**ESPM Field Safety Plan & Best Practices Template**

*(Delete all grey instructional text when complete)*

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| **General Project Information** | |
| **Field Site Location** | *Descriptive name of research site (e.g., Carrizo Plain, CA; Tortuguero, Costa Rica)* |
| **Activity Description** | *Overview of type, length, purpose of activity (e.g., Conducting interviews for XYZ project; Collecting plants at plots ~ 3-4 mile hike from road, etc.)* |
| **Date Plan Completed** | *Mo-Day-Yr* |
| **Date(s) of Travel** | *Start date, duration, expected return to campus* |

**Part I. Emergency contacts and Risk Assessment**

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| **Emergency Contacts** | |
| *Every team member should have a printout of the Emergency contacts and the Emergency Communication Plan. Everyone should also have access to at least one communication device.* | |
| **Local contact** | *Enter the name and contact information for any partners that may be on or near the site where you are working.* |
| **Off-Site Contact Information** | **Designated Institutional Contact:** *Name, email, phone # of a Professor/PI, department contact, supervisor* ***back on campus****, or another person* ***not on the trip****. Provide them with a copy of this plan.* |
| **On-Site Contact Information** | **Primary Field Team Leader**: *Name, phone number or other contact information during fieldwork* |
| **Secondary Field Team Leader**: *Name, phone number or other contact information during fieldwork* |
| **Team Member Roster:** *List here or “See signature page”* |
| **Satellite Device carried?** ☐yes ☐no  **Type (satellite phone, satellite messenger)/number:** *Provide any additional information that would be necessary to reach team members on the device (e.g., an app or code)* |
| **Lodging:** *Name, address, phone # for lodging at each field site.* |
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| **Emergency communication plan** | |
| **Frequency/nature of Check-ins** | *How often should check-ins occur? End of each work day? Before and after each workday? How will the check in be made? InReach? Cell phone?* |
| **Individuals responsible for check-ins** | *Who on the team is responsible for sending a check-in? Who is responsible for receiving it and taking action if needed?* |
| **Expected response protocol** | *How long should the responsible party wait before taking action after a missed check-in? Who should they contact, and what should they do? What resources would be made available, and on what timeline would they reach the field team?* |

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| **Personnel Emergency Contacts & Medical Information** | | | | | | | | |
| *Repeat for each team member, or if working alone, delete the additional entry.* | | | | | | | | |
| **Name:** | |  | | | **Phone number:** | |  | |
| **Emergency contact #1:** | | | | | | | | |
|  | *Relationship (optional):* | | | | | *Phone #:* | | *Email:* |
| **Emergency contact #2:** | | | | | | | | |
|  | *Relationship (optional):* | | | | | *Phone #* | | *Email* |
| **Medications** | | | *N/A* | | | | | |
| **Epi-pen needed? □** yes **□** no | | | | | | | | |
| **Life-threatening allergies** | | | | *N/A* | | | | |
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| **Name:** | |  | | | **Phone number:** | |  | |
| **Emergency contact #1:** | | | | | | | | |
|  | *Relationship (optional):* | | | | | *Phone #:* | | *Email:* |
| **Emergency contact #2:** | | | | | | | | |
|  | *Relationship (optional):* | | | | | *Phone #* | | *Email* |
| **Medications** | | |  | | | | | |
| **Epi-pen needed? □** yes **□** no | | | | | | | | |
| **Life-threatening allergies** | | | |  | | | | |
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| **Site Information** | |
| *Copy this box if travel to more than one site is anticipated* | |
| **Nearest Emergency services:** | *Nearest clinics and hospitals. Maps should be attached.* |
| **Communications** | **Cell reception:** *good, spotty, none*  **Nearest location with cell or landline services:** |
| **Internet access:** *Will internet access be available at the field site? If not, when and where would participants have access to the internet?* |
| **Other communication options:** *InReach, Spot, Radio, etc* |
| **No Go Criteria** | *Consider the conditions under which travel to - or activities at - the site should be stopped or canceled, e.g., heavy rains, electrical storms, snow, extreme temperatures, high tides or waves, civil unrest, unexpected illegal activity, increased police activity, lack of approval from local communities, etc.*  *Clarify who can make the no go call?*  *You may also consider using the* [*GAR Risk Management Model.*](http://www.cgaux9wr.com/documents/HAZWOPER_501538/501538_Reference-GARModelRiskAssessmentWorksheet.pdf) *If based in the USA, you may also sign up for travel alert through the US Department of State smart travel program:* [*https://step.state.gov*](https://step.state.gov/) |
| **Travel plans** | *Include vehicle make, model and license plate, or flight numbers, etc.* |
| **International travel** |  |

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| **General risks/hazards & mitigations** | | | |
| **Expected Weather** | *Note extreme conditions that could impact fieldwork or require additional planning (e.g., high wind, rain, snow)* | |
| **Heat illness *(CalOSHA required information)***  ***Please note:****online heat Illness prevention training is available via the*[***UC Learning Center***](http://ehs.berkeley.edu/training/uc-learning-center-access)*(search using the keyword "heat", course length is 15-20 minutes).* | ***Drinking Water Availability*** | ☐ Plumbed water available   ☐ Bottled water provided  ☐ Natural source and treatment methods (e.g. filtration, boiling, chemical disinfection): |
| ***Access to Shade/Shelter*** | *If forecast exceeds 80°, shade must be provided by natural or artificial means for rest breaks.*  ☐ Building structures ­ ☐ Trees ­ ☐ Temporary Canopy/Tarp ­ ☐ Vehicle with A/C ­ ☐ Other: |
| ***High Heat Procedures*** | *Required when temperatures are expected to exceed 95° F: If possible, limit strenuous tasks to morning or late afternoon hours. Rest breaks in shade must be provided at least 10 minutes every 2 hours (or more if needed). Effective means of communication, observation and monitoring for signs of heat illness are required at all times. Pre-work safety discussion required.*  ☐ Direct supervision ☐ Buddy system ☐ Reliable cell or radio contact ☐ Other: |
| **Identity-based risks** |  | |
| **Working alone** | *Will the work be done alone or with a team? If generally working with a team, state whether working alone at times is allowed or not.*  *When working alone, what additional hazards and precautions should be taken?* | |
| ***(Add more lines what is important for your field sites - heat, terrain, falling trees, cold, currents)*** |  | |

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| **Job task-specific risk assessments** | |
| *Assess hazards that can be encountered through the course of fieldwork tasks, including travel to and from the site, camping, etc. Consider hazards from the* ***natural environment, built environment*** *and* ***social/political context (including consideration of how the identities of different team members interact with the surrounding sociopolitical environment).***  *Consider attaching a first aid reference guide for common hazards.* | |
| ***Task*** | ***Risk/Hazard***   * ***Mitigation*** |
| *Ex: Driving to field site* | * *Ex: Windy roads/other drivers*   + *Practice situational awareness*   + *Avoid driving at night or when fatigued*   + *Pull over and wait if weather conditions make driving hazardous*   + *Ensure vehicle is in good working condition by performing monthly vehicle safety checks* |
| *Ex: Conducting an interview/participant observation* | * *Ex: Encountering uncomfortable interactions*   + *meet in a public place whenever possible*   + *Keep supervisor/contacts up to date about where you are going*   *Leaving/ending interview as needed, etc.* |
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| **Trainings to mitigate risk** | |
| ***Required*** | * *Ex: Wilderness First Aid****;*** *Sexual Harassment Training; CITI Research, Ethics, Compliance, and Safety Training* |
| ***Recommended*** |  |

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| **Personal Protective Equipment & Supplies to mitigate risk** | |
| ***Required*** | * *Ex: sturdy boots, hard hat, eye protection, car safety kit if driving long distance (i.e. sleeping bag, flashlight, extra water)* |
| ***Recommended*** | * *Ex: sun shirt* |

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| **Immunizations to mitigate risk** | |
| *For international field work, delete if N/A.* | |
| ***Required*** |  |
| ***Recommended*** |  |

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| **Campus contacts** | |
| **UCPD** | 510-642-3333, [ucpd.berkeley.edu](http://ucpd.berkeley.edu/) |
| **University Health Services (Tang Center)** | [uhs.berkeley.edu](http://uhs.berkeley.edu/)  **Faculty/Staff:** 510-642-6891 (Occupational Health), CARE Services 510-643-7754  **Students:** Access care via the online appointment system or the advice nurses at 510-643-7197; Confidential Care Advocates at 510-643-7197 |
| **Environmental Health & Safety** | *510-642-3073 ;*[*ehs.berkeley.edu*](http://ehs.berkeley.edu/)*;*[*ehs@berkeley.edu*](mailto:ehs@berkeley.edu)  *EH&S provides support on hazard assessment, training, planning, and equipment loans and can help researchers navigate other campus services if issues come up.* |
| **RCNR** | Email questions or [report unsafe conditions or hazards](https://ehs.berkeley.edu/publications/report-unsafe-condition-or-hazard) to the RCNR Safety Coordinator: Tony Gamez, [gamez32@berkeley.edu](mailto:gamez32@berkeley.edu)  RCNR Building Emergency Plans (BEPs) and Illness and Injury Prevention Plans (IIPPs) can be found [here](https://nature.berkeley.edu/facilities). |
| **UC Travel Emergency Assistance** | Campus Risk Services: 510-289-8282  *Risk Services manages UC insurance programs and the travel registration program, and supports evacuation and response if a traveler needs help while traveling.*  Chubb-AXA Global Travel Assistance: +1-855-327-1420 (Toll free in the US) ; +1-630-694-9804 (Outside the US) ; [**MedAssist-USA@AXA-Assistance.us**](mailto:MedAssist-USA@AXA-Assistance.us) (E-Mail) |
| **Report Injuries** | Call EH&S at (510) 642-3073 and use the [**Employer’s Report of Injury**](http://uhs.berkeley.edu/sites/default/files/dms-incidentreport.pdf).  For non-paid students use the [**Student Accident Report Form**](http://riskservices.berkeley.edu/sites/default/files/Accidental%20Injury%20Report%203_4_2014.pdf). |

**Part II. Institutional requirements and Codes of Conduct**

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| **Policies and Strategies for Team Safety** | |
| **Institutional Policies** | *Populate this based on the type of participant (limited staff, staff, faculty, graduate student, volunteer).*   * *General Compliance Briefing: University of California Ethical Values and Conduct* * *UC Abusive Conduct in the workplace.* * *UC Sexual Violence and Sexual Harassment Prevention Training for Staff/Supervisor and Faculty* |
| **Team Code of Conduct** | *Community-generated codes of conduct can help set behavioral expectations while encouraging group buy-in and responsibility. Codes may include guidance on within and between group interactions, as well as considerations for interacting with the local community. In many cases, it may be beneficial to consult with the local community on the appropriate codes of conduct with regard to their culture/customs (e.g., clothing, gestures, etc).*  *Consider linking a longer document if you have one and pasting a short summary here.*  *Also consider making time to talk with individuals and team members and give them space to voice any concerns and share past experiences.* |
| **How to report unsafe work conditions or near-misses** | *Who is the reporting to? What form if any should be used? Who will handle this report and what action might they take? What kinds of situations would count as near-misses?*  *This can include unsafe conditions that impact both physical and mental well-being that are reportable.*  *Consider creating a reporting chain that allows individuals to skip their supervisor if they fear retaliation, or that they won’t be heard.* |
| **Reporting Sexual Violence/Sexual Harrassment Incidents** | *Clearly communicate options for reporting to all team members prior to fieldwork. This may include establishing a reporting channel accessible to team members while in the field, identifying whether that channel is confidential or how it can be made confidential, and establishing/identifying the chain of command to receive reports.* |

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| **International travel** | | |
| **Registration for** [**UC travel**](https://www.ucop.edu/risk-services-travel/index.html) | *All UC employees must register with UC for international travel. Check these boxes for each participant.* | |
| *Complete?* | *Name* |
| **□** yes **□** no |  |
| **□** yes **□** no |  |
| **□** yes **□** no |  |
| **□** yes **□** no |  |
| **Register for US State Department** [**Smart Traveler Enrollment Program**](https://step.state.gov) **(STEP)** | *(Each US Passport holder or US permanent resident must register.* | |
| *Complete?* | *Name* |
| **□** yes **□** no |  |
| **□** yes **□** no |  |
| **□** yes **□** no |  |
| **For courses** | *Instructors must submit an emergency action plan prior to travel to Berkeley Study Abroad, see https://docs.google.com/document/d/1INPIxJCzbq8i9pZOlh2ND2CkbFZVrl-i/edit#heading=h.gjdgxs, which must include also a letter of approval from the appropriate Dean (gr: I can give you a sample letter).* | |

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| **Dive plans** | | |
| **UC Dive safety plan** | Have you filed a dive safety plan at <https://webdiver.ehs.ucsb.edu/UCdiveboatsafety>? | |
| **California boater’s license** | *Will your team be captaining boats? If so, identify who on the team has a CA boaters license* | |
| *License?* | *Name* |
| **□** yes **□** no |  |
| **□** yes **□** no |  |
| **American Academy of Underwater Sciences (AAUS) & UC dive program** | *All divers need to be current AAUS divers through UC’s dive program. See* <https://www.ehs.ucsb.edu/programs-services/dive-boat-safety-enterprise> and <https://ehs.berkeley.edu/uc-dive-boat-safety-consortium> | |
| *AAUS current?* | *Name* |
| **□** yes **□** no |  |
| **□** yes **□** no |  |
| **□** yes **□** no |  |

**Part III. Best Practices for Safe, Equitable and Effective Fieldwork**

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| **Additional site logistics** | |
| **Site Access** | *How will participants get to the field site? Note any dangerous roads or other conditions. Are there any restrictions or challenges to accessing the site for all members of potential field teams, including those with disabilities? For disabled individuals requiring adaptive wheelchairs, electric bikes, mobility scooters, consider how their equipment can be brought to field sites or if renting equipment at the site is a possibility. Consider mobility accommodations, which may include purchasing extra leg room or space for equipment (such as mobility equipment) or asking team members to take the elevator or escalator rather than stairs. Make special note if the site is isolated or lacks basic services. Provide information on whether young children may accompany team members and what accommodations exist for nursing or pregnant team members. Note any alternate routes or suggested parking areas, gate access codes, etc.* |
| **Water** | ***Access:***  ***Amount needed:*** |
| **Sleeping Accommodations** | *Where will participants be staying? What privacy will they have access to? Will participants be expected to share beds, rooms, tents? How will participants be engaged in conversations about accommodations in a way that ensures everyone feels safe and has access to appropriate privacy?* |
| **Restroom Facilities** | *What kind of restroom and bathing facilities will be available? How much privacy will there be? How will participants be engaged in conversations about sanitary needs? If the field work requires using ‘outdoor’ facilities team leaders may wish to designate a bathroom area / trail to facilitate privacy, and participants should be trained on bathroom protocols. For example, is toilet paper to be buried, burned, or packed out?* |
| **Food** | *Ensure that food meets dietary requirements and restrictions for all team members throughout the trip. Consider how food will be prepared and by whom to minimize risk of contamination. Bring plenty of high-energy snacks and ask whether there are specific dietary needs to prevent physical exhaustion during hiking and other work.* |
| **Nearby Facilities** | *Provide information on facilities that are available at or near the site, or along the route, including restrooms, water, gas, public phone, store. Also consider whether these facilities are accessible and open to team members of all identities and ability status, and adjust accordingly if not.* |

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| **Expectations for Team Culture (if applicable)** | |
| **Affirmative Consent and Language** | *How can affirmative consent be used to promote respectful and healthy personal and professional interactions? Discuss as a team when affirmative consent is necessary and/or preferred, and use this space to write agreed upon language expectations.*  *Example situations that may require affirmative consent include agreeing to collaborate on a project or hugging someone.*  *In addition to consent, how can affirmative language be used? The team may wish to share pronouns, practice pronunciation of team member names, practice affirming different perspectives and acknowledging contributions by team members, even those that may not speak up as much as others.* |
| **Inclusivity, Equity, and Empowerment** | *How can the team create and maintain opportunities in the field for women and people of color, as well as other minoritized groups? Use this space to draft ideas for equitable opportunities while in the field. These could include ensuring equitable divisions of labor and providing equitable access to leadership and professional opportunities.* |
| **Develop Group Cohesion** | *How can collaborative and trusting relationships between members of field teams be built before and during fieldwork? Come up with some team-building activities here.*  *These opportunities should encourage open, respectful dialogue that promotes inclusion and belonging among team members.* |

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| **Guidelines for Interacting with Local Communities** | |
| **Cultural Considerations and Communication Policies** | *How will you communicate with communities at your field sites? Can team members speak or learn to speak the local language(s)? Should translators or interpreters be hired? Keep in mind that not all communication is verbal, and*  *understanding body language and other customs can be just as important as spoken language. What information do team members need to know regarding*  *communication so that they do not inadvertently do/say/wear something that can*  *be offensive and/or unsafe?*  *How will you explain your research to the communities? When you arrive at a field*  *site, it can be beneficial to introduce the team members and your research. Other*  *things to consider include: explaining the day-to-day work you are hoping to*  *conduct and incorporating suggestions and requirements from community*  *members into your field plans (i.e. not working in certain areas, at certain times of*  *day). Team leaders can recommend or require that participants carry copies of*  *research and land access permits to help assuage any potential conflict.*  *What considerations need to be taken into account when leaving field sites?*  *Examples include discussing whether or not any equipment can or should be left*  *behind (such as camera traps, weather stations) with the local community and if so,*  *where the best location would be, and explaining when you will return to the field*  *site next.* |
| **Consideration of Potential Impacts on Local Communities** | *How will community member safety be prioritized? Some things to consider are: making community members aware of any dangerous equipment you plan to use or potentially toxic animals and plants that you plan to handle, prioritizing safety when doing day-to-day tasks at field sites, e.g., not doing laundry in streams where communities get drinking water, not leaving food out that can attract animals, getting preventative vaccines (flu shots, COVID vaccines and boosters) so that you do not transmit viruses into the community, and leaving time to quarantine or get tested for viruses such as SARS-CoV-2 when moving between communities. It is also recommended to label hazardous chemicals (e.g., formaldehyde) and animals (e.g., venomous snakes held in captivity) in the local language to avoid human or wildlife accidents.* |
| **Political Considerations** | *How might your work be viewed by local authorities or governmental agencies? Could it put local communities at risk? Use this space to draft mitigation measures to protect local communities, which may include how you can best communicate your research to local agencies, or selecting field sites in areas that are safe from illegal activities or political disputes.* |

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| **Mental Health and Well-being** | |
| **Assessment Plan** | *Create a plan to check in with individuals and team members about mental health and well-being. Are people feeling burned out? Experiencing culture shock? In addition to general oversight, consider scheduling daily/weekly/monthly check-ins, depending on what is right for your project, about how people are doing with the stressors of their specific circumstance.* |

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| **Recommended Personal Gear** | |
| **Recommended field gear** | *List the things that people who are new to the field or just new to the project might want to have with them (e.g., sandals for camp, a book, etc.).* |

# Post-Fieldwork Safety Debrief

Host meetings to discuss how things are going, likely with some frequency at the start of the field season and then periodically throughout the field season, with a final meeting after the field season is done. Encourage a culture of openness and provide a mechanism to provide anonymous feedback. Also schedule a meeting between employee and supervisor if desired. Some topics to consider include:

* In which instances did safety precautions work well?
* Were there any near misses?
* Did any unforeseen risks come up during fieldwork? How can we modify our safety plan for future expeditions to account for these risks?
* Did participants feel comfortable discussing and/or reporting safety concerns to their supervisor and peers?
* Were the supplies (food, medical, shelter, clothing, PPE) sufficient? What else could have been brought to increase safety or a sense of safety among team members?
* Did participants feel sufficiently prepared for the trip? What other types of preparation could be useful for the future?

# Approvals of Field Safety Plan

# Signature of PI/Supervisor

*I approve this Field Safety Plan and acknowledge that it has been prepared for fieldwork under my supervision.*

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| **Name** | **Signature** | **Date** | **Phone Number** |
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# Signature of Field Lead (if different from PI/Supervisor)

*I approve this Field Safety Plan and acknowledge that it has been prepared for fieldwork under my supervision.*

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| **Name** | **Signature** | **Date** | **Phone Number** |
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# Field Team/Participant Roster

*I verify that I have read this Field Safety Plan, understand its contents, and agree to comply with its requirements.*

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| **Name & Phone Number** | **Signature** | **Date** |
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