



What is your personal appetite for risk?

And could this impact your job?

Personal and professional risk-taking

On a daily basis we all take personal risks- crossing the street, investing in the stock market, playing ice hockey, driving a car to work. [FULL STORY >](#)



Parent Survival Guide

Good communication is fundamental when administering any type of programming. It is especially important when that program involves minors. [FULL STORY >](#)



Preventing Child Abuse

It's spring time and chances are program coordinators and directors are gearing up for another great summer of recreation and athletic camps on colleges and universities across the country. [FULL STORY >](#)



Youth Camps Checklist

Since Youth Camps participants are minors, these unique programs should automatically be classified as 'high-risk'. Since the standard of care for minors is very high.. [FULL STORY >](#)

WHAT'S INSIDE

ARTICLES

Introduction	2
What is your personal appetite for risk?	2
Parent Survival Guide	9
Preventing Child Abuse	11
Youth Camps Checklist	15

RESOURCES

Best Practices in Campus Recreation Risk Management	7
2016/17 SportRisk Webinar Training Series	8
SportRisk Manual – 4th Edition	10
Concussion Resources	16
Got something to say - or an idea to share?	17
Next Issue: Risk Management Best Practices	18



Heading into summer, many Campus Recreation professionals switch to 'fall planning mode'. For those looking to review/ develop their risk management plan, two resources to help you:

1. Best Practices Risk Assessment tool. Helps identify gaps in your risk management plans! [See page 7](#)
2. Article on 'Risk Appetite'. Learn how your personal appetite for risk can impact your decision-making at work. And why it is important to have a department discussion on the question: are some of our programs manageable, or just too risky?

Ian McGregor, Ph.D.

Publisher

 [BACK TO COVER](#)

What is your personal appetite for risk? And could this impact your job?

Ian McGregor, Ph.D.
President, SportRisk

We all fit somewhere along a broad spectrum of risk taking- from the high risk takers (big appetite for risk) to the low risk takers (more risk averse).

Personal and professional risk-taking

On a daily basis we all take personal risks – crossing the street, investing in the stock market, playing ice hockey, driving a car to work. Some risks may be greater than others (e.g. buying a house), and some can have very serious consequences (e.g. falling during a rock climbing trip).

We all fit somewhere along a broad spectrum of risk taking – from the high risk takers (big appetite for risk) to the low risk takers (more risk averse). And in general, if you display a certain risk tolerance in one sphere, that appetite/aversion behavior will likely be demonstrated elsewhere. It's who you are.



What is your personal appetite for risk? continued page 2

Your personal appetite for risk will impact your professional life by shaping your decision making.

So what has this got to do with your job? Essentially, your personal appetite for risk will impact your professional life by shaping your decision making. So for example, if you are a Sport Clubs coordinator and have a relatively low appetite for risk, this will likely impact how you manage the Sport Clubs program, and which types of Sport Clubs you are more comfortable with (either keeping or adding them). Alternatively, having a higher risk appetite means that you'll likely embrace higher risk Clubs, and take more risks when deciding whether to add new Clubs.

Which is better? The answer comes later in article...

The need to assess risks

Irrespective of your personal appetite for risk, from a department perspective all professional staff need to objectively assess the risks inherent in the programs and facilities they are responsible for. And to be able to do this effectively, there needs to be a way to factor in the concept of 'risk appetite'.

So how do you measure and assess risk i.e. how do you determine the risk profile of an activity?

Ways to assess risk

So how do you measure and assess risk i.e. how do you determine the *risk profile* of an activity? There are two simple ways to look at this: Qualitatively (Risk Matrix) or *Quantitatively* (Risk Rating).

In the *Qualitative* approach, you adopt a more 'intuitive' or 'gut-reaction' approach to measuring risk. The *Quantitative* approach attempts to 'put a number' on the level of risk by calculating a risk rating. (For a more detailed description of how to determine 'Risk Profile' go to page 2 of: <http://ow.ly/70tu30335cC>)

The Risk Matrix is a simple tool that can help you determine high and low risk.

The *Risk Matrix* (or Probability vs. Severity Grid) is a simple tool that can help you determine high and low risk. You determine in which quadrant an activity belongs (e.g. rugby, climbing wall, basketball etc.) based on your perception of how risky the activity is.



What is your personal appetite for risk? continued page 3

Note:

Red zone activity is where there is a high probability that a severe injury will occur

Amber zone activity means the probability is low; severity is high

Grey zone: probability is high; severity is low

Green zone: probability and severity is low.

While this risk classification system can be quite subjective, it is the simplest approach and you often end up with an assessment of risk level that is quite sufficient for your needs. The Risk Grid you end up with might look like this:



In the more quantitative Risk Rating approach, you assign actual numbers to Probability (P) and Severity (S).

In the more quantitative **Risk Rating** approach, you assign actual numbers to Probability (P) and Severity (S). Hence a probability of 1 means an injury is unlikely to occur while 5 means there is a high probability it will occur. A severity of 1 would signify minor injury or damage, while a 5 means that major injury or damage is likely. The following table demonstrates how you would calculate risk rating.

RISK RATING FORM

Department:

Completed by:

Date:

Description of Risks	Probability (P)	Severity (S)	Risk Level (PxS)	Risk Rating
Tackle Football	4	4	16	High
Skydiving Club	2	5	10	Moderate
Pick-up Basketball	5	1	5	Low
Chess Tournaments	1	1	1	Low

What is your personal appetite for risk?

continued page 4

Note that PxS risk levels are linked to risk rating as follows:

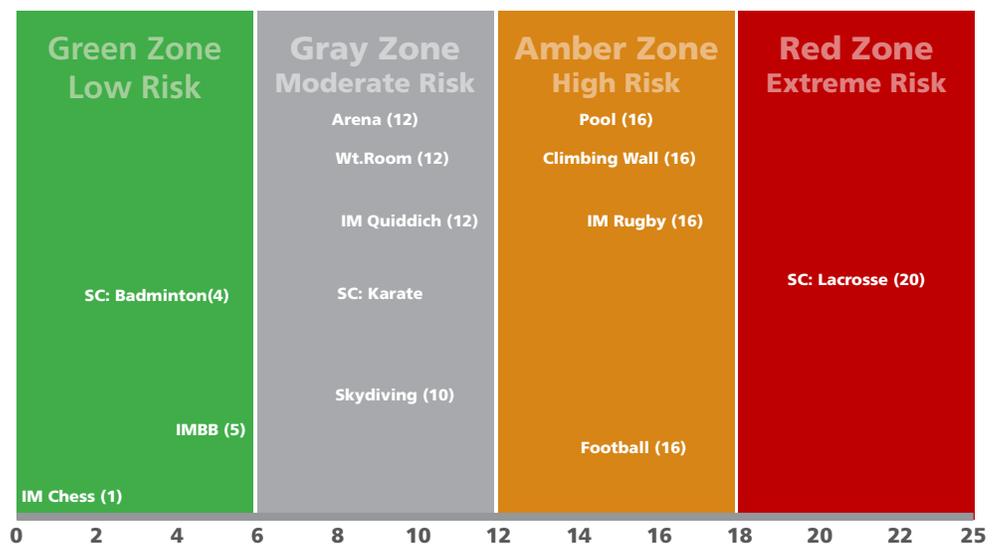
- 18-25 **Extreme risk**
- 12-18 **High risk**
- 6-12 **Moderate risk**
- 1-6 **Low risk**



A simple Risk Map you would end up with might look something like this:

RISK MAP

Irrespective of which of these tools you use to assess risk, their weakness is that neither tool factors in the risk appetite of the person conducting the assessment.



Irrespective of which of these tools you use to assess risk, their weakness is that neither tool factors in the risk appetite of the person conducting the assessment. Hence using the Risk Rating approach, a person with a higher risk appetite is more likely to end up with a lower risk score than someone with a more risk averse disposition.

Factoring in Risk Appetite

How do we do this? Simply stated – you make sure that a single person (e.g. the Sport Clubs coordinator) does *not* make the final call on how risky a program or facility is. And this might be where the Risk Management Committee comes in by providing a broader perspective on the issues. (If you don't have this committee, then a small group of staff or the senior management team would work).

So what would this look like?

Let's stick with the Sport Clubs example. If the assigned task is to do a risk assessment of all Sport Clubs (from a 'high-risk/ low-risk' perspective), then a small staff *group* should tackle the issue. Since the 'Risk Rating' tool measures risk more quantitatively, it is recommended for this task.

What is your personal appetite for risk? continued page 5

Each person in the group would rate a Sport Club and come up with a risk rating number.

The real value of a group approach to assessing risk is that it helps to balance out the two extremes in the risk appetite equation.

A risk assessment exercise is only the first step in the overall risk management process.

A balanced approach to assessing and managing risk is the way to go.

Each person in the group would rate a Sport Club (or the individual components of a Club e.g. travel, physical contact) and come up with a risk rating number. These rating numbers would then be shared with the group, and a discussion initiated on how each person arrived at their number. This is when you'll see how people's different risk appetites impact the scores. And through the interactions of healthy group discussions, it should be possible for the group to achieve consensus regarding what the actual risk rating should be.

While recreation departments need both risk takers and risk avoiders, the real value of a group approach to assessing risk is that it helps to balance out the two extremes in the risk appetite equation.

At the end of the exercise, the group will likely agree on a final risk rating (often referred to as the 'residual risk'). The next question for discussion is: can we manage this residual risk or is the risk rating still too high? Once again, it is critical that a balanced approach be taken to answering this question, to ensure that opinions of staff members with a higher risk appetite are balanced out by staff adopting a more conservative risk management approach.

On a final note, a risk assessment exercise like the one described above is only the first step in the overall risk management process. By first obtaining a more detailed (and therefore clearer) picture of the department's higher risk programs and facilities, you are then able to focus your attention on these high-risk areas and 'not sweat the small stuff'.

The real heavy lifting starts when you tackle the next step, which is to perform a more in-depth look (essentially a risk audit) on what you are *actually doing* to manage the risks in those programs and/or facilities for which you have responsibility. While there are a number of options on how to do this (including an in-house audit process), it is much better to seek professional help with this. That way, things don't get missed!

As a starting point, check out the 'Best Practices Risk Assessment Tool' reported in this Newsletter or check out the link www.sportrisk.com/best-practices.

Understanding that we all have different risk appetites goes a long way in achieving department consensus around its overall philosophy and approach to Risk Management. While inclusion of higher risk programs may be important in attracting or retaining clients who enjoy these activities, it is important to ensure that the amount of risk being assumed by the department is reasonable and manageable – and does not create undue liability exposure. Of course, the danger at the other end of the scale is that the department plays it too safe and alienates the risk seekers.



Either way, a balanced approach to assessing and managing risk is the way to go.

 BACK TO COVER



Best Practices in Campus Recreation Risk Management

Why do you **absolutely** need to become involved in SportRisk's Best Practices program?

The SportRisk 'Best Practices' program is a new risk assessment tool designed specifically for Campus Recreation. The tool audits department risk management practices based on a series of best practices developed and validated by a group of respected N. American Campus Recreation professionals.

What are some key benefits?

- Provides realistic strategies to address gaps in your risk management plans.
- Provides key benchmark data comparing you to over 100 schools of all sizes and locations across N. America.
- Validates your risk management efforts to University administration & legal counsel.

Which areas within Campus Recreation are audited?

Just about everything! **16 AREAS IN TOTAL**

(www.sportrisk.com/best-practices/description) - including Aquatics, Weight Room, Sport Clubs.

Best Practices: Pricing Structure

The **Best Practices** risk assessment program is organized into two (2) distinct levels.

Level 1: \$750

- Detailed **action recommendations** based on gaps detected by surveys.
- Benchmark graph** showing how you compare to other schools.
- ScorePlus**: an alternative way to show how you compare to others – and therefore what you should focus on.
- Breakdown of each Best Practice area (e.g. Sport Clubs; Aquatics etc.) by **category** (e.g. staffing; emergency response etc.).
- Three (3) **custom comparison graphs** showing how your scores compare with schools (a) your size (b) within your state (c) within your Athletic Conference? etc.
- After 12 months: **updated benchmark chart** i.e. (b) above.

Level 2: \$750

Note: you need to complete Level 1 before embarking on Level 2.

- Action recommendations** based on importance of gaps and deficiencies discovered in the 'Global Department' survey
- Benchmark graph** for all 7 Business Risk areas showing how each school's total score compares to other schools.
- Expert-sourced resources** to assist staff in addressing gaps identified by the Level 1 risk assessment surveys.
- 10 **custom queries** of your choice e.g. "what is the % of schools in your state/ conference which use software management packages (e.g. Fusion)?"
- Your choice of five (5) **SportRisk training videos**. (see www.sportrisk.com/webinars/)

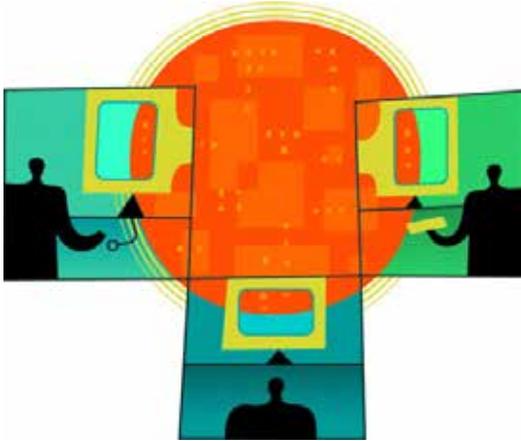
BACK TO COVER

What are you waiting for?
Act now! — Go to <http://www.sportrisk.com/best-practices/pricing>



2016/17 SportRisk Webinar Training Series

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



WEBINAR TRAINING MODULES

Series A: Negligence & Liability

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

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

Series C: Sport Clubs

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

Series D: Travel

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

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: Youth Camps

1. Behavior Management in Youth Camps
2. Missing Child Procedures

Series G: General

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

In conjunction with NIRSA, McGregor & Associates have developed 30 Webinars 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) Youth Camps (G) General**

All Webinars are \$25, and there is One FREE Webinar (see Series G #5)

Special 'NIRSA-only' deal – purchase all 29 Webinars for \$425 (a 50% saving)!

General Information

All Webinars	Accessible at any time, on any computer, for one year from date of purchase.
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 focus on student staff)</i>
Pricing	All Webinars are \$25 (except the Freebee!)

 **BACK TO COVER**

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

Parent Survival Guide

Amy Lanham
Associate Director
Campus Recreation
University of Nebraska - Lincoln

Since the parent has entrusted their most precious possession (their child) to the program staff, good communication becomes vital.

Good communication is fundamental when administering any type of programming. It is especially important when that program involves minors. The many challenges in running a great Summer Camp program are compounded by the fact that your primary communication link is not with the participant, but with the parent.

And since the parent has entrusted their most precious possession (their child) to the program staff, good communication becomes vital. Trying to alleviate some of the worry and confusion and making sure all participants have the same information can be a daunting task.

Creating and using a 'Parent Survival Guide' may be the answer.



Areas that you may want to consider including in the Guide are as follows:

- | | |
|---------------------------|------------------------------|
| Parent Open House & Tours | Medication |
| Material to Be Returned | Accidents and Emergencies |
| What to Bring Everyday | Illness |
| Facilities | Food |
| Arriving at Camp | Summer Camp Souvenir T-shirt |
| Departing from Camp | Activities |
| Extended Program | Discipline |
| Late Fees for Pick Up | Activity Groups |
| Payment Information | Communications |
| Cancellations & Refunds | |

Having the above categories of information in a concise, easy to utilize booklet creates a resource with all the information in one place. The parent is not searching through mailings and various forms of publication to find out what they need to know and when they need to know it.

For example, outlining exactly what the parent and camper need to do in case medicine needs to be administered at camp can prevent a conflict during the season. Telling parents right up front how an accident or emergency is handled and how a situation would be communicated keeps everyone on the same page.

By spending some up-front time to develop the 'survival guide', you free up staff time later on (responding to some of the most frequently asked questions you or your staff receive) allowing you to concentrate on the programming and not the administration.

When developing the 'survival guide' take the approach that you are a brand new participant to the program – what type of questions would you want addressed? Call some of the first year campers who are planning to return for this season and ask them what they wished they had known or what information would have been helpful last year to improve the camping season.

A copy of the Survival Guide for Husker Kids and Husker Adventures may be referenced at http://lcrec.unl.edu/youth/PDF/Parent_Survival_Guide17.pdf

 BACK TO COVER



Special NIRSA Member Price: \$39

ELECTRONIC MANUAL
Downloadable & Printable

NEW SportRisk
For Recreation & Sport Professionals – 4th Edition (2014)

by Ian McGregor Ph.D., McGregor & Associates

Download to your laptop or tablet. Click seamlessly to pages/chapters you quickly want to access!

Significant updates added - plus links to key resources and planning tools you'll need!

Key Chapters:

- | | |
|-----------------------------|---|
| Negligence | Explains negligence in simple, easy to understand language |
| The 5 Key Risk Areas | Describes the high risk areas where Campus Recreation departments are most vulnerable |
| Risk Management | Delivers a simple, effective 3 Step Planning Process Planning Based on the 5 Key Risk Areas |
| Special Areas | Tackles key issues of particular concern to Campus Recreation: Transportation; Sport Clubs; Summer Camps; Disease Control; Alcohol & Drugs; Event Management; Contracts |



Easy to Read • Easy to Follow • Easy to Implement

An essential risk management Planning Resource for ALL Campus Recreation departments!

To view 'Table of Contents' or to order online – www.SportRisk.com/resources

Payment options: Credit Card or Pay Pal

 **BACK TO COVER**

Preventing **Child Abuse**

Beyond the Background Check

Jeff C. Heiser
Senior Assistant Director, Recreation
UC Davis

An integral piece of the hiring and screening process involves ensuring that all staff histories are appropriate for working with youth.

Fortunately, there are several other defense measures we can utilize as hiring managers to prevent child abusers from gaining access to our program.

Simply mentioning your screening practices and stance on abuse, these may be a deterrent for potential abusers.

Purpose:

It's spring time and chances are program coordinators and directors are gearing up for another great summer of recreation and athletic camps on colleges and universities across the country. By now, hiring is probably in full swing as directors are interviewing and finding top quality counselors and instructors for their programs.

An integral piece of the hiring and screening process involves ensuring that all staff histories are appropriate for working with youth; this most likely includes a fingerprint background check to eliminate those with criminal histories. Another commonly used screening tool is the National Sex Offender Public Website. This is a free service that lists all registered sex offenders across the country and can be searched by name or neighborhood.

Although fingerprint background checks and use of the National Sex Offender Public Website are important steps in discovering staff histories, they cannot be our sole source of information. Unfortunately, most child molesters do not have a criminal background record. If you are relying on a criminal background check to be your only defense against child abuse, you may not be doing everything you can to prevent child molesters and abusers from being hired, gaining access to your participants and causing irreversible damage to individuals, your program and University.

Fortunately, there are several other defense measures we can utilize as hiring managers to prevent child abusers from gaining access to our program. Procedures and strategies should be developed to guide hiring, training, supervision and response practices.

Hiring Strategies:

Beyond the background check, deterring potential abusers starts with making your program known for taking allegations of abuse seriously. Consider making a statement about child abuse in your job posting, that you take it seriously and fully investigate all allegations of abuse. There are forums on the internet where child abusers converse about which organizations have minimal screening procedures in order to gain quick and easy access to their targets. By simply mentioning your screening practices and stance on abuse, these may be a deterrent for potential abusers and drive away individuals with ill intent.



Preventing Child Abuse

continued page 2

A mandated reporter is an individual, is required by law to report suspected cases of child abuse.

In addition to stating your position on abuse in job postings, it is imperative to look closely at all resumes and applications for any concerns. Inconsistent timelines on resumes and applications can often be these red flags. Short durations of time from one job to another, or not listing past employers as references are other examples of red flags. Targeting a specific demographic (age, gender) and only having experience with one particular age group can also be an area for concern. Although none of these red flags may exclude a candidate from the interview process on its own, they should be addressed at one point during the hiring process.

Training Strategies: Train Staff as Mandated Reporters

Since the unthinkable situation at Penn State, Mandated Reporting laws have changed across the United States to broaden the definition of a mandated reporter. A mandated reporter is an individual, who based on their employment or profession, is required by law to report suspected cases of child abuse to appropriate authorities. Many states have adopted language to specifically include coaches at the collegiate level and post-secondary staff and administrators. Check your state's laws regarding child abuse reporting for specific information. Many states have online trainings available for staff to familiarize themselves with their responsibilities as a mandated reporter, what to do when you suspect abuse and how to report.

Programs should have clearly defined guidelines for one-on-one interactions. Some programs may prohibit this all together and have a "rule of 3."

Developing Strong Policies and Procedures

Training should also include your comprehensive procedures and policies regarding conduct and interactions with youth. In general, potential abusers need two things: Access and Privacy. Your policies and procedures should be created to minimize access and privacy for all of your staff.

Guidelines around Physical Contact and Verbal Interactions should be made clear for staff. Programs should establish boundaries for appropriate physical contact, making it clear what is acceptable and what is not. The same goes for verbal interactions including appropriate conversations. Programs should have clearly defined guidelines for one-on-one interactions. Some programs may prohibit this all together and have a "rule of 3." This means that at no time should a staff member be alone with a minor. Some programs may need to modify this to fit the needs of the program, such as meeting one-on-one with participants in a public place in full view of others. The important piece is to minimize the opportunity for staff to have private access with youth and to minimize the opportunity for youth to make allegations about the conduct of staff without another witness.



Preventing Child Abuse

continued page 3

Programs should also have policies and procedures regarding non-program time. Some camps or programs fully prohibit staff from interacting with youth participants outside of camp. This includes babysitting and childcare. However, some programs that are more academically focused or mentoring based may need to modify this policy to meet programmatic needs; however guidelines should still be established. Group interactions should be encouraged and parents and guardians should always be informed.

Guidelines need to be established that prevent inappropriate electronic communication.

When working in the generation of technology, guidelines need to be established that prevent inappropriate electronic communication. Again, some programs may prohibit connecting on social networking sites such as Facebook, email, cell phone or texting. However, not all programs can live with this policy. Guidelines should be created that include informing parents of the nature of appropriate electronic communication. For instance consider copying camp administrators or parents on all emails to youth participants and/or only communicating on social networking sites via group pages such as the camps Facebook page. Don't let staff find the boundaries on their own. Develop boundaries that meet your program needs, train your staff and inform you parents and participants.

Supervision Strategies:

Supervision is also key to minimizing opportunities for private access.

Supervision is also key to minimizing opportunities for private access. Develop supervision procedures for monitoring facilities, establishing bathroom routines, shower procedures, policies for night games and transportation in order to minimize access. As a rule, staff and youth participants should never shower nor use restrooms at the same time. Staff should be positioned to be within earshot of these facilities and be nearby to respond if anything arises. Night games pose their own unique set of circumstances. "Zone monitoring" should be utilized to ensure all areas are monitored as well as head counts at random intervals throughout the activity. Finally, transporting youth should always be in University approved vehicles and at no time should a staff member be transporting only one youth participant. Always remember the "Rule of 3."

Preventing Child Abuse

continued page 4

Staff Response Strategies:

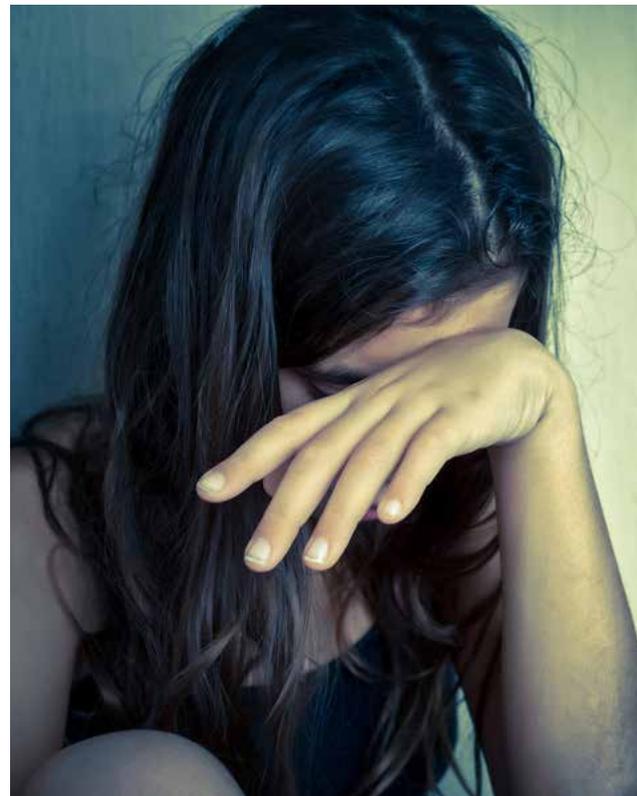
Beyond mandated reporting for known or suspected child abuse, staff should know that abuse prevention is everyone's responsibility. If there is a policy against private, one-on-one interactions and a staff member is witnessed meeting one-on-one with a participant, this situation should be brought to the staff's attention as well as a supervisor. This is not to say that the staff member had any ill intent. We need to stop minor boundary crossing before it becomes a problem. A simple reminder from one staff to another can often be all that is needed. It can be phrased as: "I think you may have forgotten that we have a policy against meeting campers in private." Also, be sure a supervisor is made aware in case this staff member continues to violate the policy, and further action can be taken. The same type of reporting procedures should be established for inappropriate camper to camper interactions. Minor boundary violations on their own do not necessarily indicate abuse, but multiple violations witnessed by multiple individuals in different settings can sometimes be a sign that something else is going on.

Conclusion:

We will never fully eliminate the risk of child abuse within our programs. However, we can develop policies and procedures that will help reduce the risk, but this is only the first step. What is more important is that these policies and procedures are followed 100% of the time. Unfortunately, our world is full of far too many cases of situations where procedures were not followed resulting in irreversible damage and terrible consequences. What we do know is that staying silent on issues of alleged abuse is not a strategy worth implementing. Penn State is one example and findings in the Freeh

Report cite multiple failures in reporting and follow-through on alleged inappropriate actions. The line "If you see something, say something" is one to live by when working with youth. If something does not change, and there are still concerns, keep saying something until actions are taken to investigate alleged inappropriate interactions.

Findings in the Freeh Report cite multiple failures in reporting and follow-through on alleged inappropriate actions.



Youth Camps Checklist

Ian McGregor, Ph.D.
President, SportRisk



The standard of care for minors is very high.

Since Youth Camps participants are minors, these unique programs should automatically be classified as 'high-risk'. Since the standard of care for minors is very high (the reasonable parent test), program planners need to pay extra attention and sound risk management principles incorporated into all planning efforts.

The following checklist is designed to help professionals focus on the key risk management issues that need to be addressed when planning a Youth Camps program. For more detail in each of the identified areas, consult the text: 'SportRisk Planning Manual' (see page 92).



Checklist is designed to help professionals focus on the key risk management issues.

Staff

- Camp Director position
- Qualifications and Training
- Position descriptions and roles
- Background checks
- Minimum age for staff hiring

Supervision

- Camper Ratios
- Lesson Plans with progressions
- Transition / Washroom / Lunch supervision (Peanut Club?)
- Participant matching
- Strategies for different age groups
- Behavior Management
- Pre-post camp activities/ programs
- Residence supervision (overnight camps)

Training

- Pre-camp training/ orientation
- Onsite (in-service) training
- Emergency Response; First Aid/ CPR etc.
- Dealing with Heat and Sun
- Mandated Reporter
- Behavior Management

Documentation

- Parental Consent
- To participate / allow emergency care/ EpiPen admin. / taking photos
- Medical questionnaire
- Allergies / medical problems / medications / behavioral issues
- Pick-up/ Drop-off procedures
- Sign-in / sign-out checklist; Procedures for late pick-up
- Risk Information
- Medical insurance information
- Emergency contact information
- 'Parents Survival Guide' (search for article on this in the Newsletter archives)

Emergency Response Plan

- Missing campers
- Fire / evacuation / weather / medical emergency procedures
- Safety and communication equipment
- Accident follow-up; accident reports

Facilities & Equipment

- Facilities / Facility-related Equipment / Activity Equipment / Protective Equipment
- Inspections and Checklists

Employee Issues

- Sexual harassment/ child abuse/ sexual misconduct
- ADA

 BACK TO COVER

Concussion Resources

Ian McGregor, Ph.D.
President, SportRisk

Zurich consensus statement on Concussions

<http://bjsm.bmj.com/content/47/5/250.full>

National Athletic Trainers Association (NATA)

<https://www.nata.org/>

Canadian Athletic Therapy Association (CATA)

<https://athletictherapy.org/en/>

Canadian Concussions Collaborative:

<http://casem-acmse.org/education/cc>

National Federation of State High School Associations (NFHS)

<http://nfhslearn.com/courses/61064/concussion-in-sports>

Parachute Canada

www.parachutecanada.org

Concussion Awareness Training Tool

www.cattonline.com

Concussion-U

<https://concussionu.wordpress.com/>

American Academy of Neurology

<https://www.aan.com/concussion>

Centers for Disease Control and Prevention (CDC)

https://www.cdc.gov/headsup/basics/concussion_what.html

Concussion 101 and Return to Play (Dr. Evans' video)

https://www.youtube.com/watch?v=_55YmbIG9YM

NCAA

<http://www.ncaa.org/health-and-safety/medical-conditions/concussion>

University Risk Management and Insurance Association (URMIA)

<file:///Users/Ian/Downloads/Concussion%20Management%20Student%20Athlete%20and%20Institution%20Protection.pdf>

United Educators

<https://www.ue.org/uploadedFiles/Checklist%20for%20Creating%20Athletics%20Concussion%20Mgmt%20Plan.pdf>

 **BACK TO COVER**

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

 **BACK TO COVER**

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.



Editor

Ian McGregor, Ph.D.
President, SportRisk

mcmgregor@sportrisk.com
www.sportrisk.com

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 mcmgregor@sportrisk.com

Next Issue: September 2017

Featured Topic: 'Risk Management Best Practices'

Topics include:

- Minors on Campus
- Best Practices
- Sport Clubs
- Risk Assessment
- Online Learning Opportunities

Publishing Information

The 'Risk Management Newsletter for Campus Recreation'

is published 4 times a year by Ian McGregor & Associates Inc., P.O. Box 561, Blaine, WA 98231-0561. Phone: 604.839.5816

The 'Risk Management Newsletter for Campus Recreation' is protected by Copyright. Reproduction or retransmission of this newsletter, or of any portion by any means, is prohibited by law without the express written consent of the corporation. All rights reserved. Copyright © 2016 by Ian McGregor & Associates Inc.

This publication is written as a general guide only. Its contents are intended to be and should be considered risk management counseling only and not legal advice. If legal advice is necessary, the services of a licensed attorney in the appropriate jurisdiction should be sought. The editors and authors of this publication are not responsible or liable for any actions taken or use of content and opinion expressed within this newsletter.

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 **300 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**

