

Preferred Practices for Safe Teaching and Research in the Field

Included in this manual are guidelines and resources to build your skills to teach and lead safe successful field classes and research trips. All of the content here focuses on risk management issues that are relevant in a field setting. This resource is most relevant for California-based UCSC field courses, but it also contains many resources for other UC field excursions, including international courses and research expeditions.

This manual is not a comprehensive reference for how to lead great research expeditions or field classes. It is also a “best practices” document and is meant mainly as a reference. However, in many places, this manual does refer to actual UC policies and state/federal laws. The amount of resources you use in this manual will depend on the scope of your trip and your past experience leading field groups. It is divided into 5 chapters with an appendix of additional resources. Relevant portions of it can be printed and carried in the field.

This is a developing resource that contains contributions from many faculty and staff at multiple UCs. It was created in collaboration with the University of California Field Safety Program, a new initiative spearheaded by Sara Souza (sarasouza@berkeley.edu) at UC Berkeley. In the future, training opportunities may accompany this manual. Continuing feedback on this manual can be directed to Chris Lay, cml@ucsc.edu, administrative director of the Kenneth S. Norris Center for Natural History at UCSC.

Introduction

Risk, embracing the possibility of loss or injury, is integral to experiential learning and is inherent in the field environments where we teach and do research. Any field instructor or researcher must also be an effective risk manager, one who understands and anticipates risks and acts appropriately to reduce the likelihood of negative consequences.

Accidents often result from a combination of challenging conditions, inadequate preparation, and poor communication. For this reason, an effective risk manager must incorporate many attributes of excellent leadership, including preparation, competency, effective communication, appropriate judgment & decision-making, self and group awareness, and tolerance for adversity and uncertainty (adapted from the National Outdoor Leadership School (NOLS) *Leadership Educator Notebook*).

This resource is organized into the following sections:

Chapter 1: Preparation

- Assembling comprehensive Field Safety Plans
- Important Equipment to bring with you
- Forms and other paperwork you might want to carry in the field
- Communicating with Participants beforehand
- Links to more resources
- Appendix: Forms and Other Paperwork

Chapter 2: Competency

- Wilderness First Aid
- (Outdoor) Leadership Skills
- Basic Outdoor Skills
- Leave No Trace Skills
- Field-specific Skills
- Emergency/ Evacuation Plans
- Appendix: Cheat-sheets for Managing Common Field Hazards

Chapter 3: Risk Assessment and Action

- Evaluating the “Accident Potential”
- Developing conservative judgment
- Using the Risk equation: Risk = Likelihood * Consequences
- Facilitating safe group decision-making

Chapter 4: Effective Communication

- Set the Tone for a Safe Learning Environment with co-instructors and students
- Establish and maintain reasonable goals, roles, expectations/behavioral norms
- Brief your team often
- Practice active listening
- Address issues that come up (resolving conflict)

Chapter 5: Student/Participant Issues

- Managing Student Behavior in the Field- Student Behavioral Contracts
- UCSC Programs/Centers to help with various student Issues
- Links to Detailed Resources for specific student issues
- Appendix of Handouts

Chapter 1: Preparation

This chapter contains the following sections:

- Assembling comprehensive Field Safety Plans
- Important Equipment to bring with you
- Forms and other paperwork you might want to carry in the field
- Communicating with Participants beforehand
- Links to more resources
- Appendix: Forms and Other Paperwork

Field Safety Plans: Taking the time to compile a thorough safety plan and discuss it with your leader team will prepare you to more effectively manage risks that arise in the field. Developing and using a field safety plan is part of the Cal/OSHA requirement of an effective Injury and Illness Prevention Plan (IIPP) for the following activities:

- Doing field research or teaching field courses off campus,
- Work or courses that involve handling wildlife. Each campus Animal Care and Use Committee should verify that you have a Field Safety Plan.
- Work performed at field stations or nature reserves. Established site procedures may be available, but should be supplemented with a safety plan for potential risks specific to your research or tasks.

UCSC field safety plan template: <http://ehs.ucsc.edu/programs/research-safety/field-research.html>

UCB field safety plan template: <http://ehs.berkeley.edu/field-safety/how-do-i-create-field-safety-plan>

A general field safety plan should contain the following:

General Title and Description of your class, outing, or research trip

Communication Plan that includes:

- Designated UC contact
- Local contacts of people or groups near where you are going
- Emergency contacts for each person, including leaders and students
- Contacts for each leader and participant
- Contact, maps, and other relevant information about the nearest medical facility where you will be going
- General communication plan, including how, when, and how often you intend to communicate with participants, co-leaders, your UC contacts, and possibly your family.
- Emergency communication plan, including how you will contact emergency services and report injuries
- Emergency phone numbers for Risk Services and our UC Travel Insurance Provider (relevant if > 100 miles from your home campus). This number is (800)

527-0218 or if outside the US, call collect at (410) 453-6330. Travelers who register with UC Away or book via Connexus get these numbers in a confirmation email. They also can be found in the field safety plan template used by UCSC and UCB.

Transportation plan: Travel to and from a field site is one of the most dangerous activities involved in field work. The UC has several online tools designed to assist safe travel. UC Away enables researchers to register work-based travel for insurance coverage and to print travel insurance ID cards. Work-based travel (UC business travel) booked through Connexus Travel (except Southwest Air for Connexus) is automatically registered with UC Away. UC Away trip registration also includes access to Worldcue Traveler, a website that provides a customized Trip Brief for travelers that includes important travel information.

Whether traveling in California or abroad, there are several important transportation issues to address and include in the transportation section of a field safety plan. These include:

- Types of transportation you will use (ground, water, air) to get to and from your field site
- Who in your group can and will be driving
- How and from what source will you use rental vehicles. With regard to insurance concerns, external vehicle rental agencies must have an established agreement with UC before they can be used for any UC travel.
- Are special licenses and/or driver safety training required?
- Information on local driving conditions
- International travel concerns, including vaccine recommendations for participants
- Guidelines for specific hazardous material transport. Contact your university EHS department for more resources.

Anticipated Hazards and plans/resources to mitigate them: The more time spent anticipating and planning for potential hazards, the better prepared you and your group will be when hazardous situations arise. Here are several specific topics that you may want to include in your plan:

- Information about common field hazards - see chapter 2 for specific resources for common field hazards
- Animal contact/ zoonotic disease concerns. There are many useful resources, including the [UCSC EHS field research page](#) and [UCB's EHS diseases and hazards page](#).
- Specialized equipment that may be potentially hazardous or require specific training to use safely. Consult your EHS department for more information.
- Handling of hazardous material. Consult your EHS department for more information.

Emergency/ Evacuation Plan(s) and Materials. See Chapter 2 for more detail

- Pre-plan for potential evacuations; back-up plans
- Clear communication plan (EMS support, supervisor contact info)

- First Aid and patient assessment resources
- Cell/satellite phone and GPS technology, backup batteries
- Maps of where you'll be and potential evacuation routes
- Documentation forms (evacuation report forms, first aid documentation forms, etc.)
- Evacuation plan guidelines and contingency plans
- Helicopter evacuation guidelines
- Resources for how your organization will respond to a serious accident on your course

Special Equipment/Resources: Consider taking time beforehand to assemble the following equipment and resources:

- First Aid Kits - see chapter 2 for specific suggestions
- Maps, compasses, GPS, radios, satellite phones, etc.
- Water purification equipment - see chapter 2 for general guidelines regarding water and sanitation
- Other equipment and training resources specific to your class or project

Forms & Other Relevant Paperwork: Here is a list of forms and other paperwork that may be useful and necessary to assemble beforehand and carry in the field:

- Relevant permits (such as Scientific Collecting Permits and Animal Use permits)
- Participant medical forms (see appendix for sample form)
- Liability waivers (see resources section below for links to official waivers and more information on their use)
- Driver Authorization forms
- Copies of driver's licenses of drivers
- Copies of passports of all participants for international courses
- First Aid-related forms, including accident report forms, "near miss" forms, and first aid documentation forms
- Copies of first aid certification cards of staff and students. Some campus supervisors require these to be on file.

Communicating with Participants Beforehand

Often, it is critical to meet with your participants/students before meeting them in the field. Your participants need to be physically, mentally, and logistically prepared for their field experience. Here are some important things to consider to help prepare your participants to have a safe experience:

- Schedule an orientation meeting before heading out in the field. See chapter 4 for a format of how to run an orientation meeting.
- Send or give your participants information regarding your course to help them prepare. This can include a personal equipment list, a description of what to expect, a participant medical form (see below), syllabus, waivers, and contact info of leaders and other participants.

- Send out a participant medical form to gather information that will help you best support each student. See the appendix for a sample form. In addition, encourage participants to get medical procedures (e.g. dental procedures) taken care of before extended field experiences.
- Initiate direct one-on-one communications with your participants. It may be necessary to talk directly with students beforehand to determine whether a field class or research expedition is the right choice for them.

Links to more resources

Liability waivers

- What are waivers and why use them: www.ucop.edu/risk-services/_files/waiversavers.pdf
- Which waiver to use: www.ucop.edu/risk-services/_files/waivermatrix.pdf
- Link to three main waivers used by UC: www.ucop.edu/risk-services/risk-financing-claims/waivers-and-releases.html

Transportation Issues

- Resources for Defensive Driving training of university vehicles (including rental vans): www.ucop.edu/risk-services/_files/coreplus_drvr_trng.pdf
- Driving vans off-road in the field - see appendix for detailed guidelines
- Use of University Vehicles UC-wide policy: policy.ucop.edu/doc/3220480/BFB-BUS-46; fleets.ucsc.edu/resources/bus-46.html
- UCSC Fleet Services home: fleets.ucsc.edu/about/index.html
- UCSC Fleet Services UCruz Vehicle Rental Policy: fleets.ucsc.edu/rentals/ucruz-vehicle/ucruz-rental-policy.html
- UCSC Fleet Services Voyager Fuel Card Loan/instructions: fleets.ucsc.edu/rentals/ucruz-voyager/index.html
- Loss reporting forms: risk.ucsc.edu/all-forms/index.html#travel; for UCSC, call in any vehicle, property or liability claims to 800-416-4029
- UC traveler insurance coverage: www.ucop.edu/risk-services/loss-prevention-control/travel-assistance/index.htm

- Work-based travel (UC business travel) booked through Connexus Travel (except Southwest Air for Connexus) is automatically registered. Register other work-based travel for insurance coverage: [UC Away](#)
- Activate Your Account - After registration, a welcome email from WorldcueTraveler@ijet.com will be sent to the traveler with a link to activate their account and provide emergency contact information. After the account is initially activated, travelers can access their account at <https://traveler.worldcue.com> to update their emergency contact information, review their trips, access location information, travel tips and more.
- iJET's Worldcue® Mobile app provides intelligence and assistance pre-trip, on location and in an emergency. Download at Android Google Play Market, Apple iTunes App Store, Blackberry App World (1.0)
- Student Drivers:
 - UCSC Sports Clubs example travel policy: opers.ucsc.edu/sports-clubs/forms/sports-club-travel-policies.pdf
 - UCSC Sports Clubs Driver Authorization Form: opers.ucsc.edu/sports-clubs/forms/travel-forms/driver-authorization-form-general
 - Scientific Diving Driver Authorization Form: www2.ucsc.edu/sci-diving/pdf/driverswaiver.pdf

In the appendix for this chapter are the following forms:

- Student/Participant Medical Form
- Injury/Illness Documentation Form

Chapter 2: Competency

This section contains the following sections:

- Important field skills (such as first aid, outdoor leadership, basic outdoor skills, leave no trace skills, and job-specific safety skills)
- General emergency/evacuation guidelines
- Appendix of cheat sheets for managing common field hazards

Important Field Skills

Wilderness First Aid Skills

Get trained in CPR and *Wilderness* First Aid. A good definition of “wilderness” in this context is being >1 hour from the back doors of an ambulance. Most field situations fit within this definition. Wilderness first aid classes contain much more first responder information and actions than typical community first aid classes. There is no adequate substitute for getting this training. The largest wilderness first aid school in the US is the Wilderness Medicine Institute, which is part of the National Outdoor Leadership School (NOLS). The 2-day Wilderness First Aid (WFA) course and 10-day Wilderness First

Responder (WFR) course are both taught at UCSC through the OPERS Outdoor Recreation Department multiple times a year. In the past, scholarships have been available to some graduate students.

First Aid Kits

Any excursion into the field should carry some basic first aid supplies. There is no perfect first aid kit, but here are some guidelines to consider when assembling one:

- First aid kits don't save lives, people do. Get trained and know how to use everything you put in your kit.
- Commercial first aid kits are good starting points for creating a first aid kit for your needs. The Wilderness Medicine Institute, a part of the National Outdoor Leadership School, has some great options. You can use the coupon code *Educate2016* to receive 15% off of first aid supplies and books. This code can be used as many times as you need, and they are planning to update the last digits of this code at the beginning of every calendar year (*Educate2017*, *2018*, *2019*...).
- Re-pack your first aid kit for each trip. Check for expiration dates on medications, sterile items that may have been torn open or damaged. Remember to clean out all the trash from your last trip.
- Leave an empty plastic bag in your FA kit for trash. Be strict with all users of the kit to use the trash bag.
- Add extra disposable gloves.
- Often, you have to improvise with what you have with you when you're administering first aid. While many standard first aid kit items can be replaced by improvising with other equipment, there are some items that are very hard to adequately improvise. These include:
 - Latex/nitrile gloves
 - Wound irrigation syringe
 - Athletic tape
 - Trauma shears
 - Elastic wraps (Ace wraps)
 - Tweezers, preferably pointed for tick removal
 - Pocket mask
 - Band-aids of various sizes
 - Medications (such as antihistamines, epinephrine, over the counter pain and anti-inflammatory medications, etc.)
 - Pocket first aid reference
 - First aid documentation forms and pencil/pen to write with
 - Watch

Recommended First Aid references and resources:

- NOLS Wilderness Medicine Field Guide - 4th edition or later. Purchase these at the NOLS Wilderness Medicine Institute Online Store.
- NOLS Wilderness Medicine Pocket Guide - At just \$5, consider having these compact resilient guides in all first aid kits, vehicles, and hiking groups.
- Patient Assessment Form: for recording pertinent medical information about a patient and helping to make patient evacuation decisions

Medications

It is best to ask participants to carry their own medications if they are frequent users of pain relievers or have specific prescription medications. It is still prudent to carry some of these medications in a group first aid kit. Here are some suggestions:

- Pain relievers: Ibuprofen, aspirin, and acetaminophen.
- Antihistamines: Benadryl or other common brand name
- Antibiotic ointment
- Anti-itch cream
- Tecnu
- Sunscreen
- Epinephrine: This is an auto-injectable drug that is used when someone has a severe life-threatening allergic reaction (called anaphylaxis) that can cause a patient's airway to swell shut. Epinephrine needs to be ordered from a pharmacy. Currently, the UCSC pharmacy can help order this. Because this is an injectable drug, training is required.

Outdoor Leadership Skills

Facilitating field research or teaching field classes can require leadership skills that go beyond the expectations of a lab instructor or classroom teacher. This whole manual attempts to provide a comprehensive resource for helping faculty learn more of these skills. Many other organizations, both on and off campus, offer much more in-depth training. The UCSC Outdoor Recreation Program sponsors the Experiential Leadership Program (ELP), which offers many relevant classes and a certificate program to anyone (students, staff, and faculty) who wants to improve their group leadership skills, particularly in an outdoor context. See recreation.ucsc.edu/certifications/elp1/index.html or contact ELP director Miranda Allen at 459-4006 or miranda@ucsc.edu.

An excellent written resource is the NOLS Leadership Educator Notebook, which can be ordered from the NOLS online store (www.nols.edu). Much of what is written in this manual was adapted from NOLS (the author was a NOLS instructor for many years).

Basic Outdoor Skills

Working in the field can require knowledge of many outdoor skills, such as map-reading, compass use, cross-country navigation, camping, cooking over a fire or with a camp stove, hazard evaluation, and other technical skills (such as winter camping or tree-climbing). Several resources on campus may be able to help you get additional training in these skills. These include the UCSC Environmental Health and Safety Department (<http://ehs.ucsc.edu/>) and the UCSC Outdoor Recreation Department (<http://recreation.ucsc.edu/>).

Leave No Trace Skills

Many field sites are fragile and can easily be damaged by even light use. It's important, whenever possible, to adopt field practices that minimize lasting negative impacts. The national educational program called Leave No Trace (www.lnt.org) has developed a set of principles that can be generally applied when working in wilderness conditions. More

guidelines are available for specific habitats (e.g. river, deserts, etc.) and areas outside the United States on the LNT website. In the appendix of this manual is a pdf booklet explaining how to adhere to the following seven LNT principles:

- Plan Ahead and Prepare
- Travel and Camp on Durable Surfaces
- Dispose of Waste Properly
- Leave What You Find
- Minimize Campfire Impacts
- Respect Wildlife
- Be Considerate of Other Visitors

Field-Specific Skills

In order to make accurate risk assessments, you need specific knowledge about specific hazards. For instance, if you don't understand what causes an avalanche, you can't possibly accurately decide when, where, and how to safely travel on steep snow. Get the training you need in the specific skill areas where you'll need to do risk assessment. Even a little training can go a long way toward making more accurate assessments and performing safer actions in the field. Many UC's have specific training opportunities (i.e. scientific diving, boating, UCSC Outdoor Recreation, and UCSC Experiential Leadership Program) You should consult with your EHS department for work at heights or with powered equipment, including chainsaws, ATVs, snowmobiles, etc. Contact your campus EHS department or Sara Souza through UCB EHS for the latest list of safety guidelines and training workshops. There are also many non-UC organizations that teach specific outdoor skills safety. Check out www.nols.edu and the annual [Wilderness Risk Management Conference](#).

Emergency/Evacuation Plan(s)

It is vital to have a clear plan for what to do in the case of an emergency while in the field. When accidents occur, many simultaneous actions often need to happen, both in the field and at the administrative level of your organization back home. Discussing, pre-planning, and practicing scenarios can all help to prepare when a real situation arises.

Part 1: Field Emergency/Evacuation Considerations

- Pre-planning is key.
 - Research emergency response options where you're going. Carry explicit directions, phone numbers for these resources
 - What equipment do you need?
 - Communication devices (cell phones, satellite phones, radios, etc.)
 - Check on cell service
 - Will you carry a GPS device
 - Consider purchasing or renting a satellite phone. One reputable company that sells/rents these is DeLorme.
 - Do you need additional maps?
 - Talk through a potential scenario with your instructor team

- Tell someone (your supervisor and your family) where you're going. Leave a detailed itinerary with them so they have some idea where you might be on a given day. This information can be included in your field safety plan.
 - Establish a check-in frequency; leave a local contact number for your family/supervisor back home in case you don't check in. Include this in your field safety plan.
- Use your First Aid Skills if/when a real incident occurs
 - Perform first aid, patient assessment, and thorough documentation
 - Use available resources like first aid kits, drugs and drug protocols, first aid texts, expertise in your group
 - Consider long-term patient care considerations (i.e. if a patient is incapacitated and they need to stay in your care for an extended period of time, how will you help them go to the bathroom, change clothes, etc.)
 - Don't forget to take care of the rest of your group (and yourself).
 - Remember if one of your participants gets really hypothermic, others in your group may be on the verge of hypothermia too.
 - In an emergency, other participants often want (and perhaps need) to feel useful and helpful. Delegate tasks, communicate with all of them as often as you can.
 - Facilitate a debriefing of any extended stressful emergency. If you're uncomfortable leading this yourself, get help to do this for your group.
- Develop an Evacuation Plan - determine type of evacuation needed (is it medical, behavioral, a policy violation? Should it be fast or slow?).
 - Is there an immediate threat to life or limb?
 - Can the patient walk?
 - Distance and difficulty of terrain to get to medical support
 - Group physical and emotional strength, technical abilities
 - Weather conditions
 - Communication possibilities
 - Available outside assistance (helicopter, Search and Rescue, etc.)
- Be a leader, organize, and delegate responsibilities
 - Don't be afraid to be directive
 - Keep everyone gainfully occupied
- Document
 - Use Illness/Injury Report Forms notes.
 - Photograph and/or sketch pertinent scenes or environmental factors
- Communicate with Emergency Medical Support and supervisor/ university contact
 - Know and use local EMS to get help. Carry directions, maps, and contact info for nearest local medical facility.
 - Use cell or satellite phones. Be prepared with your message prior to calling:
 - Know what you want
 - Have your documentation ready
 - Be prepared to take notes
 - Communicate your Evacuation plan
 - Patient's first and last name
 - Your location

- Know your timetable for evacuation
 - Request additional resources
 - Have a back-up plan
- If electronic communication isn't available, consider runner/messenger teams and evacuation teams
 - Take time to prepare runner teams; send 2-4 people with 1 instructor if at all possible).
 - Always have a timetable and plan for returning the runner party to the field
- Helicopter specific guidelines
 - If requesting a helicopter, additional information may need to be communicated
 - Number and weight of patients
 - Wind speed and direction
 - Current weather conditions
 - Lat/Long and elevation of landing site
 - Geographical description of landing site
 - Landing sites
 - Signal or compass mirror can be used to catch eye of pilot
 - Maintain visual contact until helicopter has landed.
 - Mark landing zone with securely anchored brightly colored markers.
 - Safety around a helicopter
 - Approach only when pilot motions to do so. Always stand where the pilot can see you.
 - Never walk in front of a helicopter or approach it from uphill.
 - Stay low whenever near the rotors

Part 2: Administrative Emergency/Evacuation Considerations: In the event of a serious incident:

- Does your supervisor have a plan to initiate a crisis management team? What's the clear chain of command/responsibility?
- Administrative Communication Management
 - Get the facts of the event ASAP
 - Communication with field incident leaders: things like witness statements, evidence (photos/sketches), site visits to re-create the story are all important
 - Who writes press releases and how are they managed? How to handle both internal and external communications?
 - Family notification and interaction: done ASAP by a high-level administrator; continual contact is also important.
- Incident review: might include in-depth interviews with students and staff, course records, police reports, etc.
- Practice scenarios can be very instructive

Appendix: Cheat-sheets for Managing Common Hazards

Many safety guidelines have been developed for dealing with common field hazards. Consider carrying a list of these common guidelines (or adapt them to suit your needs) and go over them with your staff and students before you encounter these hazards in the field. The following are guidelines for managing common environmental, animal-related, and other common situation. Additional printable resources can be found at:

UCSC field safety page: <http://ehs.ucsc.edu/programs/research-safety/field-research.html>

UCB diseases and hazards page: <http://ehs.berkeley.edu/field-safety/diseases-and-hazards>

Environmental Hazards

- Heat Illness
- Hypothermia
- High Altitude
- Poison Oak

Animal Hazards

- Ticks
- Rodents & Rabbit safety
- Reptile safety
- Pininiped safety
- Cetacean safety
- Fish safety
- Venomous snakes (mainly rattlesnakes)
- Marine envenomations

Common Field Situations

- Primer on first aid kits
- Avoiding getting lost (or staying found)
- Independent participant travel/work
- Swimming safety
- Steep/rugged terrain
- Personal hygiene and water sanitation
- Urinary tract infections: prevention and treatment
- Driving safety
- Managing pre-existing medical conditions
- Wildland fire safety
- Confronting (potentially dangerous) strangers in the field

Chapter 3: Risk Assessment and Action

This chapter briefly outlines a general way to evaluate risk and decide on an appropriate level of risk to take. It also contains advice for how to approach involving a group in the decision-making process. This latter skill can be used when evaluating risk in a group and it can also be used when facilitating any kind of group decision.

Risk Evaluation, Judgment, and Decision-making

Step 1: Evaluate the “Accident Potential” of a situation. Two forces overlap when most accidents occur:

- Objective factors: These are environmental hazards presented by the natural world, such as weather, darkness, falling rocks, moving water, lightning, snow, exposure, avalanche, cold, hot, or deep water, etc.
- Subjective factors: These are human characteristics that often play a role when accidents occur. They include: complacency, overconfidence, distraction, differing perception of risk, expectations and peer pressure, fatigue, stress, haste, and lack of competence.

The Accident potential: This is the interaction that occurs between these objective and subjective factors. For instance, acting in haste on slippery terrain can lead to an accident.

Step 2: Use and develop conservative judgment

Judgment is the logical reasoning we use in combination with past experience to help us decide what to do in a new situation. We develop judgment from 2 things working in concert: our past experience and personal reflection that leads to an insight or changed behavior that you carry forward with you. This continues in a cycle: Experience-reflect-gain insight-predict (fine-tune): experience-reflect-etc. Here are a few important points to remember about developing conservative judgment:

- Experience alone does not develop conservative judgment! Plenty of people take the same extreme risks over and over again. Reflection from one’s experience that leads to a modified future action is just as important as experience.
- We are going to make mistakes – the key is to learn from them (and not die from them)
- There are better and worse times to make mistakes – you don’t want to push your limits when you’re leading a group. Do this on your own time.
- It’s good for beginners to have simple clear “unbreakable” rules, such as: never climb a peak after noon in the mountains (because of lightning strike potential). Over time, your judgment will help you develop much more nuanced rules.
- Remember the organization you work for! Often you must follow policies set forth by your organization that may conflict with what your judgment tells you to do.
- Sometimes you don’t have the experience to use good judgment – in this case it is okay to not do something.
- The organization you work for will never get upset if you’re “too safe”, but people will get upset if you get in over your head.

Step 3: Use the risk equation to make a decision: Risk = Likelihood x Consequences of an accident occurring.

		Likelihood of An Accident	
		Low	High
Consequences of An Accident Occurring	Low	GO! This is an acceptable risk!	GO? Can you mitigate this before proceeding? Is your group developing solid skills, good safe decision-making and self-awareness?
	High	STOP? Lean towards avoiding these, but can you mitigate situation to lessen the consequences? If so, this could turn to a go.	STOP! You're being paid to identify and avoid these situations!

Also - use the "Post-Mortem Test": Always ask yourself: If we get into an accident right here, could I justify my actions and decision-making to my supervisors when I debrief this back home?

Facilitating Safe Group Decision-Making

As a field leader, you have to be able to accurately assess risks, mitigate hazards, and carry out safe actions. You also have to facilitate your group making a safe decision together. This can be challenging and requires both competency in risk analysis (see above) as well as solid communication and leadership skills. With this in mind, consider the following four ways that groups make decisions:

- Directive: The leader decides and informs the group.
- Consultative: The leader decides after consultation with the group. This can happen two different ways: the leader might first solicit input from the group and then decide or the leader might tentatively decide and get input and reaction from the group before making the final decision.
- Group decides: All group members (including the leader) contribute equally to the decision-making process. This could happen through a vote or through consensus.
- Delegation: Leader delegates the decision-making to the group after defining the appropriate boundaries and conditions. Before delegating, the leader must feel comfortable with any decision made

Many experienced leaders employ all of these decision-making styles depending on the situation and the expertise of their groups. By doing so, leaders help maintain a safe learning environment while at the same time helping groups take ownership and responsibility for their collective experience.

Chapter 4: Effective Communication

The success and overall safety of a team is more associated with the quality of its leadership, teamwork and communication than it is with its overall skill level. Teams don't magically happen. They are consciously built by the actions of both leaders and participants. Before any risky situations arise, it's important to develop and practice good teamwork and communication within your teacher/leader team and student/research group.

As a leader/teacher, you have enormous influence over how well (and how safely) your team will perform. Below are several key communication actions you can employ to help you more effectively steer your group in a safe positive direction. Details about each of these topics begin on the next page.

- **Establish and maintain clear goals, roles, expectations, and behavioral norms at the very beginning**
- **Brief your team often to keep them aware of the plan**
- **Practice active listening**
- **Address issues that come up**

Establish and maintain clear goals, roles, expectations, and behavioral norms at the very beginning.

As a leader of your group, you have the most influence over creating a culture of safety within your group. By far, the most leverage you have is at the beginning of your class/trip. All of your group's future endeavors are made easier or more challenging by the effectiveness of these first interactions. Two important meetings should occur at this early stage:

- **Meet with your leader team prior to the beginning of your class/trip** to discuss your leadership roles as well as personal and course objectives.
 - See Sample Pre-trip Leader team meeting agenda below

- **Facilitate an orientation meeting with your whole group as early as possible** to establish clear goals, roles, expectations, and behavioral norms.
 - See Sample Orientation Meeting Agenda below
 - See Establishing Appropriate Behavioral Norms below
 - See more on Alcohol and Drugs below

A Sample Pre-trip Leader Team Meeting Agenda

Before any trip, make time for a discussion with your leader team to plan, organize, and team-build. Consider including the following during a pre-trip meeting:

- Take time for everyone to briefly introduce themselves to each other
- Discuss strengths and weaknesses. What support do your co-leaders need?
- Discuss (and even write down) everyone's personal and professional goals. What are your goals as a leader team? Incorporate any feedback received from previous courses or trips.
- How will you communicate as an instructor team? Will you check-in at least once a day? every few days?
- Be open to giving and receiving feedback: how, when, being timely, tactful, and honest. Start giving each other feedback now. How will you resolve conflict should it come up?
- Plan out the first few days of the course, including the Student Orientation Meeting
- Delegate logistical and curricular tasks.
- What are the anticipated challenges and hazards of this class/trip? What are your plans in case of an emergency?

A Sample Orientation Meeting Agenda (with notes on appropriate behavioral norms, and drugs/alcohol)

In the beginning of a class or research trip, make time for an orientation meeting that sets clear goals, responsibilities of teachers and students, and expectations for appropriate/safe behavior. This meeting might be very short or you may need to follow up with further discussions in the beginning of a trip. In any case, it is still vital to establish a clear base line at the beginning that you can return to if someone is not meeting your expectations.

Here is a sample agenda to follow:

- Introduction
 - Welcome! Be enthusiastic and really be welcoming.
 - Give a brief overview of what you're going to cover at the meeting
 - Do a name game or some other activity to build connections/ have fun
 - Introduce leader team members (who you are and your background)
 - Introduction of participants (who are you? why are you here? What's your background/ interests?)
- Logistics
 - Paint a brief picture of the course in order to build understanding and excitement
 - Where you are going (show maps etc.)?
 - What is this course all about (consider going over syllabus)
 - What will we be doing on the course (talk about typical day)
 - Share the flow of the trip. Go over a calendar or schedule
- Goals
 - Goals of the trip (leader perspective)
 - Participant goals: you might want to take some time to have students share some of their own personal goals. This might also be appropriate later on in the course.
- Roles and Expectations (see separate page on Establishing Behavioral Norms)
 - Roles of the leaders (what the students can expect from the instructors).
 - Expectations (what the leaders expect from the students)
 - Specific issues to address (alcohol and drugs, emotional safety, sexual harassment, etc.)
- Closing Activities
 - Next steps; give the "to do" list and when and where we will meet next
 - Make time for questions
 - Final fun teambuilding activity. Maybe its just sharing an inspiring quote or doing something more involved such as a group brainstorm about how

to build a group culture that support everyone in having an amazing experience.

Establishing Appropriate Behavioral Norms AKA a Safe Learning Environment

The following is a suggested format and prose you could use for a discussion about creating a safe learning environment for undergraduates participating in a multi-day field class. This discussion should happen as early on in the course as possible. This can easily be modified or shortened for less-involved field experiences. Regardless, this discussion is one of the key leverage points that leaders have over the general trajectory that their group will follow during their time together. Don't skip it.

- Introduction: Living and studying outside will pose significant challenges for all of us. A big part of this challenge is how we work together as a group – how we communicate, cooperate, problem-solve, and support one another. This course is different (and much more) than a regular academic experience - we learn together but we also live together and can't get away from each other when we're in the field. We have the responsibility both before and during the course to co-create a safe, positive learning environment. The rewards of building and maintaining a safe, supportive community are huge. Your own learning goals will be magnified when we actively work to support each other.

- Explicitly State Leader Expectations: With this in mind, it is important to specify and build consensus around what it takes to maintain a safe positive learning environment. Let's spend time now as a group discussing this and getting everyone's input. For now, consider the following general aspects that we as the leaders of this course have found useful in creating a safe positive learning environment:
 - You can expect us (your leaders) to instruct this course! But you can also expect us to respect you for who you are, to support you both physically and emotionally, to give and receive constructive feedback, and ultimately to provide a safe learning environment for you and the group as a whole.
 - We will expect all of you:
 - to respect one another
 - to practice proactive self-care; check in with us about medical concerns and other concerns you may have
 - to follow our lead & follow the rules - which we'll discuss more in a moment
 - to participate fully (be on time, get out of bed!, speak up in discussions, take part in activities)
 - to teach and learn from one another (take pride in what you bring to the group and support others in what they bring too.)
 - to be open minded and ready to learn (all the time, even when you're tired, when you're in the van, when we're at one of those fun spots, in the evening)
 - to take initiative to try new things (peer leadership)

- o to work together as a team (you don't have to love everyone, but you do have to work together effectively. Sometime this means taking a leadership role, sometimes it means supporting one of your peers who takes a leadership role.)
 - o to be willing to sacrifice some personal goals for the sake of the group (you may need to speed up/slow down, turn around on a hike, speak up more, listen more, modify your level of sarcasm/joking to fit with the norms of the group, etc.)
 - o to give and receive constructive feedback
 - o to provide a safe learning environment for everyone.
 - o to, as the Hokey Pokey tells us, 'put your whole self in' to the experience
- Get input from your group: Take a some time to discuss in smaller groups anything else the student group thinks is important to maintaining a safe learning environment. Then discuss as a whole group, letting as many participants share what they talked about. Acknowledge everyone for listening and sharing. Wrap this up by saying something about being inspired by your peers: for instance, you might say, "We all bring unique gifts to this group and our experience. Be inspired by these gifts, not intimidated."
- Explicitly go over the important rules. Here are some common rules/issues that you might consider specifically addressing.
 - Personal physical safety- no hiking alone, no rock-climbing, swimming guidelines, etc. You must wear your seatbelt in the van whenever we're driving. See Competency section for more detail on many of these guidelines. You don't have time to discuss all of these right at the beginning, but introducing them right at the beginning lets your group know that you think they're important. You can say that you will come to these in more detail once out in the field.
 - Emotional safety
 - o Sexual harassment: Harassment can include "sexual harassment" or unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature. Harassment does not have to be of a sexual nature, however, and can include offensive remarks about a person's sex. For example, it is illegal to harass a woman by making offensive comments about women in general. The university tolerates zero harassment and as employees, and we are mandated reporters.
 - o Avoid jokes, sarcasm, or insulting remarks: about individuals or groups of people, whether or not they are represented on this course
 - o Aggression: Avoid either verbal threats or motion to harm others in the present or future
 - o Language: keep the course relatively free of bad language
 - Alcohol and other Drugs This can clearly be a difficult "rule" to establish. Consider bringing up four things with the students: safety, legality, learning, and group cohesion.

- Safety: Clearly drugs and alcohol can compromise safety, which is especially concerning in remote field contexts.
- Legality: Drugs are illegal and using alcohol if you're under 21 is illegal. Getting caught condoning illegal activities in a university-sponsored field class could cost any leader their job as well as jeopardize the future of the course.
- Learning: Drugs and alcohol can interfere with your ability to learn the material we cover in this course.
- Group cohesion: The use of drugs and alcohol can often undermine community building within a group. Often, a smaller subset of a group is most comfortable drinking (or perhaps sneaking off and using drugs) and this leads to cliques and dis-unity.
- After going over these concerns, you might consider two different rules to establish and maintain:
 - No use of drugs or alcohol.
 - Moderate consumption of alcohol only by those of age and only "outside of class time". By moderate is meant no hard alcohol, only beer/wine, and only 1 or 2 glasses at any one sitting. By "outside of class time" is meant after dinner if no other classes are planned in the evening.
- Consequences: What if they break the rules? Consider saying something like this: "While I am not the police (and have no intentions to bust you), I am ultimately responsible for maintaining a safe learning environment for everyone out here. If your actions aren't supporting that ultimate goal, I will request that you change your behavior. I can also separate you from this course."
- Don't be afraid to assert yourself if you have opinions about this issue. I have often been known to say things like:
 - "Please don't think you can hide your marijuana joint from me and the other leaders. We're living together all the time. Please be respectful of us and don't put us in the position of having to confront you about it."
 - "I refuse to spend the next ten weeks hanging out with a bunch of drunk people. I had to turn down many students who wanted to enroll in this course. It is a privilege to be out here, so please don't squander the opportunity that this experience presents."
 - "Using alcohol in moderation is a vital skill/discipline to develop as a young adult. If I see you going too far, I will be happy to confront you on it."
- Final advice: If you set and maintain clear expectations, constantly build rapport and connection with your students, facilitate awesome experiences (without drugs/alcohol), and set a good example yourself, you won't have trouble with this issue.
- Smoking: follow the law/rules (ie. no smoking on the UCSC campus); in a place where smoking is permissible, smoke outside away from others and throw your butts away (they are not biodegradable). Consider quitting now.

- Exclusive relationships (including romantic ones) - You might say, “get out of your bubble and be inclusive of everyone; it takes explicit deliberate action to be inclusive of everyone - make it a goal to sit some place different tomorrow, strike up a conversation with someone else; the whole experience will be much more meaningful if we come together as a whole group. Also, please refrain from sexual intimacy with someone else until our time off in between trips.”
- Cell phones - “Either put your cell phone in airplane mode or turn it off completely during the day. If there are some apps you’re using for class that’s fine. If you want to make brief phone calls outside of our class time (like after dinner), that’s fine. What we want to avoid is checking out of the present moment and not interacting with the people who are physically present.”
- Music - no boomboxes; music in the van is at the driver’s discretion (all passengers must support the driver). Beware listening too much to music using earbuds: it can lead to checking out too much from the group.
- Removing someone from the course: you might want to give an example of the rare occurrence where someone might separate from the course. Consider saying:
 - If something inappropriate comes up about someone, we will first and foremost talk with that person or people involved.
 - Our goal would be to build understanding, provide additional support and clarification to everyone involved.
 - However, if the inappropriate behavior continues, we could decide to separate a person from the course.
- Finally, explicitly ask for everyone to follow these guidelines in order to create a safe learning environment. You might say, “Does all this sound good? Can I get a yes or a nod from everyone? If any of this concerns you, please feel free to come to talk with one or all of us after this meeting.”

Brief your team often to keep them aware of the plan

Groups operate more safely when they are frequently briefed on what to expect. Brief at the start of the day or activity. Brief when your plans change. Excellent leaders articulate and explain goals as often as necessary. Strive to incorporate these core ingredients into your briefings:

- What are we doing? (What are the goals?)
- How are we doing it? (What's the plan?)
- When are we doing it? (What's the timetable?)
- Who is doing it? (What are our roles?)
- What hazards can we anticipate?
- How will we manage those hazards? (What are the contingency plans?)
- What gear do we need?
- How and when will we make decisions?
- How is everyone doing? What concerns do you have?
- What is our plan if someone becomes ill or injured or lost?
- Have I been understood? (If necessary, ask your group to repeat back the information you just gave them.)

Practice active listening

The practice of active listening can help you build a healthy group learning community but also can significantly reduce the likelihood of accidents. When you are actively listening to someone, you are supporting people to think out loud. This builds trust, group intelligence, and greater awareness of a situation or issue. It also helps leaders (and their groups) make safer decisions.

Active listening requires that you:

- be present with your speaker
- do much more listening than speaking.
- make eye contact and use positive body language.
- focus on understanding what someone is saying, not on mentally preparing a response.
- avoid interrupting, debating, and quick, preconceived responses.

The two cornerstone skills of active listening are Paraphrasing and Drawing People Out.

Paraphrasing

When you paraphrase someone, you say back to the speaker what you think the speaker said in your own words. This is the most straightforward way to demonstrate to a speaker that his or her thoughts were heard and understood. Though simple, paraphrasing is powerful! When done well, it is non-judgmental and enables people to feel that their ideas are respected.

To strengthen a speaker's trust that you really "got" what they were saying, consider prefacing any paraphrasing with comments like:

- "It sounds like you're saying....."
- "Let me see if I'm understanding you.... "
- "Is this what you mean?."

When you have finished any paraphrasing, check with your speaker. You might say, "Did I get it?" or look for other verbal or non-verbal clues that indicate they feel understood. If they don't, ask for more clarification until you understand what they are saying.

Drawing People Out

When drawing someone out, ask open-ended non-directive questions. This helps the speaker clarify and refine their thoughts. Here are some common ways to draw someone out:

- "Can you say more about that?"
- "Tell me more"
- "What's coming up for you now?"
- "Can you give me an example?"
- "How so?"
- "What matters to you about that?"

Setting a tone that invites good listening reduces the probability of accidents

A good leader sets a tone in which participants and co-leaders feel they can speak up, question and share observations without fear of reprisal. Do this by frequently checking in with your instructor team and student group. Strive to follow these guidelines:

- Give adequate time for discussions to avoid giving the impression that your group has nothing to contribute.
- Make eye contact.
- Listen to your team member's responses without interrupting or "talking over" them.
- Ask: "Are you getting enough direction from me about what you need to be doing?"
- Say "If anyone disagrees, please speak up."
- Beware giving the impression that you're really not looking for input. Instead of saying, "Okay - you've all done this before. Ready to go?", ask "Hey is anyone not ready?"
- Be aware that silence can be mistaken for agreement. Take the time and create the space for everyone to express their concerns.

Address issues that come up

The potential for conflict is natural among people and is an inherent part of any group's development into a safe high functioning team. Rather than avoid conflict, effective teams manage conflict productively. While conflicts are okay, unresolved conflicts are not. They impede communication and cooperation, and they can lead to incidents. Conflict often arises when expectations, roles and responsibilities are unclear. Participants may be missing information or lack a sense of the big picture. It's the leader's job to clarify this for your group. When conflict arises, you should see it as a sign that your team may be unraveling. As a leader, you may need to step in, acknowledge the issue and set aside time to work through the conflict. Do this by listening to the different perspectives and opinions, restating or revising roles & expectations and committing to moving forward productively.

A Recipe for Resolving Conflict or Addressing Concerns/Problems with a student

- Approach your student or co-instructor with warmth and respect (think connection before correction).
 - Greet them normally: "Hey, how's it going..."
- Identify what you are noticing or wanting to talk with them about
 - "I have been noticing.... and I was hoping to talk to you about it."
 - "I noticed.... and I was hoping we could check in and see how things are going for you..."
- Invite them to talk with you at a time that works for both of you
 - "Could we take a little time to meet right after dinner tonight?..."
- At your meeting, state your goal/purpose in talking with them right away
 - "Thanks for meeting with me."
 - "I wanted to bring 'this' up to make sure:
 - you are getting what you need to feel good about this class"
 - you, the other students, and the purpose of this course are all supported."
 - ...from experience, I know little things have the tendency to become big things, so I wanted to talk with you before that happens"
- Take the time to listen, listen, and listen some more. Draw them out and be open to their feedback.
 - "How is this course going for you?"
 - "Do you have any thoughts about what is going on?"
 - "Is there anything that would be helpful for me to know?"
 - "What feedback do you have for me or the instructor team?"
- Take one or several of the following actions:

- Make a request: (ie. ask them to refrain from _____ while on the course)
 - Clarify your expectations and/or goals for the course. If they are not meeting your expectations or hindering your goals, specify which one(s) they aren't meeting. Suggest ways they could meet your expectations the next time this situation arises. Don't be afraid to say: "We need everyone to follow these expectations in order to create a safe learning environment for everyone"
 - Educate your students about the ramifications of their actions, etc.
 - Engage in collaborative problem solving with your student(s).
 - Agree to meet again and discuss the issue more.
- When wrapping up your conversation,
 - Make a plan for checking in again.
 - Let them know that you are here for them.
 - Appreciate them and thank them for talking with you.

Chapter 5: Student/Participant Issues

This chapter provides resources for many potential student issues that may come up while in the field. In many cases, appropriately dealing with these issues will require you to consult other resources on campus. For this reason, much of this chapter consists of descriptions or links to other resources at UCSC to help support students through the challenges of their academic and social lives. This chapter is divided into the following sections:

- Managing student behavior in the field - Student performance agreements
- UCSC Programs/Centers to help with various student issues
- Links to detailed resources for specific student issues
- Appendix of handouts

Managing Student Behavior in the Field- Student Performance Agreement

Often, one of the most difficult challenges of a field instructor/leader is to address group dynamics and individual behavior that can undermine a positive learning environment for everyone. These challenges may manifest as homesickness/disengagement, alcohol or drug use, poor performance, sexist or racist behavior, or various behaviors that prevent inclusion of everyone. Addressing these issues is a continual process and involves all of the following:

- Building a Solid Foundation of a Safe Positive Learning Environment:
Establishing this safe, positive foundation is covered in detail in Chapter 4
- Using Inclusive Language (e.g., use “family” instead of “parents”, give students the opportunity to share their preferred gender pronouns when they first introduce themselves to the group)
- Building Rapport. The means developing positive professional relationships with all students/participants. Exhibit care for individuals and the group, give regular positive and constructive feedback, spend time (structured and unstructured) with them, play games, have conversations, ask them questions, set and reinforce boundaries, and learn from your students! Make the effort to individually check-in with each of your students/participants at some point during your course/project. Ask them how they’re doing, ask them to give you feedback, and then listen.

Should challenges arise with a student, consider the following options:

- Examine the student’s behavior and their individual experience while revisiting the structure and boundaries you set for a Safe Positive Learning Environment, your role as an instructor, and the culture created by your group
 - Are their social dynamics at play in your group that isolate, intimidate, or threaten this student?
 - What needs of this student are not being met? What could you do to meet them? Could you meet them?
 - What is this student getting from his/her disruptive behavior? Is there any other way this student could meet their needs in a more productive way?
 - Are the boundaries you have created thwarting this student’s ability to feel capable, connected, and that their presence matters?

- Make structural changes (such as giving more time for lunch, or taking the afternoon off every once in awhile) that you think might alleviate some of the stress on this student.
- Give verbal feedback and coaching first before written documentation.
- Keep a written behavior log of observations about the student's behavior.
 - Be accurate - stick to observations and quotes; avoid speculation, interpretation, and evaluation
 - Be specific, clear, and organized. Use dates, times of day, names, etc.
 - Use direct quotes from the student and from their peers - "His peers observed him saying"
 - Be brief and avoid redundancy.

If a behavioral issue does not resolve itself after 1-2 days of trying all of the above, consider creating a Student Performance Agreement (SPA). An SPA is a structured way to:

- Document behaviors that need to change
- Clarify behavioral expectations
- Outline consequences if change doesn't occur

An effective SPA should target behavior that is specific, observable, and changeable. It needs to include a timeline for change and appropriate consequences. See Appendix for this chapter for an example of a SPA. Also, the [UCSC Dean of Student Conduct](#) can help with deciding if/when to use SPAs and how to write them.

UCSC Resources to Help with Student Issues

Campus Advocacy Resources and Education Program (CARE): The CARE program provides support, advocacy, resources and violence prevention education to the UC Santa Cruz community. They respond to the needs of students, staff, faculty and non-affiliates impacted by stalking, dating/domestic violence and sexual assault by providing free and confidential advocacy and support. Confidential advocacy meetings with CARE allow survivors to seek emotional, academic, housing, medical, reporting, and/or financial support and guidance. Advocates are available for appointments and walk-ins

Monday-Friday, 9am-5pm.

Location: Kresge 714 across from the Owl's Nest.

Phone: (831) 502-2273

Counseling and Psychological Services (CAPS): CAPS can assist with any personal and mental health concerns that affect student well-being and education. CAPS provides a wide range of mental health services, including group counseling, workshops, crisis assessment and intervention, referral services, and brief individual and couples counseling. Counseling services are confidential and free of charge to all registered UCSC students.

Location: East Wing of the Cowell Student Health Center, 2nd floor

Phone: (831) 459-2628

Cowell Student Health Center: The Student Health Center offers routine medical appointments, same day care, counseling services, psychiatry services, nutritional counseling, health promotion programs, x-ray, and full laboratory and pharmacy services on site. Staffed by board certified physicians, nurse practitioners, physician assistants, and nurses. Students are seen by appointment and in Same Day Clinic. In case of emergencies, either during the day or after normal operating hours, please call 911.

Location: Across from College 9 & 10

Phone: (831) 459-2211

Dean of Students - Student Conduct: This office has resources to help faculty/staff confront student conduct issues.

Location: Hahn Student Service 245

Phone: (831) 459-1738

Disability Resource Center (DRC): The DRC provides a variety of accommodations and services to currently enrolled UCSC students to support them in making the most of their educational experience. Accommodations are typically used for in-class, coursework, and exam support.

Location: 125 Hahn Student Services

Phone: (831) 459-2089

Diversity, Equity, and Inclusion (DEI): DEI works collaboratively with others throughout UCSC to promote a campus climate that values diversity, equity and inclusion, and is free of bias and harassment. Office initiatives and activities are designed to cultivate a climate in which all students, staff and faculty are treated fairly and able to thrive and succeed; and everyone including current affiliates, alumni, supporters and community members is welcomed.

Location: Kerr Hall

Educational Opportunities Program (EOP): EOP offers academic and personal support to improve the retention and academic success for first-generation, low-income, or educationally disadvantaged college students. EOP helps students acquire the skills to prepare for graduate programs, professional school, and future leadership roles. EOP students have access to three full-time EOP Academic Counselors who help facilitate the students' academic, social, and personal transitions/adjustments to the university.

Location: Academic Resource Center (ARCenter) near McHenry Library

Phone: (831) 459- 2296

Learning Support Services (LSS): LSS provides course-specific academic support services for all UCSC undergraduate students, including supplementary instruction, small group tutoring, and one-on-one writing and math tutoring. There is no additional cost for students to participate in this program.

Location: 221 ARCenter

Phone: (831) 459-4333

Student Health Outreach and Promotion (SHOP): SHOP is UCSC's destination for students to learn about health and wellness in a safe, non-judgmental environment. SHOP offers information, education, resources and support on issues related to Alcohol and other Drugs, Sexually Transmitted Infections and Sexual Health, Mental Health and other concerns relevant to college students. All UCSC students are welcome and encouraged to drop in and speak with SHOP's professional and student staff.

Location: Cowell Student Health Center

Phone: (831) 459-3772

Title IX Office: The Title IX Office provides assistance in resolving and investigating complaints of sexual harassment and sexual violence. They provide education and training to raise awareness and expand understanding of sexual harassment and sexual violence. The office serves the entire UC Santa Cruz community. To report a possible Title IX violation call (831) 459-2462.

Phone: (831) 459-2462

Other Student Resource Centers

African American Resource and Cultural Center (AARCC)

Location: Bay Tree Building, 3rd Floor

Phone: 459-3207

American Indian Resource Center (AIRC)

Location: Bay Tree Building, 3rd Floor

Phone: 459-2881

Asian American/ Pacific Islander Resource Center (AAPIRC)

Location: Bay Tree Building, 3rd Floor

Phone: (831) 459-3790

Chicano Latino Resource Center

Location: Bay Tree Building, 3rd Floor

Phone: (831) 459-5608

Lionel Cantú GLBTI Resource Center

Location: wood cabin in redwood grove between Crown/Merrill Colleges and the Crown-Merrill Apartments

Phone: (831) 459-2468

Services for Transfer and Re-entry Students (STARS)

Location: Kresge College Administrative Building

Phone: (831) 459-4968

Veteran's Resource Center

Location: Kresge College Administrative Building

Phone: (831) 459-1520

Women's Center

Location: Cardiff House, Lower Campus

Phone: (831) 459-2072

Links to Important Resources:

Addressing Abuse: <http://caps.ucsc.edu/resources/abuse.html>

Alcohol and Drug Policies and Laws: <http://caps.ucsc.edu/counseling/aod/policies-laws.html>

Assisting Students in Distress: See Something, Say Something, Do Something Campaign: <http://deanofstudents.ucsc.edu/slug-support/see-say-do/>

Crisis Assistance (for those that need immediate mental health attention): <http://caps.ucsc.edu/counseling/crisis-assistance.html>

Depression and Suicide: <http://caps.ucsc.edu/resources/depression.html>

Distressed students (guidelines for responding): <http://caps.ucsc.edu/responding-to-distressed-students.html>

Eating Disorders: <http://caps.ucsc.edu/resources/eating-disorders.html#Chapter1>

Faculty Code of Conduct: <http://reporhate.ucsc.edu/policies/images/apm015.pdf>

Helping make academic courses more accessible to students with disabilities: <http://drc.ucsc.edu/faculty-and-staff/fac-staff-overview/index.html>

Psychosis (schizophrenia and more): <http://caps.ucsc.edu/resources/psychosis.html>

Sexual Violence Prevention and Response: <http://safe.ucsc.edu/>

Smoke and Tobacco Free Campus: <http://tobaccofree.ucsc.edu/index.html>

Student Handbook and University Policies: <http://deanofstudents.ucsc.edu/student-conduct/student-handbook/index.html>

Student Conduct Policies and Laws (UCSC, state, federal): <http://safe.ucsc.edu/policies/>

UC-wide Promoting Student Mental Health guide (184 pages): <http://caps.ucsc.edu/pdf/psmh-guide-compressed.pdf>

Appendix: Printable Resources:

- Anorexia Nervosa
- Binge-eating Disorder
- Bulimia nervosa
- Distressed Students: See Something, Say Something, Do Something
- Eating Disorders: How to help friends
- Sexual Harassment Reporting
- Student Performance Agreement Form