

### How to calendar the role of the Resident Advisor in BLA

This process takes about ~2 hours. Your schedule should have significant time available as 'buffer' to respond to student needs.

#### BLA Schedule

See, ["How to prepare your calendar for your role in BLA."](#)

- Time to train and setup staff in Bahía de los Ángeles.
- Orient staff, students, mentors to Field Station upon arrival.
- Review the "Manager on Duty Protocol" in the "Emergency Preparedness Manual." (1 hour)
- Calendar your schedule using the Protocol, "How to calendar the role of the Facilities Manager In BLA." (1.5 hours)
- Schedule time for your role in the preparation of the Community Celebration.

[See Community Celebration](#)

*For every volunteer arrival with a Safety Officer Calendar:*

- ☐ 1-2 hours prior to arrival to prepare their orientation.
- ☐ Anticipate arrival between 4-6pm for trips traveling from San Diego to Bahía de los Ángeles.
- ☐ Calendar 1 hour to complete prep for departure trips from Bahía de los Ángeles to San Diego.

#### Daily

Schedule time to do the following.

- ☐ 6am to 6:30am. Play Wake-Up Music. Count students at wake up to ensure we account for all students (15 minutes)
- ☐ At each meal (breakfast, lunch, and dinner)
  - Fill water and ice.
  - [Implement daily medical care.](#)
- ☐ Directly after lunch join the Field Research Briefing Meeting, to be available for check in, help prepare Field Trip and get student feedback. (30 minutes)
- ☐ 3:00 to 4:25pm Schedule time to lead Student Communication during "Salud." Include time to prep and close technology.
- ☐ See Daily tasks under, ["How to manage photos and social media."](#)
- ☐ Communicate with Safety Officer. Review any updates from the Safety Log.

#### Day 1

- ☐ Field Station Orientation – for student and staff introduction.
- ☐ Meet with Safety Officer and use the "Health Screening."
  - Have the Safety Officer complete and sign for each student.

#### Day 1-3

- ☐ At all meals -breakfast, lunch & dinner. (15 minutes)
  - Have students wash their hands prior to the meal.
  - On the first day, introduce students to how to wash their plate out and encourage them to begin as soon as they are done to reduce the bottleneck around dishwashing. Reinforce as needed.
- ☐ Prep for Birthday for the program. (30 minutes)  
See, ["How to celebrate birthdays during the program."](#)

*Day 2*

- ☐ Staff Meeting during siesta.

*Day 6*

- ☐ Staff meeting during siesta.

*Weekly*

- ☐ See Weekly tasks under, ["How to manage photos and social media."](#)

## How to ensure the overall well-being of all Ocean Leaders

*Monitor student medicine & behavior.*

- ☐ Join [meeting with the Program Manager and the Medical Advisor \(Adam Pacal\)](#) to review existing medical conditions. This is scheduled by the Program Manager.

### ☐ Student Medicine

Students are responsible for their own prescription medication.

Administer only substances that could be abused or misused (students shouldn't have any of these). These include pain medication like Vicodin, Norco, Percocet, oxycodone and anxiety medication like alprazolam, Xanax, klonipin, clonazepam, or valium.

Over the counter medications should be limited but can be taken according to their instructions. If someone is requiring regular use of the medications, such as Tylenol or Ibuprofen, then find out if there is a more serious issue going on.

- ☐ **Implement daily medical care at each meal (breakfast, lunch, and dinner)**
  - Review Medical Log.
  - Administer prescription/ over the counter medicine (as needed). Note when medication was given and for what reason, and record in medical log.
  - Check in on pre-existing conditions. Note updates/notes on pre-existing conditions and track in medical spreadsheet. Update Program Manager if there is an existing problem, treatment plan (i.e., can't go in the water today or needs to take meds at a certain time), and they will communicate with Lead Staff accordingly.
  - Assess student behavior and health. Look out for any students acting differently than normal (e.g., lethargy, lack of appetite, attitude change, etc.).
- ☐ Check in with students and ensure they are:
  - Communicating with their families.
  - Regularly showering
  - Regularly doing laundry
  - Eating and staying hydrated
  - Connecting

*Facilitate communication home.*

- ☐ How to facilitate student phone calls home. [See Salud](#)

*Know your Ocean Leaders assess communication.*

- Review student case management notes and/or meet with the Program Manager and Coordinator to learn about students (as needed.)
- During regular meetings with the Program Manager, assess communication with other supporting staff. What do they need to know about students to best support them, ensure safety etc.
- Print out incident reports. Work with the Program Manager to assess student's needs, using the red, yellow and green coding (as necessary).

### *Celebrate birthdays in BLA*

#### How to celebrate birthdays during the program

#### *How to respond to student incidents*

- Utilize emergency response procedures and Safety Officer
- Communicate with family.
- Send completed “Incident Response Form” to SD MOD.

#### *Manager and track shout-outs*

- Assess quality of staff shout outs. Shout outs should be short, sincere, recognize students for growth, contribution to the community etc.
- Ensure students are equally recognized over the summer, the RA can track this with a simple checklist.

## How to support the Safety Officer with their role *in BLA*

The Safety Officer received a [preliminary orientation in San Diego](#).

### *Orient the Safety Officer*

#### Prepare for the tools for the Safety Officer (SO)

- ☐ Assess the dates for their shift and the [daily schedule](#).
  - Note that if they are coming down for Setup Week, they should be included in the [BLA Authority](#) Meetings with the Community Relations Manager and the Program Manager.
- ☐ Print out the updated “Emergency Preparedness Manual.”
- ☐ Update the medical log and include in the tools for the Safety Officer.
- ☐ Update the name of the Safety officer on the org chart in the Information Center.
- ☐ Print out enough “Health Screening” forms for each of your students.

#### Introduce tools

- ☐ Coordinate all introductions and orientations given by given by the Mentor Manager with others arriving on the same day. This includes the “Field Station Orientation” and the introduction to the students.
- ☐ Review the **Orientation to tools and locations**.
  - Public first aid and storage for restocking
  - Oxygen tanks (3)
  - Trauma board and tape
  - EMT bag
  - Radios (in garage, staff office, staff house)
  - Staff first aid
  - SAT phone
  - Travel Safety Kits
  - Activity Rosters. Used for every activity where students are taken off site to do a head count at the beginning and end of each activity.
  - Throw rings, Life Saving Cans
  - Water Safety whistle
  - AED
- ☐ Review our Water safety training. See Portal.
- ☐ Regular maintenance and inventory all safety gear. This should happen 2x/ week – every Tuesday and Saturday. Check and restock field first aid kits using the inventory list. Restock all inventory:
  - Public First Aid
  - Staff Only First Aid
  - EMT Bag
    - Zip tie a note to the zipper with Safety Officer’s initials and date of last check.
  - Check pressure on all oxygen tanks.
    - If at 1500 or less, send tank back to get new one.

### **Introduce people**

- ☐ Introduce to staff.
- ☐ Review existing medical conditions (e.g., asthma, diabetes) and medications from student and staff “Fit to Travel” forms.
- ☐ Review the current conditions of students and staff. Use the Medical Log. Share any turnover notes from the previous Safety Officer, if applicable.

### **First Day**

- ☐ The Safety Officer will complete the Health Screening for each student within the first 24 hours of the program in BLA.

### **Introduce Daily Schedule**

- ☐ If they are a lifeguard,
  - they should always be in the water when students are in the water. SO + 1 normal staff. This includes all field days, salud etc.
- ☐ 2x/ day they will assess the overall safety of the group. During Lunch and Dinner. Staff will check in with you about any needs/ concerns.
- ☐ 2x/ week conduct Inventory and maintenance of safety gear conducted.

### ***Prepare for departure.***

#### **One day before departure:**

- ☐ Gather any “turnover notes” that should be shared with the next Safety Officer. If there is cross-over between Safety Officers, facilitate them sharing notes directly.
- ☐ Give personal thank you for their time, expertise, etc.
- ☐ Confirm time they will be leaving and note for morning meeting/high five tunnel coordination.
- ☐ Encourage them to “like” us on facebook to stay up to date on program activities and photos.
- ☐ Conduct debrief/ send in follow up thank you email with the following questions:
  - What worked particularly well for your experience? (from the orientation through your whole experience)
  - Do you have any suggestions that would improve your experience?
  - What are your ideas for improvement for workshop, talks, etc. for the future?
  - What are your ideas for your involvement if you were to come back next year?
  - Any other thoughts?

## How to manage photos & social media

### *Goals and Roles*

It is best to have 1 person oversee this process. The Resident Advisor will oversee the full process in BLA. This includes ensuring that we are taking and saving photos that reflect the impact of the program and that ultimately these photos are correctly transferred in San Diego. This person will also add all the photos into the “BLA Community Celebration PowerPoint.”

This person needs to have institutional knowledge of the photos that we can and will use and be excellent at keeping them organized and determining gaps. If they also contribute to taking photos, they should have:

- have a phone that takes high quality pictures,
- know how to take photos for our purpose, and
- be in the field frequently but isn’t managing students and can see all groups.

List of photos needed:

- ☐ Mentoring.
  - 2-3 great photos of each mentor, one of which will be used for their departure gift (a printed photo in a frame).
  - Photos should include mentoring in action and posing with students.
- ☐ Research in action.
  - Pictures of students doing science with alumni, scientists, and community members.
  - Photos should include a demonstration of each part of the Science Discovery Process for use in the Community Celebration PowerPoint.
- ☐ Community.
  - 3-4 great photos of each community member which will be used for the PowerPoint slide and Certificate given at the Community Celebration and for future Community Orientation Bingo.
  - Photos should include working with students and posing with staff and each other.
- ☐ Student photos for family.
  - 8 great photos of each student to be shared with families.
  - One group shot taken in rash guards.
  - Pictures of students doing the various activities.
  - Pictures of kids getting excited about seeing something for the first time.
  - Candid shots of them having fun.
- ☐ Photos for marketing and program administration. To be saved on the server.
  - These photos are used for fundraisers, annual report, grant reports, marketing, and training for students and staff/mentors. The research photos described above can be used for this.
  - These should include each of the program components so that they can be used for showing families and students what the program experience is like. Include:
    - Meals & Community Building
    - Field Research
    - Reflection
    - Siesta & Salud

- Know it! Own it!
- Community Chores
- Evening Activities
- Sleep

### *Prep*

- ☐ Schedule in the days for the [Community Celebration](#).
- Review ppt for photos needed by day 7.
- Complete photos in the ppt by day 9.

### *Daily (1 hour)*

- ☐ Save pictures on hard drive in BLA (it is too hard to send and edit back and forth) in the following format: **Group Name and/or Individual Name(s) (if relevant), #(if there are multiple) Year**
  - Do not download any blurry or pictures that aren't good.
  - Orient all pictures the correct way.
  - If you need help with names of community members, ask the Community Relations Manager.
- ☐ Review all photos against the "list of photos needed" above to determine what photos are still needed and communicate to the Volunteer and Community manager as required.
- ☐ Send 5-10 photos and a short description that gives context to all families through the WhatsApp group. Ensure students are equally represented throughout the program.
- ☐ Individually send photos to families. Do this as needed to strengthen comfort and relationships.
- ☐ Every other day, complete the social media form and include photos. Make sure to tell different types of stories (e.g., mentoring, alumni investment, community partners).
- ☐ Delete all photos that do not meet the criteria or exceed the numbers.
- ☐ Identify staff going out in the field the following day that can take photos. This includes Carolina, Shara, and Anne and let them know what specific photos you need.

### *Every Mentor Shift (1.5 hours)*

- ☐ Print photos for mentor gift.
- ☐ Package frame and thank you cards for each mentor.

### *Day 7*

- ☐ Prepare for the [Community Celebration](#).
- ☐ Add photos to the ppt and Certificates and determine what is still needed.

### *Day 9*

- ☐ Finalize photos in ppt and Certificates.

### *Transition from Bahía de los Ángeles to San Diego*

- ☐ Field Station Manager is responsible for editing the file and ensuring this is translated to Master Files.



