectations.’ You are not forcing someone to wait until the last minute only to be swept up and on their way to OZ, therefore, these types of policies could be a way to prevent being accused of negligence. I would highly recommend you also consult with your University Legal Council before putting anything into place or creating a policy; I’m just suggesting food for thought.

Likewise, if you force someone to come to work when a weather alert has been issued and the storm approaches faster than expected, or a tree or power line goes down and that person is somehow affected, where does the responsibility lie? “Weather” occurs, that’s just the reality, but consider all the legal and ethical ramifications surrounding ‘reasonable expectations.’ If guidelines and expectations are not spelled out and agreed upon, you will find yourself with lots of people ‘erring on the side of caution’ and not coming to work – what do you do then? Do you shut down and cause a stir because your programs and services aren’t in operation...?

During the winter of 2014, our campus was shut down a total of five days – that’s a record for our school. Not all at once, but three consecutive days which I don’t ever remember happening before (and I’ve lived here since 1978). Here’s what got me, we got into this ‘essential vs nonessential staff’ quandary – the grounds crew were working around the clock to remove snow and ice in an effort to increase accessibility, but that didn’t solve the problem for those who couldn’t get out of their own driveway, or travel down the ice packed roadways that were not properly prepped by the city!

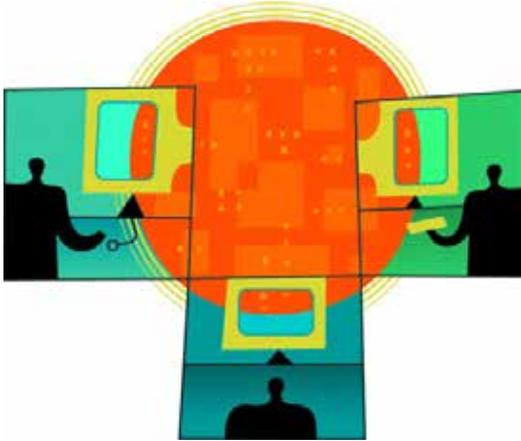
Bottom line, the out-of-the-ordinary is unfortunately becoming somewhat of a norm. There’s no question climate change is changing the types and amounts of weather blasting across the country. Make a plan, be prepared!

Part 2 in this series will focus on staff training.



2014/15 SportRisk Webinar Training Series

Staff training is of critical importance to a successful Campus Recreation operation!



In conjunction with NIRSA, McGregor & Associates have developed 28 Webinars (9 NEW!) designed to complement your fall/winter training programs. These Webinars are strategically organized into 7 unique Series:

(A) Negligence & Liability (B) Risk Management (C) Sport Clubs (D) Travel (E) Emergency Response (F) Waivers (G) General

All Webinars are \$50, and there is One FREE Webinar (see Series G #4)

Special 'NIRSA-only' deal – purchase all 28 Webinars for \$675 (a 50% saving)!

General Information

All Webinars	Accessible at any time, on any computer, for whole academic year (Sept 1, 2014 – Aug 31, 2015)
Delivered by	Content experts - saving staff time in preparing and delivering training material.
Webinar length	Typically 15-30 minutes.
Target Audience	All Campus Recreation staff <i>(Note: All 'Negligence Awareness Training' Webinars focuses on student staff)</i>
Pricing	All Webinars are \$50 (except the Freebee!)

WEBINAR TRAINING MODULES

Series A: Negligence & Liability Series

1. Understanding Negligence
2. Negligence Awareness Training for (part-time) Intramurals Staff
3. Negligence Awareness Training for (part-time) Summer Camps Staff
4. Negligence Awareness Training for (part-time) Weight Room Staff (tracking option included!)

Series B: Risk Management Series

1. Risk Management Committee

2. Determining Risk Profiles of programs and facilities
3. Nuts & Bolts of Risk Management Planning

Series C: Sport Clubs Series

1. Budgeting
2. Transitioning
3. Classification Systems
4. Sport Clubs Council
5. Sport Clubs Officer Leadership and Training
6. Concussion Management
7. Hazing
8. Safety Officer Training
9. Negligence Awareness Training for Sport Clubs Officers

Series D: Travel Series

1. Travel: The Basics (for all staff responsible for travel)
2. Travel Planning Tools using 'Google Docs' (for all staff responsible for travel)

Series E: Emergency Response Planning Series

1. Emergency Action Plan – Putting it Together
2. Emergency Action Plan – Training, Rehearsals & Drills
3. EAP Best Practices
4. Emergency Response Plan: Student Training

Series F: Waivers

1. Waivers Simplified
2. Waivers 101 (more detailed)

Series G: General

1. Medical Screening Simplified
2. Event Planning Simplified
3. Climbing Wall Safety
4. Using Google Docs in Recreation (FREE)

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

BALL IS IN YOUR COURT

Hashtag Risk Management: Do's and Don'ts of Using Twitter for Safety

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



Your organization may have already embraced social media as a means to market and communicate with your customers. Twitter offers an opportunity to market your goods and services as well as to provide safety and risk management information to your facility users and participants of your programs. You may wish to talk with your attorney and risk manager before tweeting. Consider the following Twitter communication:

1. Tweet traffic advisories that impact the roads leading to your facility.
2. Tweet parking information, including warning patrons not to leave valuables in their cars.
3. Tweet about road hazards or construction impacting your facility or the play area.
4. Tweet general safety reminders, such as "remember to wear your seatbelt" or "wear a helmet when riding your bicycle."
5. Tweet specific safety information, such as "don't dive in the shallow end of the pool" or "watch for errant balls."
6. Tweet safety rules, such as "no bags are allowed on the gym floor" or "no cell phones may be used in the locker rooms."
7. Tweet notices about classes on first aid, CPR or AED use.

Hashtag Risk Management: Do's and Don'ts of Using Twitter for Safety

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8. Tweet information about natural disasters: warnings and preparedness.
9. Tweet photos of warning signs to reinforce hazards and rules.
10. Tweet instruction videos regarding safety, such as "how to tackle safely" or "how to use weight training equipment safely."
11. Tweet weather warnings about lightning, rain, snow, ice, heat, etc.
12. Tweet reminders for medical checkups to make sure patrons are healthy enough to engage in activities.
13. Tweet reminders for patrons to sign liability waivers before participation.
14. Tweet links to required forms found on your website.
15. Tweet links to safety rules found on your website.
16. Tweet information to parents to assist them when their children are using your facilities, eg., about pickup points, supervision, and protective gear.
17. Tweet warnings that are communicated using signage in your facility to provide an extra layer of warning.
18. Tweet about anything new about your facility or program.



What not to Tweet about:

1. Do not tweet about individuals, unless it's to say congratulations or something positive.
2. Do not tweet about an accident that has happened at your facility, such as a trip and fall. This could show you had notice of a problem if it should happen again.
3. Do not tweet about anyone's private medical information. For example, if someone is injured and people are asking about status, do not tweet about it.
4. Do not tweet a warning about a sexual predator, using a name. This could be determined to be defamatory.
5. Do not tweet images of people unless you have their written consent. For example, avoid tweeting images of overweight people exercising as this may discourage them and could invite lawsuits.
6. Do not tweet information without checking your facts. For example, if you tweet about a safety rule or first aid information, make sure it's correct.

Hopefully, the above Twitter tips will spark many more ideas that will positively impact the safety of your patrons and assist you in communicating more effectively with your followers.

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.



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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 mcgregor@sportrisk.com

Next Issue Feb. 2015

Featured Topic: 'Emergency Drills'

Topics include:

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

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Sweaty Palms?

RISK MANAGEMENT BLOG

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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 **225 articles** focusing on risk management issues relating to Recreation.

Go to 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.

 **BACK TO COVER**

