

Program Goal 3: Graduates are prepared to manage actual and perceived risk according to industry standards and preferred practice.

Risk is an inherent aspect of all outdoor experiences. How one manages risk says a lot about them as an individual. Most of our classes while in the ODED program at Georgia College have taught us various aspects of risk, from the dangers of running programs to the ways to avoid these dangers. (Risk management). Policies and Procedures usually vary from organization to organization but are put in place by said organization to manage actual and perceived risk. Challenge Course was the first class that involved me to actively use and read through the GC Policies and Procedures manual.

For example in regards to Challenge Course we learned several different techniques to keep students safe on both low and high challenge course. On the low course we learned the spotting technique used for the different elements, and how to teach them in a progression. The policies and procedures state how to abide by teaching these spotting sequences.

In the Program Planning course, fall 2013, we had to implement & integrate the spotting sequence in our program because of the elements that we were going to involve the youth group in. This can be found in our Youth Group Design.

In the PFL course, during our class time, we had discussions on how to manage actual and perceived risk in the moment, and while out in the field. SSRSR is the overarching premise that I will always refer back when in a hesitant situation. The process of SSRSR allows the lead to assess whether they have appropriate staff to handle the situation. Assess the students and their possible behavior, the resources you have at your disposal, and the risk involved with the site. In our Youth Group program our contact told us that we would have to accommodate a pregnant teenager. So in the planning of our program we had to account for the number of staff we had, the number and available factors that we were given for the students, and resources we could use. We intentionally integrated into our program the use of no elements that would require the students to climb into the air.

On Wesley and my LOD while on our PFL trip to HorsePens 40 we had to give a safety briefing for our morning lesson on scrambling. During this briefing we asked students to have closed toe shoes, have 3 points of contact with the rock, and to stay in an orderly fashion. During the afternoon portion of our LOD at Palisades Wes and I implemented/Integrated GC policies and procedures into our program, which can be found in our LOD Design. While at the rock face, I had to enforce the policy of making sure that all students were wearing their helmets within rock fall distance from the wall. While setting up top rope anchors Wesley had to be tethered in when coming closer than a bodies length distance from the edge.

In our Administrative Perspectives in Outdoor Education course with Dr. Hirsch one of our assignments was to perform a site visit on a site of our choosing and to interview someone of importance within the organization. The interview took place in Hendersonville, NC. While there we were able to see this organizations policies and procedures manual, how they were to respond in certain situations and how it differed from GC's PPM.

Before going through the BLOCK semester I had acquired my Wilderness First Aid certification. During the WFA course we were taught how to appropriately respond to a situation that we might happen upon that would require our attention. In the Challenge Course class we were taught level III rescues for a high static challenge course. We were taught how to use an etrier, set up a rescue bag with a rescue eight belay device, and how to transfer a participant onto the dynamic system that you use in that type of rescue. Displayed in my Challenge Course skills check off, I responded appropriately during this rescue, in a controlled testing environment, in less than four minutes.

The skills learned in these classes and experiences have only begun to shape my ideas when it comes to managing perceived and actual risk. But with more experience and more education in wilderness medicine my skills will continue to develop.