Kyushu University

Guidelines for Safety in Education

--Off-Campus Activities--

(Ver.2)

April 2022

【Working Group to Study Course-related Safety Management】

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Introduction

As education at universities and other educational institutions has grown more sophisticated and diverse in recent years, those institutions have come to provide various experience-based learning environments. Although experience-based educational activities provide valuable educational outcomes that cannot be gained through book learning alone, they also entail risks that can lead to serious accidents as a result of things like participant inexperience and inadequate preparation. Consequently, whenever experiments, practicums, drills, fieldwork or other experience-based educational activities are undertaken, it is essential that careful attention be paid to safety/health management and accident prevention/response. For that reason, Kyushu University began work on drafting university-wide educational safety guidelines with the creation of a Working Group ("**WG**") to Study Course-related Safety Management under the Education Planning Committee in November 2016.

Given the difficulty of creating general safety guidelines to cover the wide range of experience-based educational activities and the lack of practical application that all-encompassing safety guidelines would entail, it was decided to divide experience-based educational activities into the following three categories and create safety/health management and accident prevention/response guidelines for each.

- Outdoor Activities

  These include educational activities conducted in a natural environment, whether on or off campus, and educational activities related to primary sector industries (agriculture, forestry, livestock industry, fishery, etc.) that are conducted outdoors or at production sites (plastic greenhouses, livestock barns, boats, etc.).

- Off-Campus Activities

  These cover regular educational activities conducted outside the university. These include educational activities in interpersonal and social relations, as well as transit to, surveys of, and stays at educational sites (including traveling to conduct surveys overseas). Specifically, they are such as interviews, (participation) observation, measurements, clinical training, clinical practice, internships, etc.

- Laboratory Activities

  These include course and research-related educational activities that are conducted using laboratories.

The Educational Safety Guideline for Outdoor Activities was released in AY2016 (Ver.1). The one for "Laboratory Activities" was released in AY2018 (Ver.1) and that for "Off-Campus Activities" was released in AY2019 (Ver.1). This volume is the English version of the Educational Safety Guideline for Off-Campus Activities.

Appropriate safety/health management and accident prevention/response requires meticulous preparation before activities, careful attention during activities, appropriate response in case of an accident, and post-activity reflection and improvement plan review. Consequently, these safety guidelines will be revised as needed. Additionally, various media and opportunities will be used to raise awareness of the safety guidelines, while more practical, education-related safety management will be promoted in the future through courses, training sessions, faculty development (FD), handbooks and so on.

April 2022

Working Group for Safety Course-related Safety Managemen

Kyoichi Otsuki, WG Leader

Table of Contents

*The suggestions and requests to prevent accidents excerpted from the above-mentioned report (hereafter referred as the “Accident Review Report (Excerpted)”).

Chapter 1 Basic Considerations When Conducting Off-Campus Activities

As education at universities and other educational institutions as grown more sophisticated and diverse in recent years, those institutions have come to provide various experience-based learning environments. Experience-based educational activities are meaningful because they produce valuable educational outcomes that cannot be gained through book learning alone by seeking to impart practical knowledge and strengthen skills through activities like direct observation and examination of objects of learning as well as interviews and hands-on experiences.

On the other hand, experience-based educational activities are accompanied by various dangers and entail risks that can lead to serious accidents. In fact, accidents during experience-based educational activities have been reported across Japan, including some that have involved instance of serious injury and even loss of life. At Kyushu University, there was an accident on September 6, 2016 in which a first-year School of Letters student died (drowned) during “Introduction to Scientific Field Research: Yakushima Program” at the Anbo River in the town of Yakushima in Kumage, Kagoshima prefecture (see the attached reference material “On the Accidental Death During Kyushu University General Education Course 'Introduction to Scientific Field Research: Yakushima Program' ~ Causal Investigation and Recurrence Prevention Report (Excerpted)~”). Consequently, whenever experiments, practicums, drills, fieldwork, hands-on learning or other experience-based educational activities are undertaken, it is essential that careful attention be paid to safety/health management and accident prevention/response.

For that reason, Kyushu University began work on drafting university-wide educational safety guidelines with the creation of a Working Group (“**WG**”) to Study Course-related Safety Management under the Education Planning Committee in November 2016. Yet such educational activities are wide ranging. This makes it difficult to create general safety guidelines to cover them all, while any such all-encompassing safety guidelines would lack practicality. For that reason, the **WG** decided to focus on educational activities that comprise experience-based educational activities and divide them into the following three categories with safety/health management and accident prevention/response guidelines for each. While these safety guidelines do include student-initiated off-campus research activities that are conducted as part of their graduation thesis, master's thesis, or doctoral dissertation, or to complete reports for lectures and practicums, these guidelines do not currently include extracurricular or volunteer activities as a part of experience-based educational activities.

- ➢ Outdoor Activities

  These include educational activities conducted in a natural environment, whether on or off campus, and educational activities related to primary sector industries (agriculture, forestry, livestock industry, fishery, etc.) that are conducted outdoors or at production sites (plastic greenhouses, livestock barns, boats, etc.).

- ➢ Off-Campus Activities

  These cover regular educational activities conducted outside the university. These include educational activities in interpersonal and social relations, as well as transit to, surveys of, and stays at educational sites (including traveling to conduct surveys overseas). Specifically, they are such as interviews, (participation) observation, measurements, clinical training, clinical practice, internships, etc.

- ➢ Laboratory Activities

  These include course and research-related educational activities that are conducted using laboratories.

This volume provides safety/health management and accident prevention/response-related guidelines for education-related “off-campus activities.”

For off-campus activities, appropriate safety/health management and accident prevention/response requires:

- Meticulous preparation before activities
- Careful attention during activities
- Appropriate response to an accident
- Post-activity reflection and improvement plan review

No matter how meticulous the preparations or how careful the attention paid, there will be accidents and disasters that occur from unforeseeable circumstances. While endeavoring as much as possible to prevent accidents, we must also be ready to respond to an accident by having procedures in place, establishing chains of responsibility and communication, and conducting emergency drills and simulations.

This guideline provides common safety guidelines for Kyushu University as a whole, as follows:

- Chapter 2“Before and After Off-Campus Activities,” including preparation and planning before activities, reporting and examining points for improvement afterward, etc.
- Chapter 3“Safety Measures for Off-Campus Activities,” including important points to note about off-campus activities in practice.
- Chapter 4 “When an Accident or Inscident Has Occurred,” including how to respond to an accident during an activity.
- Chapter 5 “Emergency Resuscitation,” including emergency resuscitation procedures for victims.

The guideline intends to aid individual schools in safety/health management and accident prevention/response when conducting off-campus activities.

Chapter 2 Before and After Off-Campus Activities

2.1 Pre-Activity Survey and Readiness

Practicums and fieldwork involving off-campus activities should anticipate different risks depending on the nature and location of the activities. Therefore, it is very important that leaders (lead faculty members and accompanying faculty and staff) and participants both have a solid understanding of the following:

- What kind of area is the destination?
- What kinds of activities will be conducted?
- What risks are expected during the activities?
- What knowledge, preparations, and readiness are needed to avoid the expected risks?
- What steps should be taken when an accident occurs?

In off-campus activities that are a component of university education, it is to be expected that there will be “first-time” and “inexperienced” participants. Consequently, off-campus activity leaders must prepare an educational program that ensures safety after having understood the participants’ experiences and how much necessary knowledge they possess. Likewise, participants need to properly inform leaders and accompanying participants about the extent of their experience and knowledge related to their off-campus activities and to follow the leaders' instruction and supervision.

Off-campus activities also require basic management of one's physical strength and condition, so prospective participants need to understand the nature of the activities and keep their physical condition in mind. In some cases, it may even be necessary for them to forgo participation.

For information on the safety management system for students’ overseas travel, such as study abroad, please refer to “Kyudai Seven Steps: Guidelines for the Development of a University-Wide Crisis Management System for Students' Overseas Travel.” And for information on the Covid-19 management, please refer to “Covid-19 Updates and Resources.”

Reference URL

・Kyudai Seven Steps: Guidelines for the Development of a University-Wide Crisis Management System for Students' Overseas Travel（Japanese）

http://www.kyushu-u.ac.jp/ja/international/abroad/travel/

・Covid-19 Updates and Resources.

https://www.kyushu-u.ac.jp/en/crisismanagement/riskmanagement/coronavirus/

2.2 Safety Management System and Off-campus Activity Planning

2.2.1 Regarding Safety Management System

Safety management of education-related off-campus activities at Kyushu University falls under the general supervision of the Executive Vice President of Education.

Schools serving as the "administrative unit" for Kyushu University courses involving off-campus activities are shown in Fig. 2.1, while the applicable school dean serves as chief administrator. The chief administrator supervises safety management for off-campus activities in the given courses.

"school dean" in this guideline refers not only to faculty directors as defined under Article 25 of the Regulations of Kyushu University, but also to center directors as defined under Article 26 of the Regulations.

(1) The administrative unit for school curriculum and educational programs is the school that organizes the given curriculum, etc. (undergraduate school, graduate school, or center).

(2) The administrative unit for KIKAN education is the Faculty of Arts and Sciences.

(3) Item (2) notwithstanding, for KIKAN education courses conducted by the individual schools (undergraduate schools: general education course and certain courses for sophomores and above; graduate schools: special skill development courses), the administrative unit will be the school.

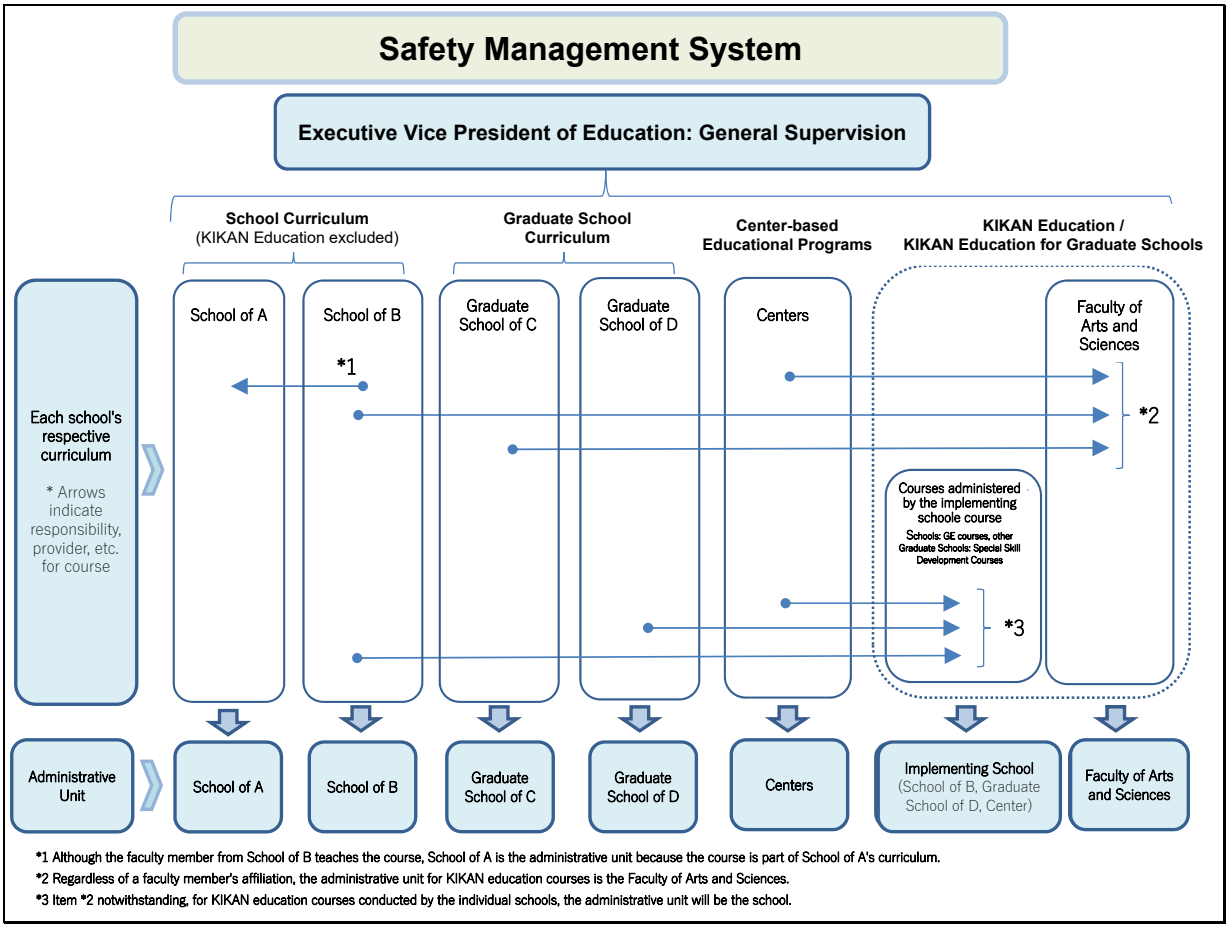

Fig. **2.1 Safety Management System for Off-Campus Activities**

2.2.2 Regarding Off-Campus Activity Planning

The lead faculty member responsible for a course that involves off-campus activities is **the course administrator**. The course administrator will create an off-campus activity plan that includes accident prevention and safety measures through the following processes.

(1) The course administrator will provide information regarding the nature and location of the off-campus activities on the syllabus, etc as meticulous as possible.

(2) The course administrator will gather thorough information on the activity site that specifically includes potential risks and accident cases when planning the off-campus activity

(3) The course administrator will review the gathered information to determine whether the activity site is appropriate and, depending on the situation, may cancel the off-campus activity or change the activity site.

(4) The course administrator will arrange for accompanying personnel (faculty, staff, TAs, etc.) based on the number of participants (for instance, one person per 10 participants), assign normal and emergency roles to these leaders, and review their respective duties with all of them. Because leaders themselves may fall victim to an accident, backup roles should also be assigned.

2.2.3 Regarding Notifications Ralated to Off-Campus Activity Plans and Implementations

The official notices relating to the planning and implementation of Off-Campus activities are divided into Off-Campus Activities in Education (Forms 1 and 2), Off-Campus Research Activities for Student Teams (Form 1, Form 3), and Student-initiated Off-Campus Research Activities (Form 4).

➢ **Off-Campus Activities in Education**

Off-campus activities accompanied by supervising faculty members/TAs as part of regular classes, such as lectures, practical training, exercises and hands-on learning.

➢ **Off-Campus Research Activities for Student Teams TPL (Team Project Learning)**

Off-campus activities conducted only by students as part of regular classes, such as lectures, practical training, exercises and hands-on learning.

➢ **Student-initiated Off-Campus Research Activities**

Off-campus research activities conducted by students themselves as part of writing graduation theses, master's theses, doctoral theses, or practicum reports, etc.

(1) Submitting Planning Forms and Activity Notifications

When education-related off-campus activities are to be conducted, the lead faculty member ("course administrator") will develop a plan that includes accident prevention and safety measures for the site and submit an "Activity Planning Form for Education-related Off-Campus Activities" to obtain prior approval from the school dean ("chief administrator"). For KIKAN education courses, the approval is to be obtained from the dean of the Faculty of Arts and Sciences (regarding schools that serve as the administrative unit for KIKAN education, see 2.2.1)

Details of the off-campus activities, such as the route and participants, will be reported thereafter using the "Activity Notification for Off-Campus Activities" (Form 2)

1) Submitting Planning Forms (p.10)

(1) The course administrator will develop a plan that includes accident prevention and safety measures for the site and submit an Activity Planning Form for Off-Campus Activities (“Planning Form (Form 1)”) to the chief administrator.

(2) The period for course administrators to submit the form will generally be during the semester prior to the planned course activity, with actual deadlines to be set by the school..

(3) The number of accompanying faculty and staff (TAs included) required among participants should be determined according to safety measures to be taken based on the nature of the participants and off-campus activities. For instance, it is advisable that the school establish a concrete standard reflecting the nature of the activities, such as “one supervisor/assistant per 10 participants.”

(4) The chief administrator will verify whether the activity plan is appropriate for the off-campus activities from a safety perspective, which may include checking with other faculty involved in off-campus activities for their opinions, depending upon the substance of the plan. Based on this review, the chief administrator will decide whether or not to approve the activity.

(5) When deciding whether to approve the activity, the chief administrator may identify deficiencies in the plan that need improving based on the risks entailed by the activity in terms of the number of faculty and staff (supervisors, assistants), necessary equipment, and advance preparations (including safety measures). If so, the course administrator will be directed to make changes. If such changes cannot be made, the activity will not be approved.

(6) When reviewing the Planning Form (Form 1) for appropriate safety management, it is advisable to have the leaders of the off-campus activity cross check it.

(7) Methods of communicating with the course administrator after approval by the chief administrator are determined by the school.

(8) Any additional requirements regarding the Planning Form (Form 1) are determined by the school.

2) Submitting Activity Nortifications (P.12)

(1) After receiving approval per (1) above, the course administrator submits to the chief administrator an Activity Notification for Off-Campus Activities (“Activity Notification (Form 2)”) for the activity to be conducted..

(2) The period for submitting the Activity Notification (Form 2) will be as early as possible prior to the off-campus activity, with actual deadlines (e.g. “at least one week prior to the start of the activity”) to be set by the school.

(3) The chief administrator may identify deficiencies that need improving based on changes vis-à-vis the Planning Form (Form 1). If so, the course administrator will be directed to make changes.

(4) Regarding participants, the appropriate school administrator will verify whether any students require accommodations for a disability, etc. and provide the necessary information to the course administrator.

(5) Any additional requirements regarding the Activity Notification (Form 2) are determined by the school.

Regarding the forms for the above Planning Form and Activity Notification, schools are permitted to add items for additional information specific to the school's needs. Regarding emergency contact information under “Method of Emergency Contact: Local Site → University” on the Activity Notification (Form 2), an emergency contact liaison within the school (see p.41) will be decided and that person's phone number will be included on the form.

Ex.) During working hours: **,School Affairs Section Head, Office: 092-802-****
Outside working hours: **School Affairs Section Head, Mobile: 090-***-****

(2) Submitting Plannning Forms and Activity Nortification for Student Teams

1) Submitting Planning Forms (P.10)

For off-campus research activities for student teams, the course administrator will submit the Planning Form for Off-Campus Activities (below, “planning form (Form 1)”) to the chief administrator in advance. The plan will be approved by the chief administrator following deliberations by a committee established by the school in question so that faculty members, students, and the university can conduct classes safely (even if there are many items that are difficult to finalize by the previous semester, the form should be submitted for the school’s understanding).

2) Submitting Activity Notifications for Student Teams (P.16)

When the semester begins, a representative student from each team (below, “TPL representatives”) will draw up a plan that takes into consideration accident prevention and safety measures in the field. They will then submit the Activity Notification for Off-Campus Research Activities for Student Teams (below, “TPL activity notification (Form 3)”) to the course administrator and the chief administrator to obtain their approval.

(3) Notifications for Student-initiated Off-Campus Research Activities (P.18)

For off-campus research activities conducted by students themselves as part of writing graduation theses, master’s theses, doctoral theses, or reports on lectures and practica, students will submit in advance a Student Activity Pre-Notification for Education-related Off-Campus Activities (below, “student activity notification (Form 4)”). In accordance with the nature of the off-campus research activities, with reference to the student activity notification (Form 4) on page 18, the format of the student activity notification and operation methods, including student notification, are to be determined and handled within the relevant school.

2.2.4 Notice When Conducting Off-Campus Activities

When off-campus activities are to be conducted, the lead faculty member (“course administrator”) will carefully read chapters 3 through 5 for important information and accident safety precautions related to off-campus activities and undertake thorough precautions to ensure safety based thereon..

(1) The course administrator will provide advance instruction and guidance regarding the off-campus activities to participants and ensure full understanding of safety/health management and accident prevention/response during off-campus activities.(see Chapter 3: “Safety Measures for Off-Campus Activities”).

(2) To avoid confusion and stragglers when there are large numbers of people participating, divide participants into teams, each with its own team leader and deputy leader, and establish a sense of mutual understanding within the team using self-introductions or the like.

* Safety checks and accident response in group activities are conducted more smoothly at the team level. Groups can become separated in an accident or disaster, so it may also become necessary for students to respond individually to accidents, etc. (see Chapter 4 for details regarding the occurrence of accidents and incidents).

(3) The course administrator will collect participant questions and concerns during the advance instruction/guidance and revise the planned safety measures to reflect student perspectives.

(4) Once revised to reflect student perspectives, the course administrator will review the safety measures with all activity leaders.

(5) Because pre-notifications and permissions may be required depending on the nature and location of the activities, including notifications to fire and police services, the designated procedures must be reviewed and completed well in advance of the activity.

2.2.5 Actions to Take after Off-Campus Activities

After an off-campus activity, the lead faculty member ("course administrator") will complete the following steps.

(1) Return Arrival Report

As necessary, the course administrator will promptly submit a return arrival report to the school following completion of an off-campus activity.

As necessary, the TPL representative will promptly submit a return arrival report to the school following completion of an off-campus activity.

(2) Review Meeting

After an off-campus activity, the course administrator will hold a reflection meeting with activity leaders and others to compile reflections on safety measures (using information from student surveys and elsewhere as well) and produce an improvement plan that can be used to better conduct future off-campus activities.

(3) Provision of accident and close-call information

Near-miss Information (Form 5) should be submitted to the school if there is information that would contribute to off-campus activity safety measures.

2.2.6 Insurance

As a general rule, students should enroll in Personal Accident Insurance for Students Pursuing Education and Research (PAS, Gakkensai in Japanese) in case of injury as participants and Liability Insurance coupled with PAS (LSR, Futaibaisai in Japanese) in case of causing damage to property or injury to another party, or insurance equivalent to these. Depending on the nature of the course, enrollment in insurance will be treated as a condition for taking it.

PAS and LSR cover compensation for on- or off-campus accidents that occur during practical training conducted as classes. Moreover, enrollment in insurance may be a condition for participation in programs such as internships,

while accidents during extracurricular events or travel to or from university are also eligible for compensation; therefore, the university recommends that students enroll as soon as they matriculate. However, as compensation coverage under PAS is limited, it is also necessary to consider other insurance appropriate to the nature of the off-campus activity and its location.

Verification of PAS and LSR, etc. enrollment by students participating in an off-campus activity will be conducted by the school using the "official use only" section of the Activity Notification (Form 2).

* Reference

- Personal Accident Insurance for Students Pursuing Education and Research (PAS) / Liability Insurance coupled with PAS (LSR)

  Japan Educational Exchanges and Services website (Japanese):

  http://www.jees.or.jp/gakkensai/index.htm

- Examples of off-campus activity insurance and mountain-climbing insurance: Montbell off-campus activity insurance and mountain-climbing insurance (Japanese)

  http://hoken.montbell.jp

(No.)

Off-Campus Planning Form（Form 1）

Date:MM/DD/YY

To: Dean (Chief Administrator)

Affiliation / Position:

Lead Fac. Mem. (Course Admin.):

Tel.(Ext):

E-mail:

Dean Approval Column

Planning Form for Off-Campus Activities

Course Name		
Class Session	Spring / Summer / Fall / Winter / 1st Semester / 2nd Semester / Other ( )	
Period of Off-Campus Activity		
(Expected Participants in Off-Campus Activity) Number of Students and Instructors	Students: person(s)	Instructors: person(s) (Details:)
Off-Campus Activity Overview (Location, Actiity, Etc.)		
Safety Measures for Off-Campus Activity	{For individual items that need consideration, provide concrete information and precautions}	
Other Important Information to Note	{Provide other important information to note related to the course, including past near-miss incidents and instances of accidents}	
Official Use Only	- Faculty contacted after approval by dean ( ) - Activity Notification (Form 2/3) submitted ( )	

- This form must be submitted to the school by the designated deadline.
- After submitting this form, an Activity Notification (Form 2/3) must be submitted to the school by the designated deadline.

(No.) {Example} **Off-Campus Planning Form (Form 1)**

Date:MM/DD/YY

To: Dean (Chief Administrator)

Dean Approval Column

Affiliation / Position: Faculty of **,School of **, Professor

Lead Fac. Mem. (Course Admin.): ** **

Tel.(Ext): 092-802-****

E-mail: …@…kyushu-u.ac.jp

Planning Form for Off-Campus Activities

Course Name	** Seminar I	
Class Session	Spring / Summer / Fall / Winter / 1st Semester / 2nd Semester / Other (During summer vacation)	
Period of Off-Campus Activity	August (7 days)	
(Expected Participants in Off-Campus Activity) Number of Students and Instructors	Students: 20 person(s)	Instructors: 2 person(s) (Details:1faculty member, 1TA)
Off-Campus Activity Overview (Location, Actiity, etc.)	Conducting a village survey in XX Ward, XX City, XX Prefecture and compiling a report.	
Safety Measures for Off-Campus Activity	{For individual items that need consideration, provide concrete information and precautions} ・Provide guidance in advance on the hazards at the fieldwork location and relevant safety measures. ・Before conducting the activity, the instructor will conduct a preliminary inspection, ask about any previous accidents at the site, and confirm its safety. ・Heat stroke measures: Book a community center, take breaks in the shade, and pay attention to water and salt replenishment. ・Measures for injury/illness: Check insurance, bring first-aid kit to treat minor injuries, and instruct students to bring over-the-counter medicines and insurance cards. ・Communication measures: Use social media apps for contact in case of individual lateness, etc. ・When boarding boats during off-campus training, use life jackets	
Other Important Information to Note	{Provide other important information to note related to the course, including past near-miss incidents and instances of accidents} ・A student felt unwell in one case due to a pre-existing condition, and was escorted back to their home in Fukuoka City.	
Official Use Only	- Faculty contacted after approval by dean ( ) - Activity Notification (Form 2/3) submitted ( )	

- This form must be submitted to the school by the designated deadline.
- After submitting this form, an Activity Notification (Form 2/3) must be submitted to the school by the designated deadline.

(No.) **Off-Campus Activity Notification (Form 2)**

Date:MM/DD/YY

To:Dean（Chief Administorator）

Official Verification

Affiliation / Position:

Lead Fac.Mem. (Course Adm.):

Activity Notification for Off-Campus Activities

Course Name	
Period of Off-Campus Activity	
Itinerary (Please be as specific as possible and/or include attachments)	
With/Without Overnight Stay	Without / With (location, contact information,etc.:)
Changes to Plan (*1)	{Complete this section if any changes are being made to the off-campus activity "overview," "safety measures," "important information to note," "number of instructors," or other sections of the Planning Form (Form 1)}
Method of Emergency Contact (Contact information, means of contact, telephone number, etc.)	(*2) Site → University
	University → Site
If Outside Japan: Contact Information for the Japanese embassy, consulate or permanent mission (or equivalent) in the country	
Other Important Information to Note	- Confirmation of persons with anaphylaxis ( ) -Confirmation of persons with self-administered injection equipment (Epipen ©) ( )
Official Use Only	- Planning Form (Form 1) submitted ( ) -PAS/LSR enrollment for participating sudents ( ) -Students needing accommodations for disability, etc. ( ) If Yes, → information has been provided to course administrator ( ) -(*1)Changes to plan, if any, reported to dean ( ) -Return arrival verification ( )

(*2) To be completed in advance by the school office

List of Participants (Faculty/Stuff: person(s);Students: person(s))

- List leader(faculty/staff/TA) and students separately.
- Leader fills in name, affiliation, and mobile phone number etc.
- If there are multiple leaders, place a ◎ mark next to the course administrator.
- Write “TA” next to the names of TAs.
- The student list (students' names, student numbers, mobile phone numbers) should be obtained from the student affairs section.
- If there is a change in the list information (absence, mobile phone number, etc.), the course administrator will correct the change and submit a copy of the corrected participant list to the department student affairs section.
- The course administrator and an emergency contact liaison within the school keep the same list of participants and prepare for emergencies.
- A separate sheet can be attached to the student list.

(No.) {Example} **Off-Campus Activity Notification (Form 2)**

To:Dean（Chief Administorator） Date:MM/DD/YY

Official Verification

Affiliation / Position:

Lead Fac.Mem. (Course Adm.):

Activity Notification for Off-Campus Activities

Course Name	** Seminar I
Period of Off-Campus Activity	August 6th - 12th, YY
Itinerary (Please be as specific as possible and/or include attachments)	See attached documents
With/Without Overnight Stay	~~Without /~~ With (location, contact information,etc.: ** Inn,** City 1-8,** Prefecture. Tel: 095-**-**)
Changes to Plan (*1)	{Complete this section if any changes are being made to the off-campus activity "overview," "safety measures," "important information to note," "number of instructors," or other sections of the Planning Form (Form 1)} ・Safety measures: As we have learned that a student who requires regular drip infusions will be taking part, we have set up a system to provide this at a local hospital (Discussed with TA)
Method of Emergency Contact (Contact information, means of contact, telephone number, etc.)	(*2) Site → University During work hours: **, Student Affairs Section Head, 092-802-**** Outside working hours: Student Affairs Section Head, 090-1234-**** University → Site
If Outside Japan: Contact Information for the Japanese embassy, consulate or permanent mission (or equivalent) in the country	
Other Important Information to Note	- Confirmation of persons with anaphylaxis (1person) -Confirmation of persons with self-administered injection equipment (Epipen ©) (1person)
Official Use Only	- Planning Form (Form 1) submitted ( ) -PAS/LSR enrollment for participating sudents ( ) -Students needing accommodations for disability, etc. ( ) If Yes, → information has been provided to course administrator ( ) -(*1)Changes to plan, if any, reported to dean ( ) -Return arrival verification ( )

(*2) To be completed in advance by the school office

List of Participants (Faculty/Stuff:　person(s);Students:　person(s))

・List leader(faculty/staff/TA) and students separately.

・Leader fills in name, affiliation, and mobile phone number etc.

・If there are multiple leaders, place a ◎ mark next to the course administrator.

・Write “TA” next to the names of TAs.

・The student list (students' names, student numbers, mobile phone numbers) should be obtained from the student affairs section.

・If there is a change in the list information (absence, mobile phone number, etc.), the course administrator will correct the change and submit a copy of the corrected participant list to the department student affairs section.

・The course administrator and an emergency contact liaison within the school keep the same list of participants and prepare for emergencies.

・A separate sheet can be attached to the student list.

Faculty members

◎　*** (Professor, Faculty of XX) 080-5678-****

　　**** (TA) 080-***-****

Student Name / Student No. / Mobile phone number

(1)　・・・・　　・・・・　　090-***-****

(2)　~~・・・・　　・・・・　　090-***-****~~

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(20)　・・・・　　・・・・　　090-***-****

(No.) **Off-Campus Advance TPL notice (Form 3)**

Date:MM/DD/YY

Name of representative student

(Student No.)

Course name

Course administrator

Activity Notification for Off-Campus Research Activities for Student Teams

Period of Off-Campus Activity	MM/DD/YY – MM/DD/YY
Off-Campus Activity Overview (Location, Activity, Etc.)	
Safety Measures for Off-Campus activity	
Itinerary (Please be as specific as possible and/or include attachments)	
With/Without Overnight Stay	Without / With (location, contact information, etc.:)
Accompanying students	Student Name / Student No. / Student contact telephone number
Method of Emergency Contact (Contact information, means of contact, telephone number, etc.)	Site → University: Course Administorator: Student Affairs Section Head : (During working hours) (Outside working hours)
	University → Site Representative: Deputy representative:
If Outside Japan: Contact Information for the Japanese embassy, consulate or permanent mission (or equivalent) in the country	
Name and Type of Insurance	
Other Important Information to Note	-Confirmation of persons wih anaphylaxis (person) -Confirmation of persons with self-administered injection equipment (Epipen©) (person)

-Submit documents to the course administrator and the school's student office at least a week before carrying out the activity

(No.) {Example} **Off-Campus Advance TPL notice (Form 3)**

Date:MM/DD/YY

Name of representative student ** **

(Student No.) 1*****

Course name **Seminar

Course administrator ** **

Activity Notification for Off-Campus Research Activities for Student Teams

Period of Off-Campus Activity	June/**/**** –June/**/****
Off-Campus Activity Overview (Location, Activity, Etc.)	The Design and Ethnography seminar will include observation of the different trends on weekdays and holidays in park usage in XX Ward, XX City, XX Prefecture.
Safety Measures for Off-Campus activity	The location is in the park itself, but care will be taken with public transport to and from the site, and students will move in groups of two or more to avoid any trouble with other park users at the location.
Itinerary (Please be as specific as possible and/or include attachments)	Refer to attached documents
With/Without Overnight Stay	Without~~/ With~~ (location, contact information, etc.:)
Accompanying students	Student Name / Student No. / Student contact telephone number Representative Jiro Kyudai / 2*** / 080-***-**** Deputy representatives Hanako Kyudai / 1**** / 090-***-**** Saburo Kyudai / 1**** / 080-***-****
Method of Emergency Contact (Contact information, means of contact, telephone number, etc.)	Site → University: Course Administorator: 080-***-**** Student Affairs Section Head :092-802-**** (During working hours) 080-***-**** (Outside working hours)
	University → Site Representative:090-***-**** Deputy representative:080-***-****
If Outside Japan: Contact Information for the Japanese embassy, consulate or permanent mission (or equivalent) in the country	
Name and Type of Insurance	All 3 enrolled in PAS and LSR
Other Important Information to Note	-Confirmation of persons wih anaphylaxis (0 person) -Confirmation of persons with self-administered injection equipment (Epipen©) (0person)

-Submit documents to the course administrator and the school's student office at least a week before carrying out the activity

(No) **{Reference}** (Form 4)

Date: MM/DD/YY

To:

Student Name:

Student No.:

Instructorr:

Student Activity Pre-Notification for Education-related Off-Campus Activities

Activity Period	
Off-Campus Activity Overview (Location, Activity, Etc.)	
Safety Measures for Off-Campus Activity	
Schedule (Please be as specific as possible and/or include attachments)	
With/Without Overnight Stay	Without / With (location, contact information, etc.:)
Accompanying Students' Name, etc.	
Method of Emergency Contact (Contact information, means of contact, telephone number, etc.)	Local Site → University:
	University → Local Site:
If Outside Japan: (Contact Information for the Japanese embassy, consulate or permanent mission or equivalent in the country)	
Insurance Name/Type	
Other Important Information to Note	

- A form like this would be used by students to give notification regarding education-related student-initiated off-campus activities. Using this form as a reference, schools should set and follow their own administrative procedures, including the form, as suits their specific needs.

(No) **{Reference}{Example}** (Form 4)

To: Date: MM/DD/YY

Student Name: ** **

Student No.: 3****

Instructorr: ** ** Seal

Student Activity Pre-Notification for Education-related Off-Campus Activities

Activity Period	July/** to September/**/**
Off-Campus Activity Overview (Location, Activity, Etc.)	Participatory observational survey of night patrol NPO in ** City for a paper (Participatory Observation of NPO Night Patrols in ** City, ** State, ** Country)
Safety Measures for Off-Campus Activity	・Local weather, risk levels, and dangerous animals and plants have been confirmed, and hospitals have been checked. ・Completed enrollment in overseas travel insurance, vaccinations, Tabireji registration. ・Will make regular contact with supervisor if moving outside mobile phone reception areas.
Schedule (Please be as specific as possible and/or include attachments)	Refer to attached documents
With/Without Overnight Stay	~~Without /~~ With (location, contact information, etc.: ** Hostel, ** St., ** State,**. Telephone number below)
Accompanying Students' Name, etc.	
Method of Emergency Contact (Contact information, means of contact, telephone number, etc.)	Local Site → University: Student Affairs Section Head +81-92-802-****(During working hours) +81-90-1234-****(Outside working hours)
	University → Local Site: Personal mobile +**-80-5678-****, +**-**-****-****
If Outside Japan: (Contact Information for the Japanese embassy, consulate or permanent mission or equivalent in the country)	Personal mobile +**-80-5678-****, +**-**-****-****
Insurance Name/Type	PAS and LSR for Abroad **Damages Insurance / Personal type A
Other Important Information to Note	

- A form like this would be used by students to give notification regarding education-related student-initiated off-campus activities. Using this form as a reference, schools should set and follow their own administrative procedures, including the form, as suits their specific needs.

Off-Campus Accident Incident, Near-miss and Uneasy Information (Form 5)

Date: MM/DD/YY

Near-miss,etc. Information (Education-related Off-Campus Activities)

Course Name				
Number of participants	Faculty/Staff: person(s)	TA: person(s)	Students: person(s)	Other: person(s)
Reporter	□			
Date & Time				
Location				
Description, Countermeasures, Outcomes				
Recommendations				
Remarks				

-This is an accident, incident, near-miss, and uneasy report. Please provide any information that you faced will contribute to better safety measures.

- The reporter's name will not be disclosed.In the case the WG needs to contact,if you do not mind, please check the box. □

- Content for release from "Description, Countermeasures, Outcomes" and "Recommendations" will be edited by the WG.

{Example}Off-Campus Accident Incident, Near-miss and Uneasy Information (Form 5)

Date: MM/DD/YY

Near-miss,etc. Information (Education-related Off-Campus Activities)

Course Name	**Seminar			
Number of participants	Faculty/Staff: 1 person(s)	TA: 1 person(s)	Students: 20 person(s)	Other: 0 person(s)
Reporter	□KYUDAI Taro			
Date & Time	Augst/12/** 14:30–17:30			
Location	**,**city,**prefecture			
Description, Countermeasures, Outcomes	Around noon on the third day of the practicum, a student reported feeling ill and rested from lunchtime on. They had not recovered after the other students had eaten lunch, and when asked, said that they had a pre-existing illness and sometimes fell ill due to poor kidney function. Asked if they would like to be taken to a hospital in the city, they replied that they were unlikely to recover during the practicum and would like to rest at home. However, as I was worried that if sent home alone they might collapse on the way, I decided to accompany them all the way home. I informed the TA of this, told them to check that the other 19 students were present at dinner at 18:00 when they finished the practicum, and asked them to contact me if anything happened. After that, I called a taxi, returned to Hakata Station via reserved bullet train, saw the student to their house in another taxi, checked their condition, and confirmed how to make contact if it worsened. After that, while I faculty member) was returning via taxi, bullet train, and taxi again, I received a message from the student that their condition had stabilized. I reported this to the students while they were having dinner at the accommodation.			
Recommendations	During the information session for the seminar, it would have been better to confirm any chronic illnesses or other concerns among the students rather than simply addressing them. On this occasion, the student went home at their own discretion, but previous knowledge might have enabled possibilities other than leaving it to their own judgment (the student lived alone and was taken as far as the entrance hall, but might have become worse before they were able to make contact). Similar problems could occur with conditions that are not visible to the eye.			
Remarks				

-This is an accident, incident, near-miss, and uneasy report. Please provide any information that you faced will contribute to better safety measures.

- The reporter's name will not be disclosed. .In the case the WG needs to contact, please check the box if you do not mind. ☐

- Content for release from "Description, Countermeasures, Outcomes" and "Recommendations" will be edited by the WG.

Chapter 3: Safety Measures for Off-Campus Activities

3.1 General Safety Measures

"Off-campus activities" refers to educational activities conducted outside the university, including interview surveys for the humanities and social sciences, as well as transit to, surveys of, and stays at survey sites (including traveling to conduct surveys overseas). However, in terms of personal and social relations outside the university, objects and people at off-campus do not exist for the benefit of classes. Accordingly, as we enter among the people and society there already, we must be considerate of others so as not to disturb the human relations of the area, and must also pay due respect to its rules.

When entering the society of a particular area, any damage or injury may lead to harm for the society. Therefore, it is important not to be overconfident in one's own experience and not to neglect the safety confirmation, disaster response, health management, and information gathering measures described below.

In preparation for unforeseen circumstances, it is necessary to conduct the activity with a sufficient number of leaders relative to the number of participants, and always to allow extra capacity. The following is a summary of general precautions regarding off-campus activities. Actual cases of close-calls are summarized at the end of this document for use when explaining specific circumstances at orientation.

3.1.1 Safety Measures at Planning Stage

The following points should be borne in mind when planning off-campus activities.

(1) The lead faculty member (below, "course administrator") should hold sufficient discussions about the activity with any accompanying faculty members or on-site faculty members, draw up a detailed action plan, write up said plan into the Planning Form for Off-Campus Activities (below, "planning form (Form 1)"), and submit it to the school dean (below, " chief administrator"). The plan will be approved by the chief administrator following deliberations by a committee established by the school in question so that faculty members, students, and the university can conduct classes safely. Without sufficient time to spare, the risk of careless accidents increases. Off-campus activities often face time constraints, so make sure not to draw up unreasonable plans. In particular, if there are many participating students with little experience outside the university, be sure to put together a schedule with plenty of leeway. Identify any expected hazards and investigate whether or not measures can be taken to control them, and how to handle an accident. During this process, take the advice of those with specialist knowledge, hold discussions with multiple people, and make sure not to overlook anything. If it is determined that the risks cannot be controlled, consider postponing, changing or canceling the plan.

(2) For off-campus research activities by teams of students (TPL (Team Project Learning), an activity plan should be drawn up after sufficient discussions between the course administrator and the students, and an planning form (Form 1) be submitted to the chief administrator. The plan will be approved by the chief administrator following deliberations by a committee established by the school in question so that faculty members, students, and the university can conduct classes safely.

(3) For off-campus research activities conducted by students themselves as part of writing graduation theses, etc., an activity plan will be drawn up after sufficient discussions between the supervising faculty member

and the student. The student should then submit the contents as a Student Activity Pre-Notification for Education-related Off-Campus Activities (below, “student activity notification (Form 4)”).

(4) When conducting surveys off-campus, be sure to obtain information on the site in question from relevant persons in advance, and ensure that the plan, travel schedule, and equipment used involve no unnecessary difficulties. In addition to understanding the similar hazards described in the Guidelines on Outdoor Activities, it is important to confirm any risks in the spatial and interpersonal environment that accompany changes in the season or time of day, which may not be immediately apparent. To this end, ask people familiar with events in the local area and check the record of any accidents or incidents to have occurred there. To avoid situations where the course administrator inadvertently enters dangerous areas or directs students there, visit the site in advance and ascertain its record of accidents and incidents.

(5) Many off-campus activities take place inside facilities. In this case, first make sure to check the emergency exits, evacuation routes, and evacuation sites.

(6) If the site in question is far from the university, check in advance the method of transportation to the site, the route, and the time required. When planning how to travel to the target area, also confirm safety and prioritize the use of public transportation (when using public transportation, multiple people ride together, but if there are few passengers, accidents or incidents with the driver may occur, so take due care). When driving personally, be aware of local traffic laws and the characteristics of local transportation facilities in advance (see Chapter 3.6 for overseas travel).

(7) When requesting materials from the site in question, make the request in advance, and if any procedures are required, prepare the necessary documents beforehand.

(8) When traveling to a remote location for off-campus activities, means of communication with the outside world serve as a lifeline. Mobile phones and transceivers are effective means of communication in case of emergency, but in areas where they cannot get through, emergency communication methods such as satellite telephones must be secured in advance.

(9) For any and all sites, confirm the nearest hospital to the site and emergency contacts in advance. Prepare and inspect equipment, safety gear, and first aid kits to be used in the off-campus activity. If defective in some way, repair, update or replenish them as necessary.

(10) When conducting off-campus activities at the site, check whether it is necessary to obtain permission before carrying out the activity, and obtain it in advance if so. The site should be informed in advance, by letter, telephone, email or any other means of communication that leaves a record, of the purpose or the activity and number of people involved. If required, the site’s approval should also be obtained.

(11) Because there are always uncertain elements in plans, factors such as weather or terrain may mean the activity cannot proceed as planned and may be canceled. If there are people to be visited at the site, communicate to them at the planning stage that making such a judgment may be necessary.

(12) Investigate in advance alternative plans for when the activity cannot proceed as planned, and consider methods that can both ensure safety and meet the research objectives.

(13) Provide education on safety measures for off-campus activities at the orientation. Any accompanying faculty members should also be present at this time. As well as encouraging caution and conveying information about any past close-calls, provide guidance on reporting accidents/incidents and responding to them if they occur. Inform students of the date and time of the off-campus activity, the names of those

participating, and the contacts (faculty members, head of the student affairs section, emergency contact information, etc.). Be sure to note any changes to the contact details of students or their guardians, and have them submit change notifications to the student affairs section. Because off-campus activities may be postponed, changed or canceled on the day itself, it is recommended to create an emergency communication network. Students conducting activities on their own should be told to work in groups in case an accident or incident occurs. Check that clothing, equipment and medications, etc. are ready before the off-campus activity. Information collected at the site may include private information and could be used for criminal purposes in some cases. Not only should the approval of the people at the site be obtained, but also careful consideration and judgment carried out among faculty members and other interested parties.

(14) If it is determined that, owing to various circumstances, it is not possible to conduct the off-campus activity, investigate postponing, changing, or canceling it. If a decision is made to postpone, change or cancel the activity, the parties involved should be informed of such.

The above represents general precautions before conducting off-campus activities.

3.2 Safety Measures Prior to Off-Campus Activities

3.2.1 Preparations for Off-Campus Activities

(1) For off-campus activities in education, the lead faculty member (below, “course administrator”) will draw up an planning form (Form 1)-based activity notification (Form 2) and submit them to the school dean (below,“chief administrator”) as soon as possible before carrying out the activity. The chief administrator will deliberate on this at a committee established by the school in question so that faculty members, students, and the university can conduct classes safely.

(2) The activity notification (Form 2) will contain a list of participants on the front cover, and the contact details (telephone numbers, etc.) of participants and their guardians on the reverse, and will be shared with the course administrator and the student affairs section. When using a list output from the student affairs section’s Student Information System for the contact details (telephone numbers, etc.) of participants and their guardians, be sure to confirm the contact information with the participants themselves, as this may have changed since their enrollment. Names other than those of the participants in the relevant off-campus activity should be crossed out.

(3) If there are international students among the participants, consult with them and establish a method of contacting their guardians in the case of an emergency.

supervisor

(5) If the chief administrator points out any problems, the course administrator will make improvements, or consider postponing, changing or canceling the plan.

(6) For off-campus research activities for student teams not accompanied by faculty members, a main and secondary contact will be designated for the course administrator, and each team will submit an Activity Notification for Off-Campus Research Activities for Student Teams (below, “advance TPL notice (Form 3)”) to the course administrator and chief administrator. If any problems are pointed out, the team will make improvements, or consider postponing, changing or canceling the plan. If the plan is approved, it

will be shared with the course administrator and the student affairs section.

(7) For off-campus research activities conducted by students themselves as part of writing graduation theses, master's theses, doctoral theses, etc., if the student affairs section points out any problems in the student activity notification (Form 4), the students will make improvements, or consider postponing, changing or canceling the plan. If the student affairs section approves the plan, it will share a copy with the course administrator.

(8) As a rule, participants should enroll in Personal Accident Insurance for Students Pursuing Education and Research (PAS, Gakkensai in Japanese) and Liability Insurance coupled with PAS (LSR; Futaibaisai in Japanese) or equivalent insurance. The student affairs section has information on students' PAS & LSR enrollment status, which should be checked through the student affairs section on submission of the activity notification (Form 2), the advance TPL notice (Form 3), or the student activity notification (Form 4). The course administrator will take measures relative to the nature of the course, such as making enrollment in insurance a condition of course enrollment.

(9) If the participants include students who require consideration for disabilities or similar, the considerations necessary for the off-campus activity should be investigated, and preparations made accordingly.

(10) Confirm the emergency contact network for use during the off-campus activity (among participants, between the site and the university, etc.). Whether a faculty supervisor is present or not, all participants in the activity should have emergency contact details for the supervising faculty member and the student affairs section. Particularly in cases where no faculty are present, a student representative and deputy representative should be designated.

(11) The course administrator will assign, relative to the number of participants, a sufficient number of accompanying leaders (faculty members, technical staff, TAs, etc.), to reduce the burden on themselves and ensure enough leeway for all participants to be able to pay attention to safety management.

(12) Leaders will hold sufficient discussions among themselves about the content of the activity, develop a deeper shared understanding of safety management, and clearly specify each person's role. As leaders may be afflicted themselves, back-up roles should also be allocated and planned.

(13) Leaders will prepare and re-inspect the equipment, safety gear, and first aid kits to be used in the off-campus activity. If they are defective in some way, repair, update or replenish them as necessary.

(14) In an emergency, consider that ambulances may not be easily available. Learn first aid and prepare the minimum first aid kit required to give emergency treatment.

(15) Before conducting the off-campus activity, use greetings, introductions and ice-breaking exercises to create relationships of mutual communication. Leaders should not only learn the names of the participants, but also build relationships in which the participants can call each other by name.

Preparations and countermeasures vary considerably depending on the field. For convenience, the following describes the implementation of off-campus activities in terms of two categories: "interpersonal research" and "interpersonal assistance."

(1) Interpersonal Research

The field of interpersonal research refers to categories of off-campus activity in which the main purpose is to

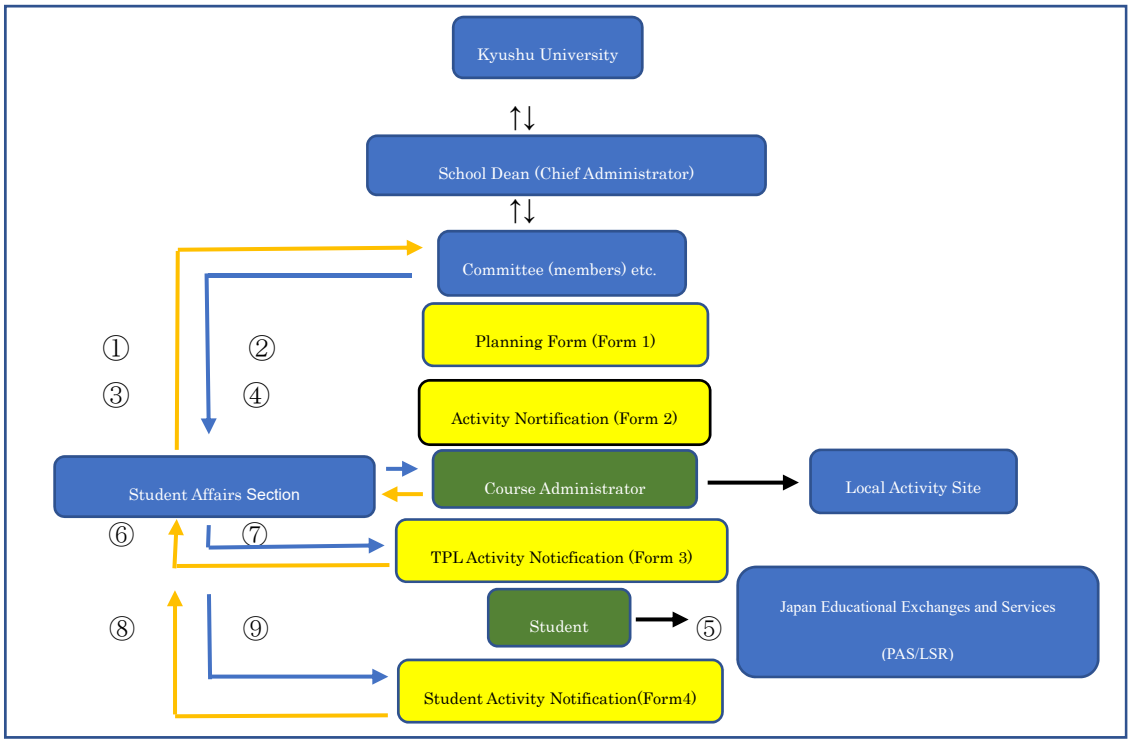
study human and social conditions at the site. Specifically, this includes aesthetics, sociology, anthropology, folklore, geography, etc., as well as some areas of economics, education, agriculture, architecture, etc.

Although the main purpose may be the recognition of the target's existence, long-term studies may involve up to two years on-site, meaning coming into contact with a variety of human environments.

(2) Interpersonal Assistance

The field of interpersonal assistance refers to categories of off-campus activity in which the main purpose is to acquire assistance techniques, in a relationship based on giving and receiving help with the people or the community in the target area. Specifically, this involves parts of fields such as design, medicine, dentistry, economics and education.

The main purpose is to physically master assistance techniques, with clearly defined roles. However, harm may be inflicted not only upon the participants in the off-campus activity, but also upon those receiving help.



Pattern 1 - Off-campus Activities: Planning Form (Form 1) + Activity Notification (Form 2)

Pattern 2 - TPL Activities: Planning Form (Form 1) + TPL Activity Notification (Form 3)

Pattern 3 - Student Activities: Student Activity Notification (Form 4)

Figure3.1. Form Submission Process ((6) and (8) to be submitted as necessary)

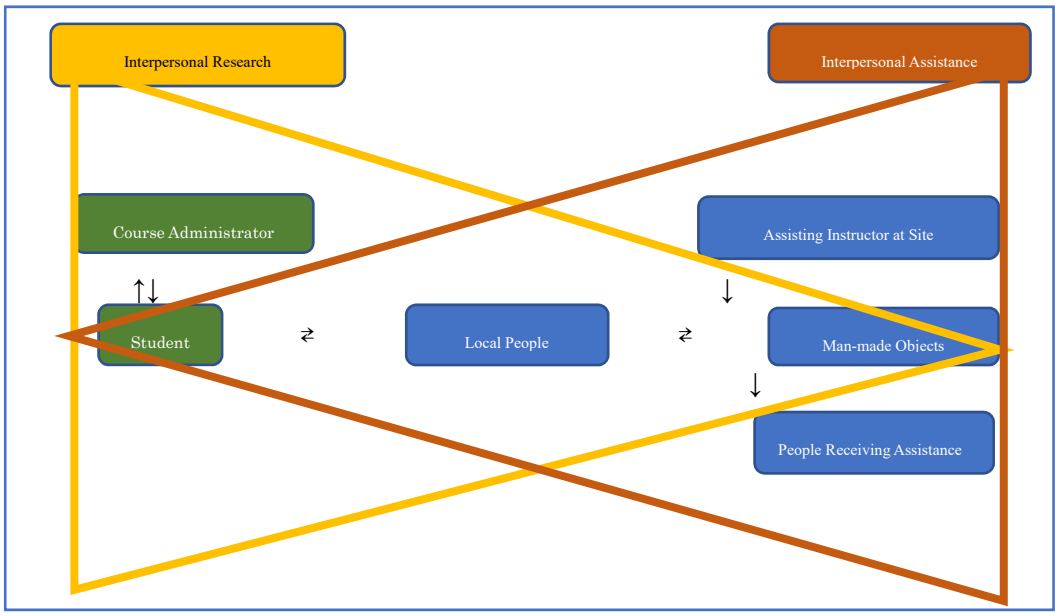


Figure 3.2. Interpersonal Research and Interpersonal Assistance

3.2.2 Clothing

(1) In interpersonal research, participants should wear clothes that allow them to blend into local life. However, when heading out into a site within a society different from your own, it is also necessary to mitigate risk. This includes taking measures against sun and rain and avoiding heatstroke and hypothermia, such as by carrying drinking water during summer and heating equipment during winter.

- For aesthetics and art history, viewing exhibits will involve coming into contact with other members of society, so clothes that do not leave unpleasant impressions on other people are required, and care should be taken not to damage any exhibits with personal belongings (such as backpacks).
- For architecture and cultural heritage sites, clothing may be chosen according to the day's weather conditions, but armbands may be used to improve external visibility. In addition, consider wearing helmets and masks when entering and leaving factories, disaster sites, etc. In factories in particular, avoid clothes and accessories that could easily get caught in machinery, etc.

(2) In interpersonal assistance, the appropriate clothing (equipment) is required on the site. For details, refer to the relevant guidelines for each school and subject.

- In rural and agricultural areas, wear clothes appropriate for work. Specifically, wear long trousers, long sleeves and a hat, as well as shoes appropriate to the type of field (rubber boots, waders, etc.). Conversely, to prevent injuries, avoid contamination, and keep off insects, avoid accessories and perfumes as far as possible.
- For education and healthcare, follow the instructions of the off-campus activity destination for details about clothes and belongings. For example, if the site of the off-campus activity is a school, it will be necessary to wear clothes that allow action, such as indoor shoes, gym clothes, or exercise shoes.
- For healthcare, the appropriate appearance for medical workers at the activity site will vary, but if chemical analysis is involved, it may be necessary to wear a lab coat, etc.
- When exhibiting works, there will be times when it is impossible to move away from the site, so seasonally appropriate clothing will be required. On occasion, proof of involvement with the exhibition such as a bib, an armband, or an ID card on a lanyard may be required.
- At disaster sites, wear long trousers and sleeves, avoiding exposing any skin. Dress appropriately for the environment, taking the feelings of disaster victims into account. At the site of a very recent disaster, bring protective equipment such as masks and work gloves. Also be sure to carry a bib or armband with the name of the organization on it.

3.2.3 Preparations for General Equipment

(1) Writing instruments will vary according to necessity. A pencil or mechanical pencil may be required, or pens with water-based or oil-based ink. For copies, a mount or a board may be required; avoid using facility walls as a writing support surface.

(2) Hats, towels, and water bottles are required in hot areas, while cold and rain gear are required in cold areas.

(3) For mobile phones and satellite telephones used for external communication, check the reception in the activity area, consider taking the necessary spare batteries, and confirm that the battery level is sufficient every time before leaving.

① If using public transport, make sure not to forget cash or an IC card.

3.2.4 Preparations for Special Equipment

(1) In interpersonal research, obtain the materials necessary for off-campus activities, such as diagrams, maps (Zenrin residential maps, 25,000 to 1 scale map, Google Earth), or aerial photographs in advance, and make use of them from the planning to the implementation stage.

- When studying architecture and cultural heritage sites, cameras, sketchbooks, GPS devices, surveying equipment, recording devices, etc. should be made ready as required, to the extent that they do not weigh the participants down.
- Measuring equipment, as well as tents and chairs for combating heatstroke may be required, and some circumstances may require wearing helmets and dust masks.
- In particular, when using special equipment off-campus, take care that it is not damaged or stolen. Additionally, consider carefully how and where to set up measuring equipment, ensuring that it does not cause harm to the surrounding environment by falling or collapsing.
- When visiting livestock sheds, care must be taken over livestock infections, so when entering livestock sheds, follow the instructions of the site leader and take disease prevention measures.

(2) In interpersonal assistance, the appropriate equipment will vary according to the site of the off-campus activity. For details, refer to the guidelines of each course and school.

- In rural areas and agricultural fields, conduct proper maintenance of agricultural tools (hoes, sickles, pruning shears, etc.), be aware of the number of things carried into the field, and take care not to leave them there.
- When bringing equipment for clinical practice in dentisty, etc., prepare a lab coat and shoes, as well as any other items specified by those providing the off-campus training, such as medical goggles, shields, etc.
- Confirm the safety of any equipment used for exhibiting. Beware of boards falling over or fires in electrical appliances, and check that nothing impedes the movement of people attending the exhibition.

3.2.5 Health Management

(1) The health condition of students participating in off-campus activities should be ascertained to a certain extent in advance, while implementation of the plan should be performed in accordance with students' physical strength and experience.

(2) Students with chronic conditions should be consulted over their participation in advance.

(3) Those who, while able to participate, have a health condition that requires consideration should consult with the course administrator in advance, and check the extent of the information to be conveyed.

(4) It is important to get sufficient sleep before off-campus activities and to keep in mind good health practices.

(5) Particular equipment with regard to individual characteristics and the nature of the site may be required (glasses, motion sickness relief, etc.).

(6) Particularly when the supervising faculty member is of the opposite sex, students may find it difficult to

discuss their physical condition with them, so be aware of situations in which it is difficult for the faculty member to provide due consideration.

3.2.6 Emergency Preparations

(1) Bring the minimum household medicines required for mild physical afflictions.

(2) Each individual should bring first aid equipment for minor scratches and cuts.

(3) There is always a risk of traffic accidents when traveling to the site or sudden accidents on site, so ensure that participants are carrying their health insurance card or a copy thereof.

(4) For conditions that require treatment in an emergency, such as allergies, carry a card that shows the details thereof.

3.3 Safety Measures at Start of Off-Campus Activities

The following points should be borne in mind when starting off-campus activities.

3.3.1 Notice of Postponement, Change, Cancellation, Lateness, Absence, etc.

(1) In any off-campus activity, abiding by meeting times and meeting places is important in ensuring safety, so act with plenty of time to spare.

(2) If, in the event of a sudden change of weather, personal or physical changes, transit freezes, or changes in the circumstances regarding entry to the site, it is determined that it is not possible to continue as planned, decide whether to postpone, change (to a contingency plan prepared in advance) or cancel the off-campus activity, and inform the participants.

(3) Do not be late to or absent from off-campus activities without permission. If a situation arises in which it is not possible to gather at the designated place and time, contact the course administrator and the party receiving the students for training.

3.3.2 Teacher-Student Communication

(1) If the course administrator, etc., is leading the activity, they will ensure a sufficient number of leaders to keep watch over the environment and students' activity.

(2) If there are multiple leaders present, they should be positioned at the front and back of the group and act as pacemakers when the participants are moving.

(3)In the event of a close-call, illness or injury during off-campus training, a close-call report should be made, and information shared between faculty members and students.

(4) The safety planned for the course must be a priority, regardless of the nature of the off-campus activity. As such, be sure not to leave the permitted area without permission, come and go outside of the specified time, or bring any unnecessary equipment.

(5)To engage in necessary activities other than the off-campus activities originally planned, contact the course administrator in advance.

3.3.3 On-Site Safety Confirmation

(1) When arriving at the site, be aware that this time is also part of the off-campus activity and confirm the

plan, activity details, purpose and methods accordingly.

(2) In the event of poor weather conditions at the site, such as typhoons or heavy rain, plans will often be disrupted due to transit freezes and congestion, so do not try to continue the activity beyond what is reasonable.

(3) When conducting surveys on roads at the site, general traffic will not stop, so pay due attention to safety.

(4) Confirm building evacuation routes and, if it is determined that there is a risk of the building suffering damage or collapsing, stop the survey immediately and evacuate to a safe place.

(5) Machines in operation at the site may lead to accidents, so take due care not to touch them.

(6) If there are animals at the site, take care not to needlessly provoke them such as by trying to touch them.

(7) If, on checking a participant's condition, they appear unable to participate in the off-campus activity in a healthy state, do not let them participate.

(8) While still unfamiliar with the site, do not approach any areas not known to be safe. Check with people on site to confirm dangerous areas.

(9) When entering a facility, building, or private home, make basic safety checks.

(10) Take due care of participants' physiological needs. Check the location of toilets and the times that they are available.

(11) Carry out preparatory exercise as appropriate for the activity.

(12) When entering facilities such as housing complexes, or when boarding elevators, check for any suspicious people in the surroundings. If alone with a suspicious person, remain facing them, stand where the emergency bell is within reach, and get off at the nearest floor.

3.4 Safety Measures during Off-Campus Activities

3.4.1 Health Management

(1) Be aware that extended off-campus activities can worsen students' health and increase the risk of accidents.

(2) The faculty supervisor should take the lead in organizing regular breaks, and conduct regular checks of participants' conditions. If anyone appears tired or unwell, make sure they rest thoroughly away from the activity.

(3)Avoid staying out in hot sun for long periods, drink regular fluids and be careful of heatstroke.

(4) Prepare outerwear and heating equipment to prevent cold.

(5) If leaving an off-campus activity due to poor health, contact the course administrator or accompanying students where possible.

3.4.2 Course Administrator-Student Relations

(1) Ensure sufficient communication between assisting instructors, site staff, and the course administrator while on the site, and act in accordance with the site rules.

(2) If students are scheduled to work away from the course administrator, they should check the means of transportation thoroughly and consult the course administrator if they are unsure.

・In buildings such as museums and art galleries, act and observe in accordance with the facility rules

(confirm whether photography and flashes are allowed when entering the building, but as a basic rule, do not damage the exhibits and refrain from taking any action that disturbs other observers).

・In historical buildings, unforeseen circumstances may arise as the off-campus activity proceeds. During off-campus activities, keep in close communication with the owners and managers of the site and conduct the activity within the scope approved in advance.

・In agricultural fields and similar facilities, follow the instructions of the site manager and do not touch machines unnecessarily or enter any restricted areas.

(3) If unable to make a decision during an activity, consult with the course administrator before acting.

3.4.3 Student-Local Site Relations

(1) Students should always be aware that they are allowed to be guests on the site, and take care not to make loud noises or other disturbances.

(2) If students are cooking or sampling food during an overnight stay, ensure food hygiene in accordance with the advance plan. Do not allow people with infectious illnesses, flu symptoms (fever, diarrhea, vomiting etc.), injuries, etc. to handle food.

(3) Take care to avoid hazards on the site, and assist in crime prevention by not entering any areas unrelated to the activity.

(4) When making records at the site, pay due care to other people and do not cause any inconvenience, such as by damaging objects.

(5) If causing problems at the site (knocking things over, breaking things, etc.), first make a sincere apology, regardless of the extent of the damage.

3.4.4 Interpersonal Risks

(1) In interpersonal research, the general principle is that of entering the other party's living space. However, it is dangerous to go somewhere alone with another person, despite not knowing their background, without the ability to ensure a means of communication. Even well-intended guidance from local people may lead to unexpected people and situations. This may include people intending fraud, criminal activity or kidnapping, so take due care.

(2) In interpersonal assistance, pay particular attention to accident prevention in areas where the recipients of help are present. Although good personal relations are important for off-campus activities, be aware that they are taking place in a class for off-campus research. As such, personal relationships should not be formed during or after off-campus activities, even if a request is made from someone at the site. If unsure about a decision, ask a site leader or the course administrator.

・At schools, there will be many situations, such as class hours, break times, and extracurricular activities, that involve direct contact with children. Pay close attention to accident prevention, both in terms of causing and suffering harm.

・As a rule, if visiting an area for the study of health science, etc., do not make home visits to people living alone by oneself. Take care not to enter the front hall. Also, be careful not to carelessly give out mobile phone numbers or email addresses to others.

・At medical sites, implement appropriate medical safety and infection prevention measures.

3.4.5 Risks in Society

(1) When entering settings involving certain religious, political or social movements in interpersonal research, students may be pressed to become involved. Therefore, in order to carry out the off-campus activity in safety, it is important to act independently and leave room to decline. If in doubt, ask the course administrator.

(2) In interpersonal assistance, personal information about people involved in the off-campus activity must be kept strictly confidential. Also, do not provide information (addresses, contact details, etc.) to other people at the activity site.

3.4.6 Relationship Management

(1) Dealing with teachers and students is not part of the usual duties of people at the activity site, so always show gratitude when dealing with them during the activity.

(2) Respect the rules of the site, check the regulations for off-campus use when entrusted with objects, and confirm the consent of the other party when making recordings on any kind of media.

(3) In case of osing documents,files, and devices, ensure that any recordings made are such that they cannot identify any individuals.

(4) Do not give or receive money directly to another person at the site. If necessary, conduct procedures for the reimbursement of expenses, but contact the course administrator beforehand.

3.4.7 Making Outside Contact

Even if plans and preparations are made as described above, and the off-campus activity proceeds after careful confirmation at the site, the off-campus activity may be interrupted in the face of an unexpected situation. In this case, be aware of the following.

(1) Even with health management, other participants may start to feel unwell, so everyone should bring medicine appropriate to their own physical needs. Leaders should also carry emergency items such as a first aid kit.

(2) If these preparations are insufficient, contact the course administrator and receive treatment at a medical institution as soon as possible.

(3) Large-scale environmental changes (such as rapid weather changes, earthquakes, tsunamis, or terrorism) may occur, or traveling groups may encounter approaching typhoons, pass by rivers in which the water is rising, or move through fog and haze.

(4) If the situation at the site changes, a participant is involved in an accident, or a participant damages something, temporarily stop the activity and review whether or not to re-start.

(5) Students alone at the site should ask the course administrator and site leaders to decide whether to stop the activity, evacuate by a safe route and return home.

(6) A mobile phone is a lifeline in the event of an unexpected situation. Therefore, pay close attention to reception and battery levels.

(7) If any trouble arises during travel, at the site, or with students, contact the course administrator as soon as possible.

(8) While overseas, some areas may make it impossible to secure a means of communication, such as a mobile phone. In that case, it is vital to make regular external contact (to the course administrator).

3.5 Safety Measures after Off-Campus Activities

After conducting the off-campus activity at the site, the lead faculty member in charge of the course (below, "course administrator") will carry out the following:

3.5.1 While Returning

(1) Endeavor to return home using public transportation, and in order to avoid danger and prevent crime, do not drop in at any places unrelated to the off-campus activity.

(2) If unable to return to the specified location at the scheduled time, contact the course administrator and the receiving site immediately.

3.5.2 Return Arrival Reports

(1) After students have returned to the university from an off-campus activity, the course administrator should report promptly to the student affairs section as necessary.

(2) For off-campus activities that are unaccompanied by faculty members (advance TPL notice (Form 3) or student activity notification (Form 4)) in particular, make sure to report to the course administrator after returning.

(3) After the off-campus activity has been completed, the course administrator should use a questionnaire or similar to ask participants about any unease they felt during the activity and any points for improvement in terms of ensuring safety and accident prevention.

3.5.3 Sharing Points for Improvement

(1) The course administrator should hold a review meeting with the other leaders. Taking the results of the questionnaire into account, they will record any points to reflect on or improve, the details of any accidents that arose, and the responses thereto. These will be used in drawing up safety measures for the next activity.

(2) Any information that could contribute to safety measures in off-campus activities should be submitted in the form of an Accident and Close-Call Information Form (**Form 5**) to the student affairs section.

3.5.4 After-Activity Management

(1) Inspect any equipment, safety protector and first aid kits brought on the activity, and repair, update or replenish them as necessary. Take appropriate care of them in preparation for the next off-campus activity.

(2) Depending on the site visited, it may be necessary to be cautious of infectious diseases. As such, if an infected area was visited, take care not to enter any other regions for a specified period of time.

(3) For interpersonal research, express gratitude for cooperation in the off-campus activity by letter or email.

(4) When publishing information collected during off-campus activities, use it in compliance with the prescribed rules, obtain the approval of the parties concerned, and publish it in an appropriate form.

3.6 Overseas Off-Campus Activities

When the survey site of an off-campus activity is located in a foreign country, further safety measures beyond domestic activities are required. In addition to the safety measures shown so far, it is necessary to keep the following points in mind.

For safety management during study abroad or overseas travel, refer to “Kyudai Seven Steps: Guidelines for the Development of a University-Wide Crisis Management System for Students' Overseas Travel.”

3.6.1 Safety Measures before Activities

(1) Be sure to enroll in overseas travel insurance. In many cases, when hospitalization or surgery is required overseas, the medical expenses are very high. In countries without sufficient medical facilities and standards, an emergency transfer outside the country may be required. Be sure to check the details of the compensation, understand what is covered and what is exempt, and also inform relatives of the details of the compensation.

(2) Register with the Ministry of Foreign Affairs' overseas safety information service ”Tabireji,” obtain the latest information (safety information and hazard level) about the countries to be visited, and ensure that emergency communications from the embassy can be received.

(3) Arrange to obtain a passport or visa. Before traveling overseas, be sure to check that your passport is valid and has sufficient space for visas. If not, make sure to apply for renewal before you travel. Visas may take some time to obtain, so also consider the time required for application. Additionally, if staying in the country for an extended period, foreign resident registration may be required, so prepare the necessary documents before departing.

(4) Receive vaccinations as needed according to the destination. Vaccination certificates, such as for yellow fever, may also be required when entering the country. Consult the Ministry of Health, Labour, and Welfare Quarantine Information Office (FORTH).

(5) Check the location and contact information of trustworthy medical institutions in advance.

3.6.2 Safety Measures During Activities

(1) Carry valuables such as passports, airline tickets, cash (Japanese yen, U.S. dollars, etc.), credit cards, overseas travel insurance policies, itineraries, training materials, ID photos, computers, and household medicines as carry-on luggage.

(2) Watch out for pickpockets and thieves in and around airports.

(3) Luggage tags or similar with names clearly visible on checked luggage may be read and used for fraud. Be sure to remove any tags immediately after picking up luggage.

(4) Keep a copy of your passport and notes containing emergency contact information (for the Japanese Embassy, the university, supervisors, credit card company, etc.) on you at all times.

(5) Obtain information about dangerous areas from local people and do not approach those areas without due care.

(6) Abide by local laws and understand and respect the area’s history, religion, culture and customs.

- Drug use / possession: Some countries and regions impose severe penalties, such as the death penalty or life imprisonment, for drug use and possession, for any reason.

- Drinking: Drinking alcohol in public places may be prohibited, and the drinking age may be different from that of Japan.
- Photography and filming: Unauthorized photography may be regarded as espionage or illegal activity.
- Prohibited items: Because regulations vary from country to country, care should be taken when bringing in alcohol, meat products, plants, soil, etc.
- History: The local area may have historical issues or particular views on historical matters.
- Religion: Many religions have taboos against particular foods, drinks or behavior.
- Status of residence: Part-time jobs on student visas may be severely restricted.
- Politics: In politically unstable areas, avoid irresponsible behavior, remarks, or clothing. Refrain from making careless comments about particular political parties in public areas or going out wearing the colors of a political party.

(7) Avoid immodest clothing. Do not wear flashy accessories. Check the meaning of anything written on t-shirts in English or other languages, and ensure that it will not provoke offense on site.

(8) Do not trust strangers easily. Be wary of people who speak to you in Japanese, who are overly friendly, or who invite you somewhere. Examples are given below. In addition, be sure to check what crimes are common in the area you are traveling to.

- False police officers: will ask for money or credit cards in the guise of an investigation.
- Scam bars: will ask for huge amounts of money when settling accounts.
- Fraudulent gambling: working with accomplices, they will allow the victim to win at first, propose a large bet, then ensure the victim loses heavily.
- Money exchange fraud: the victim will be offered a good exchange rate, but while they are looking away, they will be handed notes mixed with slips of newspaper or similar.
- Sleeping pill robberies: a local person will befriend the victim at a restaurant, street stall, or on a bus, offer them food or drink (juice, candy, etc.) mixed with sleeping pills and steal money or possessions from them while they sleep.

(9) Even when getting to know or becoming friends with local people, choose them carefully and be careful not to share personal information carelessly.

(10) Do not carry large amounts of cash around. Be aware of the surroundings when taking cash out at ATMs. Make sure credit card payments are conducted in plain sight to prevent card skimming.

(11) Keep in touch with family members regularly. While students are traveling abroad, their family members in Japan may feel more anxious about safety than the students themselves. When living abroad, even if not feeling any danger or anxiety personally, try to make regular contact with family in Japan, not only at arrival and departure.

(12) If staying for more than three months, submit an online residence report on the Ministry of Foreign Affairs website. Delivering a residence report to a diplomatic mission, enables eligibility for support (such as safety confirmation or emergency evacuation) from the Japanese embassy or consulate in the unlikely event of an incident, accident or disaster.

Reference URLs

- Kyudai Seven Steps: Guidelines for the Development of a University-Wide Crisis Management System for

Students' Overseas Travel (Japanese)

http://www.kyushu-u.ac.jp/ja/international/abroad/travel/

・Study Abroad Crisis Management Handbook (Japanese)

http://www.isc.kyushu-u.ac.jp/intlweb/cmn/data/pdf/guidebook_cm.pdf

・Golgo 13's Security Guidelines for Japanese SMEs abroad (Japanese)

https://www.anzen.mofa.go.jp/anzen_info/golgo13xgaimusho.html

・MOFA Tabireji registration (Japanese)

https://www.ezairyu.mofa.go.jp/index.html

・MOFA overseas safety app (Japanese)

https://www.anzen.mofa.go.jp/c_info/oshirase_kaian_app.html

・Quarantine Information Office, Ministry of Health, Labour, and Welfare (Japanese)

https://www.forth.go.jp/index.html

3.7 Safety Measure Checklist for Off-Campus Activities

Chronology	Check category	Check item
3.1 General Safety Measures	3.1.1 Safety Measures During Planning	・Submit Forp.m 1 by the end of the semester before the activity ・Check activity site, facilities, transport, documents, communication methods and first aid ・Approval from the site ・Contingency plan ・Orientation ・Communication network in case of cancellation
3.2 Safety Measures before Activities	3.2.1 Pre-Activity Notification	・Submit Form 2 / Form 3 / Form 4 ・Share Form 2 with the student affairs section ・Considerations for international students, disabilities, anaphylaxis, self-administered injection equipment, etc. ・Submit documents for transportation ・Two types of insurance ・Communication network between faculty members, student affairs section, and students ・Internal communication
	3.2.2 Clothing	・Clothes for interpersonal research / interpersonal assistance
	3.2.3 General Equipment	・Equipment for interpersonal research / interpersonal assistance
	3.2.4 Special Equipment	・Special equipment for interpersonal research / interpersonal assistance
	3.2.5 Health Management	・Health management
	3.2.6 Emergency Preparations	・Medicine, hospitals, insurance cards, credit cards
3.3 Safety Measures when Starting Activities	3.3.1 Postponement, Change, Cancellation	・Communication network in case of changes to plans
	3.3.2 Teacher-Student Communication	・Teacher-student communication methods
	3.3.3 On-Site Safety Checks	・Confirmation of natural, artificial and interpersonal environments
3.4 Safety Measures During Activities	3.4.1 Health Management	・Health checks
	3.4.2 Supervisor-Student Relations	・Course administrator-student contact
	3.4.3 Student-Site Relations	・Site priority principle
	3.4.4 Interpersonal Risks	・Risks in interpersonal research / interpersonal assistance
	3.4.5 Risks in Society	・Risks in interpersonal research / interpersonal assistance
	3.4.6 Relationship Management	・Site-student relationship management
	3.4.7 Making Outside Contact	・Emergency communication methods
3.5 Safety Measures after Activities	3.5.1 While Returning	・Transport safety
	3.5.2 Sharing Points for Improvement	・Contact on returning
	3.5.3 After-Activity Management	・Sharing feedback (submit Form 5)
	3.5.4 After-Activity Management	・Handling of information
3.6 Overseas	3.6.1 Safety Measures before Activities	・Seven steps (Passport, visa, quarantine, Tabireji, etc.)
	3.6.2 Safety Measures During Activities	・Contact methods, return reports

Chapter4 When an Accident or Incident Has Occurred

4.1 On-site Participant Response to an Accident or Incident

4.1.1 Assessing and Addressing the Accident or Incident Situation

When a personal injury has occurred in an accident or disaster, do not panic and keep calm. Address the situation safely, quickly, and simply. When an accident has occurred, follow the procedures below to address the situation.

(1) Assess the accident situation
(2) Ensure and verify participant safety
(3) Ensure rescuer safety
(4) Approach victims
(5) Ensure rescuer and victim safety
(6) Verify condition of victim injuries
(7) Notify 119 or transport victim to medical facility
(8) Perform emergency resuscitation (first aid, basic life support)

Never address the situation alone in an accident or disaster. Instead, delegate responsibilities by designating, for instance,

- Someone who leads, i.e. supervises everything and issues instructions
- Someone who performs emergency resuscitation on victims
- Someone who acts to prevent the further spread of damage from the accident or disaster
- Someone who notifies 119 and communicates with medical facilities

While the course administrator will generally serve as leader, there may be times when the course administrator is a victim. Consequently, when the pre-determined assignment of roles cannot be followed, either backup assignments should be deployed or the roles of leader and assistant should be determined on the spot based on the conditions.

If assistance can be obtained from non-participants in the area, ask for their help.

(1) Assessing the Accident or Incident Situation

Gain an understanding of the accident situation as quickly and as accurately as possible.

(2) Ensuring and Verifying Participant Safety

Verify risks and safety at the accident site. Based on conditions, evacuate participants, ensure participant safety, and verify the safety of participants.

(3) Ensuring Rescuer Safety

When deciding whether to directly provide rescue aid to a victim, keep safety foremost in mind and make a reasoned decision that considers whether you can give aid and whether you may end up a secondary victim. Whenever providing rescue aid to victims, always ensure your own (rescuer) safety first. The number one principle whenever attempting a rescue is ensuring the safety of the rescuer.

(4) Approaching Victims

Once rescuer safety has been ensured, methods of approaching the victim(s) should be examined. If it is determined that the victim can be approached safely, then do so. If the victim cannot be safely reached, then do not approach the victim and instead notify 119 and wait for the fire department or other specialized rescue unit to perform the rescue.

(5) Ensuring Rescuer and Victim Safety

After reaching the victim(s), move as needed to a location that ensures both rescuer and victim safety (see section 5.2, “Ensuring Victim Safety, Victim Position”).

(6) Verifying Condition of Victim Injuries

Speak to the victim to verify consciousness (responsiveness). Notify 119 or transport the victim to a medical facility promptly when the following symptoms are present (The University of Tokyo Division for Environment, Health and Safety Fieldwork Accident and Disaster Measures Working Group, 2011).

- Is unconscious or confused (response is slow even when spoken to in a loud voice)
- Breathing is weak or is rapid and chaotic
- Cannot stop coughing
- Is sweating and face has lost color
- Keeps partially yawning
- Significant bleeding (will not stop even when pressure is applied)
- Four limbs are paralyzed (motion is impaired)
- Fractures or dislocation suspected
- Extensive burns (entire upper limbs, half or more of lower limbs, 1/4 or more of body)
- Facial burns caused by flames
- Eye injury

(7) 119 Notification or Transport of Victim to Medical Facility

Request assistance when a rescue or medical transport is needed. [119 for emergencies, 110 for police, 118 for marine accidents]

When notifying 119 to request assistance, be prepared to provide accurate information to the following kinds of questions.

- Fire or emergency?
- Accident or sudden illness?
- What happened to whom? (Accident situation)
- Victim's gender and age
- State of injuries, conscious or unconscious
- Caller's name and phone number

When calling from a mobile phone, the call may not always be directed to the nearest fire station. Keep calm and explain as accurately as possible the location of the incident (the address and, as needed, landmarks, signs, geographical features, etc.). Once 119 has been notified, follow the procedures below to coordinate with the

ambulance.

- Await the ambulance.

  If there is a rescuer to coordinate with the ambulance, have the person wait for the ambulance near a landmark or noticeable location near the accident site. If there is no rescuer to coordinate with the ambulance, place a sign to identify the accident site near a landmark or noticeable location near the accident site (share this information when notifying 119).
- Once the ambulance arrives, provide the following information.
  - Treatment applied prior to arrival of the ambulance
  - Victim's condition prior to arrival of the ambulance
- Ride together in the ambulance

  If there is a rescuer to coordinate with the ambulance, have the person ride together in the ambulance.

(8) Emergency Resuscitation (First Aid, Basic Life Support)

As needed, emergency resuscitation (first aid, basic life support) should be performed on the victim. Emergency resuscitation should be performed using the emergency resuscitation procedures provided in chapter 5. If emergency resuscitation instructions are provided over the call to 119, follow those instructions.

4.1.2 Report to University and On-site Subsequent Response to an Accident or Incident

The course administrator or leader (“leader”) will give first priority in an accident to ensuring participant safety and victim aid, then make arrangements to contact the emergency contact for the course (university).
(Information is recorded on Activity Notification (Form 2))

When contacting them, make clear that it is an emergency communication and provide information on the accident situation, including.

- Date, time and location of the incident
- Victim's name (student or employee)
- Accident description
- Victim's condition
- Where the victim was transported

Also provide

- Leader's name
- Name of local contact
- Contact information for local contact (e.g. phone number where calls can be received at any time)
- Local place of stay

After consulting with the university, take next steps locally.

The leader should appoint a record-keeper at the site who will maintain a log of related information (descriptions, times, etc.).

- Accident
- Response

- Contacts
- Medical facility treatment

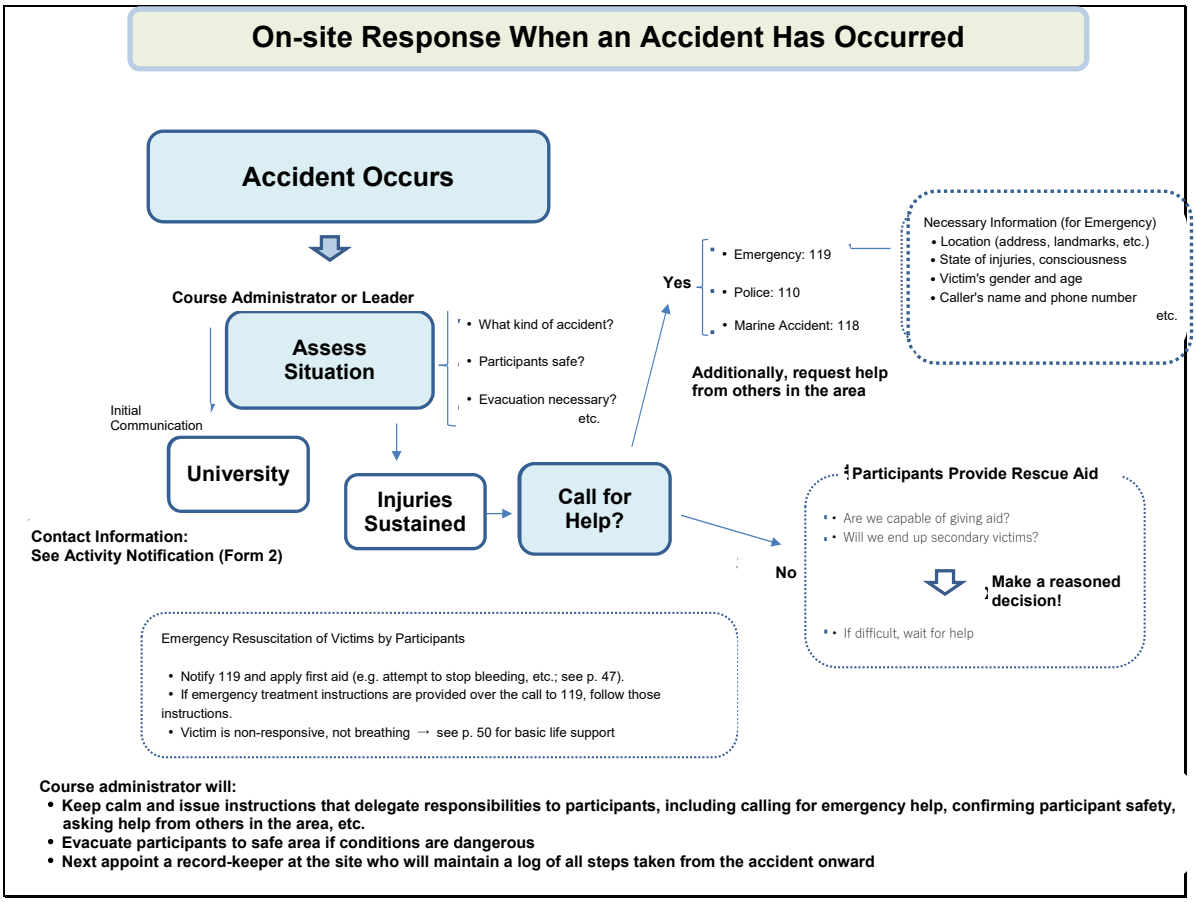


Fig. 4.1 On-site Response When an Accident Has Occurred

4.2 University Response to an Accident or Incident

4.2.1 Receiving the Initial Report

(1) Once the school's emergency contact liaison has received the initial communication from the local site, the liaison will confirm the following and then inform the dean (chief administrator) via the emergency contact network within the school.

- Accident description
- Date, time, and location of the incident
- Victim's name (student or employee)
- Condition and where transported
- Local contact's name and place of stay
- Phone number to contact at any time

(2) The dean (chief administrator) will ensure a means of contacting the local site, etc. at any time and prepare the subsequent response (e.g. creation of a response team).

(3) In the event of a serious accident (e.g. fatal accident, a wreck, victim is in critical condition, etc.), the

school will immediately set up the Response Team and contact the university headquarters communication liaison (Deputy Head, Student Affairs Planning Division).
[Contact Information] During business hours: 092 (802) 5917 Outside business hours: Each school to be notified separately

(4) The university headquarters communication liaison will use the emergency contact network to report essential information to the Executive Vice President of Education and the President via the relevant the parties within the university.

4.2.2 Creation of a Response Team

(1) In the event an off-campus activity participant has a serious accident (e.g. fatal accident, a wreck, victim is in critical condition, etc.), not only will the school dean create a response team but the university headquarters may also, depending on the circumstances of the accident, take organizational action in consultation with the school as needed to respond to the situation.

(2) To avoid complicating the post-accident on-site response, communications between the university and the site will generally be channeled through the response team.

(3) After the initial communication, the response team will actively gather information on and issue instructions to the local site and will undertake measures to provide necessary support after consulting with the local site and university headquarters.

(4) The response team will maintain a log of all activities related to the accident and provide information as appropriate to relevant parties on campus.

(5) The response team will make every effort to provide the victim's legal guardian(s) with detailed information.

(6) Any necessary coordination with mass media will be performed by the university headquarters (General Affairs Division).

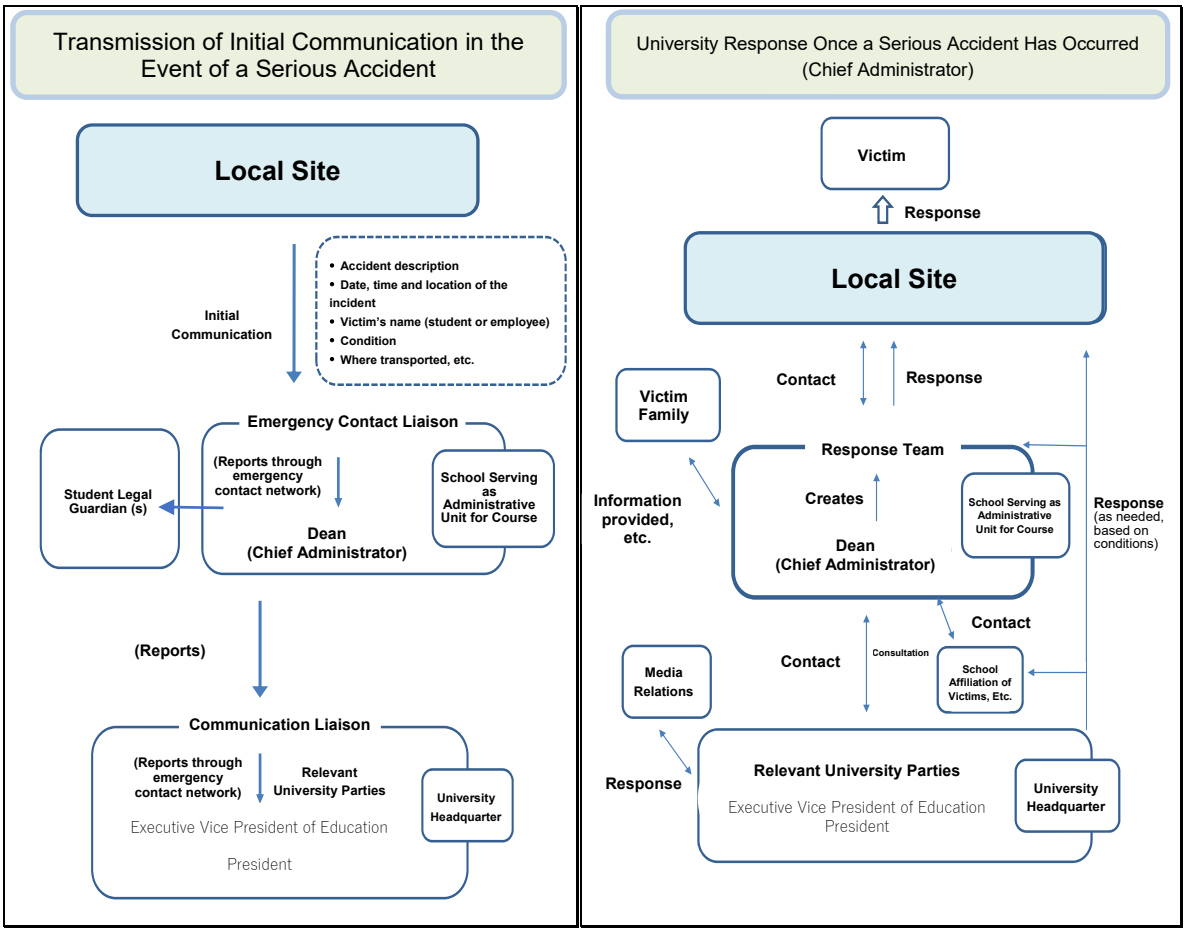


Fig. 4.2 Communication and Response Structure When a Serious Accident Has Occurred

4.2.3 Other

Even with minor accidents, it is advisable for schools to require submission of accident reports, etc.

Chapter5 Emergency Resuscitation

When a personal injury has occurred in an accident or disaster, emergency resuscitation makes it possible to stop injury and sickness from worsening. Emergency resuscitation includes first aid and basic life support. First aid refers to the first actions taken to help someone who is injured or has fallen suddenly ill. Basic life support refers to emergency life-saving treatment to help someone whose heart or breathing has stopped by using an AED (automated external defibrillator) and CPR (cardiopulmonary resuscitation) involving chest compressions and artificial respiration.

5.1 Basics of Emergency Resuscitation

When a personal injury has occurred in an accident or disaster, do not panic and keep calm. Address the situation safely, quickly, and simply. Emergency resuscitation should be performed according to the steps below. Emergency resuscitation can be performed relatively easily even by someone without a special credential, but be sure that notification to 119 and transport to a medical facility are not delayed for that reason.

(1) Assess the accident situation
(2) Ensure and verify participant safety
(3) Ensure rescuer safety
(4) Approach victims
(5) Ensure rescuer and victim safety
(6) Verify condition of victim injuries
(7) Notify 119 or transport victim to medical facility
(8) Perform emergency resuscitation (first aid, basic life support)

5.2 Ensuring Victim Safety, Victim Position (Resuscitation Committee of the Japanese Foundation for Emergency Medicine, 2015)

After approaching the victim(s), move as needed to a location that ensures both rescuer and victim safety.

Help the victim keep still in a comfortable position. If CPR is necessary, lay the person on their back (supine position). While laying the person on their back, be sure to support their head so that their head and neck (cervical vertebrae) do not twist.

If the injured person is unresponsive but breathing normally, lay them on their side (in the recovery position) to prevent the air passage at the back of their throat from contracting or becoming blocked by vomit. With the person in the recovery position, extend their under-side arm straight in front of them and bend their upper-side arm so as to rest their head on the backside of their hand. To stabilize the person's position on their side, bend their upper-side leg 90º at the knee and extend it forward (see Fig. 5.1).

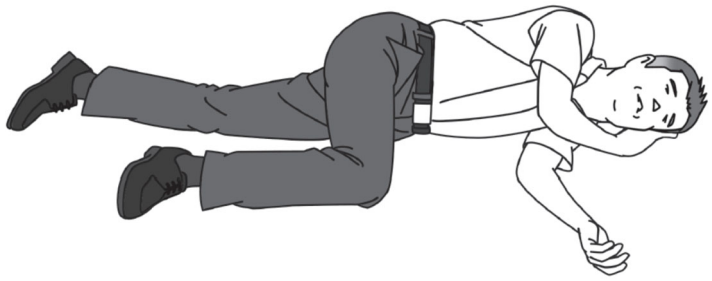


Fig. 5.1 Recovery Position

(Ministry of Health, Labor and Welfare, 2015)

If a person has been hit by a car, fallen from a high elevation, or otherwise severely injured their face or head, there is a chance they have hurt their neck (cervical vertebrae). In such cases, it is necessary to keep the injured person's neck still. Using both hands to support the injured person's head on both sides, make sure their head moves as little as possible (Fig. 5.2). Do not pull on their head or attempt to straighten their neck if it is bent. Rather, keep it just where it is.

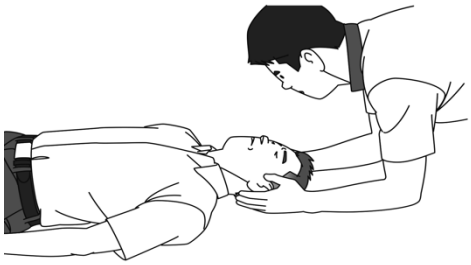


Fig. 5.2 Using Two Hands to Support the Head so it Does Not Move

(Ministry of Health, Labor and Welfare, 2015)

5.3 First Aid (Resuscitation Committee of the Japanese Foundation for Emergency Medicine)

5.3.1 Treating Abrasions and Cuts

If left uncleaned of dirt and sand, wounds can fester and not heal properly. There is also concern that tetanus may occur later if a person has not been immunized or their immunization was long ago. If possible, the wound should promptly be washed thoroughly with tap water or other clean, running water. If the cut is deep or extremely dirty, keep the rinsed wound as clean as possible and seek prompt medical attention.

5.3.2 Treating Bleeding

Significant blood loss from an injury can be life threatening so it is best to stop bleeding as quickly as possible. Once the source of the bleeding is found, attempt to stop the bleeding by applying direct downward pressure using gauze, handkerchief, or towel (direct pressure method). If bleeding will not stop even when pressure is applied, it may be that the pressure is not directly over the source of the bleeding or that the pressure is not strong enough. Continue to apply firm pressure to the source of the bleeding until emergency medical services arrive.

Although the risk is very small that a rescuer will contract an infectious disease from contact with the injured person's blood while attempting to stop the bleeding, it is a good idea for the rescuer, if possible, to wear plastic gloves or use plastic bags instead of gloves (Fig. 5.3).

With plastic gloves on, gauze or other material is used to apply pressure to the bleeding area

Plastic bags can be used instead of gloves

Fig. 5.3 Direct Pressure Method (Ministry of Health, Labor and Welfare, 2015)

When direct pressure fails to stop the bleeding, a belt or other such item can be used as a tourniquet to stop the flow of blood through the arm or leg, but given the risk of nerve or other damage, this method is only recommended for use by people who have undergone training.

5.3.3 Treating Sprains, Bruises (Contusions), and Fractures

Ice sprains and bruises (contusions) using a cold pack or ice water. Icing injured areas reduces internal bleeding and swelling. When using a cold pack, keep a thin cloth between it and the skin so they do not come into direct contact.

If the leg or arm is misshapen from the accident, a fracture is likely. Immobilizing the misshapen leg or arm serves to reduce pain while moving and protect it from further injury. A splint or triangular cloth can be used to immobilize the injury. It is unnecessary to put the misshapen limb back into shape.

5.3.4 Treating Heat-related Illnesses

Extreme symptoms of heat-related illness are a life-threatening emergency. If symptoms are limited to lightheadedness, cramps, and heavy sweating, cool the sick person's body by having them keep still in a cool place and consume liquids containing sodium (e.g. oral rehydration solution, sports drink, etc.). If symptoms include headaches, nausea, and exhaustion, seek medical attention. If the person's consciousness is weak or body temperature extremely high, immediately notify 119 and continue to cool the person's body until emergency medical services arrive.

When using an ice bag or cold pack to cool the person's body, apply them to the armpits, base of the thighs, and neck; but a safer, more effective method is to remove the person's clothes, wet their body, and blow air at them using a hand fan or electric fan.

5.3.5 Treating Burns

Immediately cooling burns prevents them from getting worse and accelerates healing. Promptly cool burns in running tap water until the pain subsides (at least 10 minutes). Icing burns with ice or ice water can make the burns worse. If the burns are over a wide area, seek medical attention as soon as possible. In such cases, the person's body temperature can drop precipitously if cooled for too long, so avoid excessive cooling.

Blisters serve to protect the wound. If blisters appear, cool the area gently without touching them to keep them from popping.

5.3.6 Treating Frostbite

Frostbite is a condition in which extremities and skin are damaged from exposure to very cold temperatures. Begin by stropping body temperature from dropping further by removing all wet or damp clothing and covering the person in dry blankets or clothes. Next, without rubbing the affected area, warm it in lukewarm water, unless there is a chance the frostbitten area may be exposed to cold temperatures again or if a medical facility is nearby. In that case, seek prompt medical attention without warming the area. Do not compress the affected area. If legs are affected, do not put any weight on them.

5.3.7 Treating Near-Drowning

Rescuing a person who is drowning should generally be left to firefighters, lifeguards, or other professional rescuers. If you see someone drowning, contact 119 (or 118 if at sea) to notify professional rescuers. If the person is floating at the surface and calling for help, throw them something they can hold onto to float. If a rope is available, throw them the rope and pull them in. If the person sinks, figure out some marker to identify where they sank. When the professional rescuers arrive, tell them about the marker.

If the environment is a safe one (e.g. shallow pool) in which to perform a rescue, then do not wait for professional rescuers and instead pull the sunk person from the water. Do not enter the water if there are currents, the bottom is not visible, or the water's depth is unknown. Once the person is pulled from the water, follow the procedures for basic life support (see Chapter 5.4) and check if the person is responsive and breathing. There is no need to press on the person's abdomen to force them to spit up water.

5.3.8 Treating Anaphylaxis

A severe allergic reaction to a particular substance is called anaphylaxis. Anaphylaxis can be life threatening when it prevents breathing by restricting the airway (passage that provides air to the lungs) or causes a severe drop in blood pressure. Immediately notify 119 if such symptoms occur.

If it happens, adrenaline (epinephrine) should ideally be administered as soon as possible. For this reason, persons who have had severe anaphylactic symptoms in the past will sometimes carry an adrenaline (epinephrine) auto-injector (EpiPen®: Fig. 5.4) prescribed by a physician (e.g. forest workers with a high probability of being stung by bees/wasps, people with food allergies, etc.). If the sick person cannot operate the device on their own, assist them in using the EpiPen®.

Press the EpiPen® against the skin

Fig. 5.4 EpiPen® (Ministry of Health, Labor and Welfare, 2015)

5.3.9 Other

As needed, information will need to be collected on field-specific concerns that require consideration, including things like altitude sickness, photokeratitis (“snow blindness”), decompression sickness, and vector-borne diseases.

5.4 Basic Life Support

BLS (Basic life support) refers to emergency treatment, including CPR (cardiopulmonary resuscitation) and the use of an AED (automated external defibrillator), that is given to help individuals whose heart or breathing has stopped. In the context of BLS, this section explains, respectively, how to perform CPR and how to use an AED.

5.4.1 Cardiopulmonary Resuscitation Procedures

(1) Verify Safety

If you witness someone collapse suddenly or discover someone who collapsed, first verify that the surrounding area is safe. Depending on the conditions (e.g. cars are passing by, smoke is filling the room), take appropriate steps to ensure safety. Ensuring your own safety takes priority over helping the afflicted person. If you are at risk of being assaulted, getting caught in a fire, or being electrocuted, it is often best not to approach the afflicted person and instead wait for police and firefighters to arrive.

(2) Verify Responsiveness

Once safety has been verified, check if the afflicted person is responsive. If, when you gently pat their shoulders and speak to them in a loud voice, they respond by opening their eyes or moving with purpose, then they are determined to be “responsive.” Immediately after sudden cardiac arrest, the person may experience twitching (spasms), but since they are not responding to your voice, they are determined to be “unresponsive.”

If you determine them to be “unresponsive” or your determination is uncertain, act as if the person may have experienced cardiac arrest. In a loud voice, call for help (“I need help! Someone has collapsed!”)

(3) Notify 119 and Prepare AED

If someone is nearby, ask that person to notify 119. If an AED is located nearby, also ask that person to bring it. Use concrete language, if possible, when making the request (“You, please call 119,” “You, please bring an AED,” etc.).

Remain calm when notifying 119 and not only communicate the location as precisely as possible but also inform them that the person is not responding to your voice. If known, the person's approximate age and condition (e.g. “collapsed suddenly,” “has spasms,” “body is not moving,” “face has lost its color,” etc.) should also be communicated.

When notifying 119, you and others helping you will be given instructions over the phone about what steps to take. They may also be able to tell where to find an AED, if one is located nearby. You will be asked over the phone if you can perform chest compressions. If you are unsure, ask for instructions and follow them calmly.

If, even after you have screamed for help, no one comes, then you will have to notify 119 and prepare the AED on your own before beginning CPR. Knowing that you have to leave the person alone while you fetch the AED may worry you. If you know where a nearby AED is located, you should go and fetch yourself.

(4) Observe Breathing

When the heart stops, normal breathing stops, too.

To observe the afflicted person's breathing, watch their chest and abdomen for movement (they will rise and fall as the person breaths). If the chest and abdomen are not moving, the person is determined to be not breathing. If the person is not breathing, their heart has stopped and chest compressions should be started.

On the other hand, it is not uncommon immediately after sudden cardiac arrest for there to be “agonal respiration,” characterized by a convulsive gasping for air. Such breathing should be taken as evidence of cardiac arrest and chest compressions should be started. If you are uncertain whether breathing is normal, begin chest compressions.

Observe breathing for no more than 10 seconds. If you remain unable to decide after 10 seconds, assume that breathing is not normal and that their heart has stopped.

If the person is unresponsive but breathing normally, keep an eye on them and wait for support and/or emergency medical services. Pay special attention to their breathing and, if you no longer observe breathing or the person's breathing is no longer normal, assume that their heart has stopped and immediately begin chest compressions.

(5) Perform Chest Compressions

If you determine based on an observation of a person's breathing that their heart is stopped, immediately begin chest compressions.

(1) Compression Point

Directly in the middle of the chest is a long, flat bone called the breastbone. Pressure is applied to the lower half of this bone. Locate this bone at the midpoint (midpoint between the two sides, as well as between the top and bottom) of the chest (Fig. 5.5).

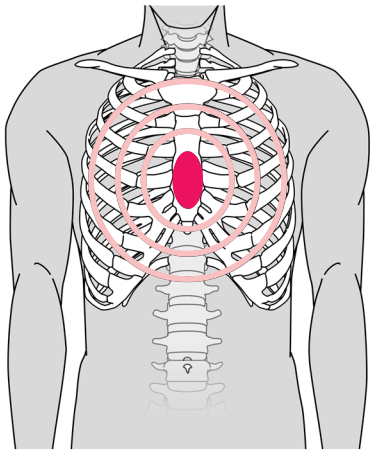


Fig. 5.5 Chest Compression Placement (Ministry of Health, Labor and Welfare, 2015)

(2) Compression Method

Place the heel of one hand on the lower half of the breastbone and rest the other hand on top of the first one. It can help to lock fingers. Pressure is applied using not the entire palm of the hand but rather just the heel. Applying pressure to the breastbone with the fingers or entire palm is not good. Adopt a posture that applies your weight downward by straightening your arms with your shoulders directly over the compression point (your palms).

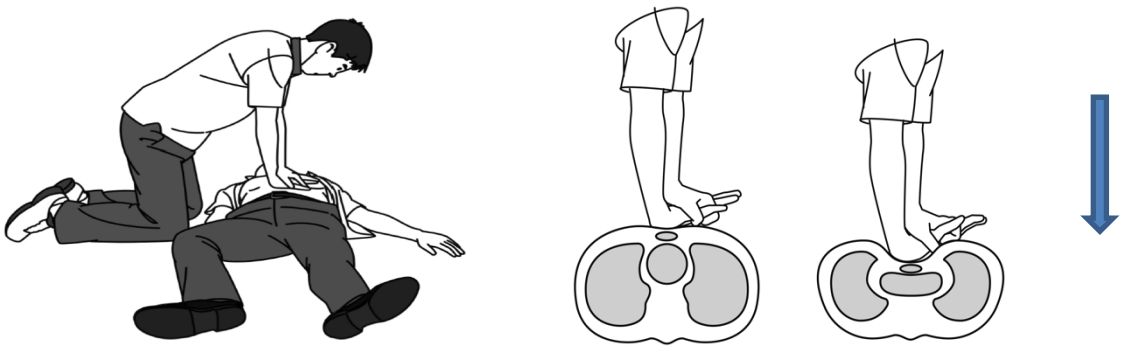
(3) Compression Depth and Tempo

Press repeatedly at a rapid pace on the afflicted person's chest with enough strength to depress it approximately 5cm (Fig. 5.6).

Compression will not be effective if you do not press hard enough, so press hard. In the case of children, press the chest enough to depress about 1/3 the thickness of the child's chest. Timidly pushing on a person's chest, whether adult or child, will not be effective because the compressions will not be deep enough.

Be sure to use strong, rapid pushes. However, on small bodies, two hands may be too strong. In that case, use one hand.

The tempo should be around 100-120 pushes per minute. To the extent possible, chest compression should be performed continuously without interruption.



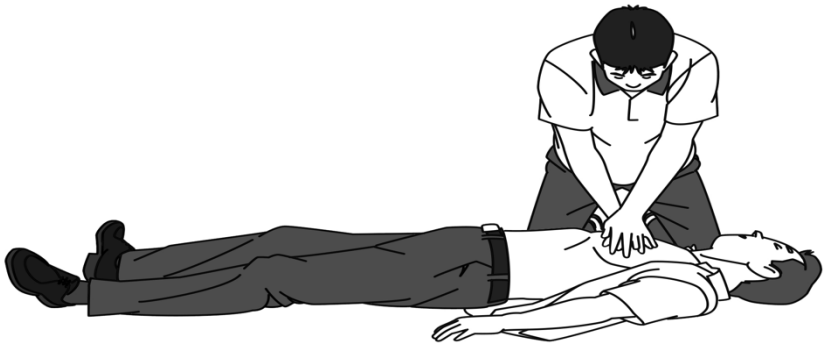


Fig. 5.6 Chest Compression Method (Ministry of Health, Labor and Welfare, 2015)

(4) Releasing Pressure

Between compressions (when pressure is not being applied), it is important to release pressure sufficiently so the chest can return to its normal height. However, there is a risk of losing the compression point if one's hands are removed entirely from the afflicted person's chest to release pressure, so careful attention is required.

(5) Substituting Rescuers

It takes stamina to repeatedly apply enough to depress an adult's chest by 5cm. As a rescuer tires, they will tend to push with less force and their tempo will grow slower without even realizing it, so always keep it in mind as you make strong, rapid pushes. If someone else is there to help you, switch roles every 1-2 minutes. It is critical to keep to a minimum interruption during the switch. Rescuers will tire even more quickly when chest compressions are being performed without artificial respiration, so substitutions will need to be performed more frequently.

(6) Combining 30 rounds of chest compression with two rounds of artificial respiration

If someone who has taken classes and learned artificial respiration techniques decides to use artificial respiration, then artificial respiration can be combined with chest compressions. The ratio of chest compression to artificial respiration is 30:2 and this combination should be repeated continuously until emergency medical services take over.

If you do not have the confidence to perform artificial respiration or are hesitant to touch your mouth to the mouth of the afflicted person, then just continue to perform chest compressions.

(7) Using an AED

The AED has audio messages and lights that provide instructions on the steps to be followed. Unless unavoidable, as when using the AED for electro-cardiogram (ECG) analysis or to deliver an electrical shock, it is important to continue chest compressions uninterrupted if possible, even when using an AED.

Please review “AED Use Procedures” below.

(8) Continuing CPR

It is important to continue CPR until emergency medical services take over. Even if you think it is having no effect, do not stop.

If the afflicted person begins to breath normally and responds to your voice or moves with purpose, CPR should be suspended; but if in doubt, do not stop. If you suspend CPR, continue to check the person's responsiveness and breathing as you wait until emergency medical services arrive. If the person stops breathing or their breathing is no longer normal, immediately resume CPR.

5.4.2 AED Use Procedures

(1) Retrieve AED

In most cases, AEDs are found in dedicated boxes with prominently displayed AED logos, as shown in Fig. 5.7. When the box is opened to remove the AED, an alarm will sound. It is fine to let the alarm continue to ring, so return immediately to the afflicted person.

Fig. 5.7 Examples of Installed AED Boxes (Ministry of Health, Labor and Welfare, 2015)

(2) Prepare AED

During CPR, switch immediately to preparing the AED once it arrives. Place the AED near the afflicted person's head (Fig. 5.8).

Fig. 5.8 AED Placement (Near Afflicted Person's Head) (Ministry of Health, Labor and Welfare, 2015)

(3) Switch Power On

Turn on the AED. Depending on the model, it will be either the type that has a button that needs to be pressed to power the unit on or the type that will power on automatically once the lid is opened (and has no power button).

Once the power is on, operate the AED according to its audio messages and lights.

(4) Apply Defibrillator Pads

Expose the afflicted person's chest by removing clothing from the person's chest area. If buttons and hooks prevent you from removing the person's clothing, you will need to cut the clothing away.

Remove the defibrillator pads in the AED case from their bag. Referring to the illustration included on the defibrillator pad bag (Fig. 5.9), apply the two defibrillator pads directly to the person's skin as shown (Fig. 5.9). The illustration will show that one pad should be placed in the upper right area of the person's chest (below the collarbone on the right-hand side of breastbone) and the second pad placed under the person's left breast (5-8 cm below the armpit, diagonally below the nipple). Continue chest compressions even as the defibrillator pads are being attached.

Attach the defibrillator pads securely to the afflicted person's skin. Pockets of air between the defibrillator pads and skin can impede the flow of electricity (Fig. 5.10).

Depending on the model, you may need to plug the wires from the defibrillator pads into the socket in the AED device. Follow the AED's audio messages to operate the device.

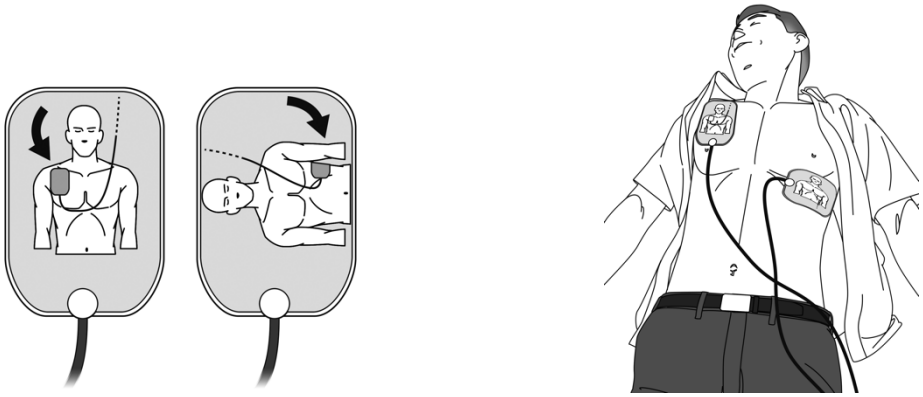


Fig. 5.9 Defibrillator Pad Placement
Expose the person's chest and apply the defibrillator pads to the skin.
(Ministry of Health, Labor and Welfare, 2015)

This is no good because of the gaps.

Fig. 5.10 Attach the Defibrillator Pads Securely to the Skin

(Ministry of Health, Labor and Welfare, 2015)

(5) Electro-cardiogram Analysis

Once the defibrillator pads are securely attached, the AED will automatically detect the connection and initiate electro-cardiogram (ECG) analysis with an audio message telling you to back away from the person's body.

Tell anyone else near the afflicted person to back away and verify that no one is in contact with the person's body. If anyone is touching the afflicted person's body, ECG analysis may not function properly.

(6) Deliver Electrical Shock and Resume Cardiopulmonary Resuscitation

(1) If Electrical Shock is Indicated

The AED automatically analyzes the ECG and determines if electrical shock is necessary. If it is, the AED will automatically begin charging with an audio message telling you that an electrical shock is necessary. Tell the people nearby not to touch the afflicted person's body and verify once more that no one is in contact with the person's body.

Once charged, the AED will begin beeping and the shock button light will come on, together with an audio message telling you to press the shock button. Press the button to deliver the shock as indicated. When the button is pressed, a strong electrical current will pass through the afflicted person's body, causing it to tense briefly.

After the shock, immediately begin chest compressions to resume CPR, as indicated by the audio message telling you to begin chest compressions immediately.

(2) If Electrical Shock is Not Indicated

If the AED audio message indicates that a shock is not necessary, immediately begin chest compressions to resume CPR. Just because a shock is unnecessary does not mean that CPR is unnecessary. Do not get confused.

(7) Repeat Cardiopulmonary Resuscitation and AED Procedures

The AED will begin automatic ECG analysis every two minutes. Each time, an audio message will remind you to back away from the body. During CPR, listen carefully for this audio message and, when you hear it, remove your hands from the afflicted person and tell the people around you to back away as well, then verify that everyone has backed away.

Keep repeating these CPR and AED procedures.

(8) Transfer to Emergency Medical Services

Keep repeating the CPR and AED procedures until emergency medical services takes over.

If the afflicted person begins to breath normally and responds to your voice or moves with purpose, suspend CPR and observe their condition. Because the AED may still be needed if their heart stops again, do not detach the AED defibrillator pads from the person's chest and leave the power on.

5.5 Emergency Supplies

General emergency supplies that should be carried during off-campus activities are listed below (The University of Tokyo Division for Environment, Health and Safety Fieldwork Accident and Disaster Measures Working Group, 2011). Depending on the nature of the off-campus activities, additional emergency supplies may be needed. Such

supplies should be added as appropriate for the given off-campus activities. Emergency supplies should be stored in a first-aid kit, or the like, and participants should know where to find the first-aid kit.

(1) Adhesive bandages (large and small sized ones)
(2) Clean gauze (in unopened package)
(3) Bandaging
(4) Elastic bandaging (to immobilize joints in the case of sprain, etc.)
(5) Triangular cloth (for fractured or dislocated shoulders and arms)
(6) Poison remover (to be used on bee/wasp stings, snake bites, etc.)
(7) Rubber gloves, plastic gloves (to treat injured people who are bleeding, etc.)
(8) Thermometer
(9) Sterile distilled water (for washing wounds)
(10) Iodoform-based disinfectant (e.g. povidone-iodine disinfectant)
(11) Hydrogen peroxide disinfectant (oxydol disinfectant, pyrozone disinfectant, etc.)
(12) Poultice, anti-inflammatory ointment
(13) Antihistamine ointment (for insect bites, etc.)
(14) Corticosteroid ointment (for rashes, etc.)
(15) Antibiotic ointment

If possible, it is advisable to prepare the following as well.

(16) EpiPen auto-injector (to be used for anaphylactic shock due to bee/wasp stings, etc.)

5.6 Psychological First Aid

If an accident or disaster causes a personal injury or a feeling of physical or mental danger, psychological support is needed for those affected by the accident. The following are notes on psychological support when an accident occurs during off-campus activities.

1) Target person

The reaction and feeling of encountering a crisis event vary from person to person. Upsets may be greater if you have a similar painful experience in the past or if your physical and mental health is poor at the time of the crisis.

(1) Persons who have experienced accidents or crisis situations
(2) Who witnessed it
(3) Person who was shocked by seeing and hearing closely

are also included. In addition to dealing with the full range of people affected by the crisis, there is a need for individual engagement with those who are particularly upset.

2) How to get involved

The key is to be close to them and just listen ~~to them~~ if they are trying to talk or accept them if they are silent. It is inappropriate to force them to talk about the experiences and feelings or to ask them many questions. It is reasonable to ask, "Do you have anything that you are concerned about?"

(1)Try to nod so that they know you are listening to their story.

(2) When listening individually, ensure their privacy.

(3) Providing water and snack (or light meal) may ease their tension.

(4) There are times when the other party wants to know the information. Rather than guessing the answers, it is better to be honest and say “I’m afraid that I don’t know”.

3) Managing caregiver’s own mental and physical condition

In crisis, caregivers themselves are often anxious, upset, or physically and mentally fatigued. It is important to be aware of your mental and physical condition and try to rest and not to overdo it.

4) Take over to Campus Life and Health Support Center

After leaving the area, take over to the Campus Life and Health Support Center.

Reference URL

・WHO Psychological First Aid (PFA)
https://apps.who.int/iris/bitstream/handle/10665/102380/9789241548618_eng.pdf;jsessionid=2CB5E787E17A9D161C993F22CFA71607?sequence=1

Materials: Off-Campus Activities Near-miss: The Need for Guidelines

1. Close-calls with the Natural Environment

“During outdoor activities as a part of practical education training, a student was stung by a bee and received treatment at a hospital. “

“A student contracted dengue fever while conducting a survey of former railway sites in Southeast Asia. “

“While walking, a student brushed their hand against some grass by the roadside, which turned out to be poisonous. “

“A student developed heatstroke and had to stay in bed for two days. “

Collectively, these inadvertent incidents during off-campus activities can be called close-calls with the natural environment. These cases and their appropriate countermeasures are covered in detail in the Guidelines for Outdoor Activities.

Close-calls include those that occur regardless of intent and those that may be avoidable with proper care and attention on the part of the individual.

Occasionally, accidents and emergencies occur in situations that neither faculty members nor students are prepared for. As such, preparation is required in order to reduce accidents and emergencies even in these unforeseen circumstances.

2. Close-calls with Artificial Environments

“After sunset, the rainfall grew more intense, and visibility suffered considerably. We were slow to notice the car in front stopping, and had to brake suddenly. “

“In the UK, a student heading to their destination on a rental bicycle nearly caused a collision with a local resident’s bicycle. “

“In the UK, a student trying to cross a lane at an intersection (car priority) with no pedestrian crossing was nearly hit by a car turning off the main road. “

“When returning to campus after off-campus practical training activities, a student crossed the road after getting off a public bus and was almost hit by a car in the opposite lane. “

“We did not know that the local trains are often delayed, and that we had to wait for our connection even when the trains were late because driver shortages mean unexpected cancellations. Therefore, we were unable to return home and had to spend the night at a 24-hour disco, a telephone box, and so on. “

“Unaware that the power supply was 240 V, a student used a microwave oven with the same time setting as in Japan, causing a small fire. “

“Some people have failed to adjust their watches to the time difference and missed their intended transport connections “

“There were several offices with similar names in both government offices and private companies, causing confusion over which place to visit. “

“A student dropped a blood pressure meter at a training facility and damaged it. “

Close-calls with the natural environment sometimes lead to close-calls with artificial environments.

Accidents or emergencies in artificial environments may often give rise to liability for compensation, calling for clarification of the location and extent of responsibility. Some of these cases and their appropriate countermeasures are covered in detail in the Guidelines for Laboratory Activities.

Important in artificial environments is that **accidents and emergencies can arise beyond the scope of carelessness on the part of the course administrator. Therefore, in order to mitigate these risks, it is necessary to conduct a preliminary survey of the site in advance and to confirm precautions regarding the local artificial environments after arrival.**

3. Close-calls with Students

"Students have sometimes gotten lost on their way from the training facility to a destination and dropped out of contact, requiring instructors or faculty at the training site to search for them. "

"A faculty member caused a minor collision in a rented car carrying students. "

"During time spent together after dinner with students over the age of 20, one of the students became insensible, raised a hand against a faculty member, and had to be held back by the others. " (*the student was apparently dissociating)

Close-calls with students also come in various types: those in natural environments, those in artificial environments, those that are unavoidable, and those due to carelessness.

Important in terms of close-calls involving students is **that the various environments and students concerned may lead to accidents and emergencies in situations during off-campus activities that the faculty members taking part have not been prepared for.** Therefore, **the university must be informed of the destination in advance, allowing a system for cooperation to be established in the event of any unfortunate situations.**

These incidents may also arise in outdoor activities and laboratory activities.

4. Close-calls between Students

"At a retreat, students were drinking and fooling around with friends, staying up late and bothering people nearby. "

"Everyone fell asleep on the return train, staying on far past the destination, and could only just catch a train back. "

"At the accommodation facility, a student with good English openly mocked one less so, almost provoking a fistfight. "

These incidents may also arise in outdoor activities and laboratory activities.

Because the purpose of education is to acquire relevant interpersonal skills, **faculty members tend to think of acquiring these skills as the "main effect" and of other consequences as "side-effects" or "unintended consequences." Therefore, the structure of their sense of purpose tends to marginalize and make light of these situations.** (Bateson, Gregory 2005 (1972) "Effects of Conscious Purpose on Human Adaptation", Mary Catherine Bateson ed. "Our Own Metaphor: A Personal Account of a Conference on the Effects on Conscious Purpose on Human Adaptation." Hampton Press: 13-17).

Regardless of the faculty members' sense of purpose, however, situations likely to arise during off-campus activities must be considered part of the class's ecosystem. Therefore, even though these accidents and emergencies are outside the purpose of the activity, they should not be considered trivial events. They may also occur in off-campus and laboratory activities.

5. Personal Close-calls

"A student became ill due to pre-existing kidney dysfunction, and was escorted home by a faculty member via bullet train and taxi. "

"When escorting a group of thirty-odd graduate students, a fall on the way home led to a broken leg."

"A student suffered a leg sprain during the training and was sent home on their own. "

"One of the students suffered a stomachache while conducting a survey of plants in a greenhouse for an extended period of time. They were accompanied by a researcher at the institution to a nearby hospital, where they were seen by a doctor. "

"A female student reported after the fact that she had been constipated for a week during fieldwork."

Finally, there are hazards relating to students' personal conditions. Although these matters are often considered to fall under students' own responsibility, it is not always entirely the responsibility of the student to determine what pre-existing conditions could cause close-calls in the field during off-campus activities.

6. Close-calls with the Activity Site

In the UK, a student purchased a bag of roasted salt and kept it in their pocket. This was mistaken for drugs by a facility staff member, who spoke to the student separately. "

"While a student was conducting health-promotion education for the elderly, they performed some simple exercises, but one of the elderly people participating fell down. "

"A training host facility notified the instructor that a student scheduled to attend that morning had not arrived. Attempts to contact the student failed, including their mobile phone, leaving their whereabouts unclear. In the afternoon the student made contact, saying that they had make a mistake regarding the schedule of the off-campus training. "

Safety requiring particular attention during off-campus activities, as opposed to outdoor activities or laboratory activities, comprises close-calls with interpersonal and social relationships at the activity site.

These also include unforeseen situations like the former, as well as instances of carelessness like the latter. However, the hazards fundamental to off-campus surveys are those like the middle case, in which students cause close-calls with instructors or their own students at the activity site. Unlike outdoor activities, where students can only be victims, in these cases students may also be the perpetrators. As such, insurance may be doubly involved.

Above, close-calls are categorized into those in the natural environment, those in artificial environments,

those involving faculty members, those arising between students, those concerning personal conditions, and those involving the activity site.

These Guidelines for Off-campus Activities refer to students' interpersonal/social-related educational or research activities outside the university as part of regular classes. However, even in fields relating to people and society, the close-calls that arise during outdoor activities and laboratory activities may still occur. It is better to think of the complex risks that are involved in interpersonal and social research as in addition to these close-calls.

Important in regard to all these close-calls is that whatever sense of purpose faculty members and students base their considerations on, hazards may appear from unlooked-for directions. Therefore, **in conducting education and research, it is essential to (1) prevent inadvertent close-calls through the attention of multiple instructors; (2) be aware of risks and prepare to prevent close-calls during the planning and implementation stages; (3) give mutual consideration to avoiding close-calls between the course administrator and students, or among the assisting supervisors, students, and those being instructed; (4) maintain a support system for dealing, in conjunction with the university, with any crises (accidents/incidents) that occur regardless.**

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Reference Material

Regarding the Accidental Death During Kyushu University General Education Course "Introduction to Scientific Field Research: Yakushima Program": Causal Investigation and Recurrence Prevention Report
(Excerpted)

March 31, 2017 (in Japanese)

Kyushu University Yakushima Fieldwork Student Accident Review Committee

Introduction

On September 6, 2016, Kyushu University freshman School of Letters student Shojiro Haraguchi died (drowned) in the Anbo River in the Town of Yakushima in Kumage, Kagoshima prefecture during the "Introduction to Scientific Field Research: Yakushima Program."

That very same month, the Kyushu University Yakushima Fieldwork Student Accident Review Committee ("Review Committee") was formed with the Senior Vice-President of Risk Management as chair to investigate the circumstances and causes behind the accidental drowning of the student during the program ("the Accident") and to issue recommendations to prevent such accidents from recurring in the future. Committee members heard not only from the Senior Vice-President of Education, faculty engaged in fieldwork-based education and research, physicians and other relevant campus personnel but also from experts and others outside the university. The Review Committee met a total of seven times during the review, including three on-site inspections, informational hearings with involved parties, and opinion hearings with experts. This document reports on the findings of the Review Committee.

Concurrent to the review, a "Working Group to Study Course-related Safety Management" under the direction of the Senior Vice-President of Education was also formed by the Review Committee. The resulting Kyushu University "Educational Safety Guidelines: Outdoor Activities" drafted by the WG have been attached to this document as an appendix.

This document comprises the following seven main sections.

1. Introduction to Scientific Field Research: Yakushima Program
2. Outline of Events Leading to the Fatal Accident During the Yakushima Program
3. Circumstances that Likely Contributed to the Accident
4. Causes of the Accident Based on Investigation of Section 3
5. Investigation from the Perspective of General Preventative Measures for Water-related Accidents
6. Preventing Accidents: Safety Management and Safety Education for Students
7. Requests to Kyushu University

6. Preventing Accidents: Safety Management and Safety Education for Students

In 2004, Kyushu University established Rules for Faculty and Staff Safety and Health Management at Kyushu University, effective April 1. The rules established the Office for Promotion of Environmental Management, Health and Safety under the direction of the Executive Vice-President/Senior Vice-President in charge of health, safety, and risk management to promote safety and health management. Safety and health management for the university, as well as its various accident prevention-related initiatives, are found in Kyushu University's "Safety and Health Guidelines," "Disaster Preparedness Manual," and elsewhere. Focusing on "safety management and safety education for students," this report describes the prevention-related responsibilities of the university, schools serving as administrative units, and faculty and staff in charge of courses, as well as the steps to be followed by students enrolled in courses.

1) Safety Education and Safety Management Directed at Students

Safety and health education for faculty and staff at Kyushu University is written about in the "Safety and Health Guidelines" as follows.

Safety and health education exists to ensure employee safety and health and create a comfortable work environment by cultivating awareness and transmitting knowledge and skills. Safety and health education is extremely important for safety and health management at the university and, therefore, the following measures must be properly executed.

(1) Employees will undergo safety and health-related education provided by the university.

(2) Anyone working with radiation, handling experiment-related animals or research-related microorganisms or performing genetic recombination experiments will beforehand undergo education and training provided by the university.

(3) Other safety and health education will be conducted by an employee's direct supervisor or person who effectively has supervisory authority.

(4) Safety and health education will be performed not only at the time of appointment but also as needed, for instance, when work procedures change or at the time of periodic inspections.

In keeping with the above, students will also normally (1) undergo safety and health education for the courses they take, (2) undergo education and training beforehand when working with radiation, experiment-related animals/research-related microorganisms, or genetic recombination experiments, (3) undergo any special safety and health education conducted by their instructors or others for an experiment or practicum, as necessary to take a course or conduct experiments, and (4) undergo safety and health education as needed at the time of matriculation or advancement.

Most experiments and practicums that are offered in campus laboratories and seminar rooms by around the third year of undergraduate study are standardized. They are conducted with proper guidance using manuals or other materials based on many years of instruction and experience. Moreover, students will have normally received information and guidance, including measures to take, in the event an accident occurs.

On the other hand, undergraduate thesis research and graduate-level thesis research by master's and doctoral students, which are conducted mainly in laboratories and related facilities, entail a wide range of devices, from the

standardized to the cutting-edge, and wide range of activities, from something as simple as the handling of commonplace chemicals to something that involves strictly regulated substances. For this reason, safety and health education relies on the discretion of instructional faculty and exists in many forms and at many levels. The fundamental approach is to create safer educational environments by fostering a greater awareness of safety among instructional faculty.

2) Preventing Accidents in Courses Entailing Fieldwork

Important lessons from the Yakushima Program accident are relevant to educational and research activities involving fieldwork in general. Rather than tell ourselves that safety management must be fine because we have no accidents on record, we should stop and ask ourselves if safety management and safety education are being overlooked because no accidents have happened in recent years. Rather than tell ourselves that everything is okay because a near accident ended without incident, we should be reminding ourselves that we have been lucky to avoid accidents so far, but there is every possibility of things ending badly in the future. These lessons are important for us all—for the university, administrative units, course administrators, course instructors, and enrolled students.

From the circumstances that likely contributed to the accident during the Yakushima Program and our investigation of them, the following were revealed as ways in which the measures taken were under-prepared, inadequate, or belated.

- Guidance from the administrative unit and centralized management of program conditions
- Deliberation over whether the course should have been offered
- Management of program conditions for an introduction to scientific field research
- Centralized management across all programs
- Information-sharing between course instructors
- Information gathering activities related to conditions at Anbo River
- Description of the “Hands-on Experience at Anbo River” in the syllabus and informational materials
- Information on the “Hands-on Experience at Anbo River” for participants
- Number of leaders
- Emergency readiness, including life preservers and canoes
- Awareness of accident
- Request for emergency assistance

When necessary measures are fully implemented in advance, fieldwork-based education and research become even more rewarding in terms of their content and outcomes because of a greater sense of security. With the previously discussed findings of our investigation into the Yakushima Program in mind, we hope that Kyushu University, schools serving as administrative units, course administrators, course instructors, enrolled students, and others will take the recommendations on “Preventing Accidents in Courses Entailing Fieldwork” offered below and implement necessary measures and reforms in order to conduct even more rewarding fieldwork-based courses.

There were many shortcomings at the time of the accident, including in terms of communication to the university and legal guardians from the local site following the accident and in how the university responded after the accident had happened. Such post-accident measures should also be made a clear part of the accident recurrence countermeasures.

(1) Kyushu University

The Executive Vice President of Education will be the chief administrator for the university. The chief administrator for the university designates the school serving as administrative unit for the fieldwork-based course and centralizes management of the conditions under which fieldwork-based courses conducted by the school serving as administrative unit are managed.

The chief administrator for the university will write “Safety Guidelines for Courses that Entail Fieldwork” (tentative title) to provide basic information common to courses that entail fieldwork and will give guidance to the administrative units of such courses. Each administrative unit will supplement the “Safety Guidelines for Courses that Entail Fieldwork” (tentative title) and assess whether the unit is performing proper safety management and safety education by writing safety guidelines per the “Safety Guidelines Specific to Fieldwork-based Courses Administered by the School” described below. The chief administrator for the university will centralize the management of administrative units by requiring them to report to the chief administrator for the university any accidents, or conditions/issues that might have led to an accident, and by providing guidance on reforms that may be required.

Kyushu University's “Safety and Health Guidelines” will be updated with important fieldwork-based education and research-related information based on the “Safety Guidelines for Courses that Entail Fieldwork” that are written by the university.

(2) Schools Serving as Administrative Units

A school's dean will be the chief administrator for the school. The chief administrator for the school will establish a committee or other body to deliberate whether or not a fieldwork-based course administered by the school should be offered and then decide based on the committee's report of its deliberations whether or not the course will be offered. The committee deliberates based on the pre-activity survey report for the fieldwork site, the status of safety education and safety measures to be taken, and past accidents, issues and improvement plan described in the request to offer the course. If the course does not meet the standards set forth by the committee, the course offering will not be approved.

Additionally, the chief administrator for the school will centralize management of course program conditions by requiring an annual report on safety management and safety education. The chief administrator for the school will be required to report to the chief administrator for the university any accidents or conditions/issues that might have led to an accident, including measures taken and plans for improvement.

It would be difficult in the “Safety Guidelines for Courses that Entail Fieldwork” (tentative title) written by the chief administrator for the university to cover all safety guidelines specific to the wide range of fieldwork sites and course program content. The chief administrator for the school will supplement the “Safety Guidelines for Courses that Entail Fieldwork” (tentative title) by establishing “Safety Guidelines Specific to Fieldwork-based Courses Administered by the School” and provide guidance to course instructors.

The chief administrator for the school assess whether course instructors are performing proper safety management and safety education according to “Safety Guidelines for Courses that Entail Fieldwork” and “Safety Guidelines Specific to Fieldwork-based Courses Administered by the School.” The chief administrator for the school will centralize the management of fieldwork-based courses administered by the school by requiring course

instructors to report to the chief administrator for the school any accidents, or conditions/issues that might have led to an accident, and by providing guidance on reforms that may be required.

(3) Faculty of Arts and Sciences

A committee or other body will be established to deliberate whether or not a course should be offered, with the dean of the Faculty of Arts and Sciences then deciding based on the committee's report of its deliberations whether or not the course will be offered. For general education course that entail fieldwork, the committee deliberates based on the pre-activity survey report for the fieldwork site, the status of safety education and safety measures to be taken, and past accidents, issues and improvement plan described in the request to offer the course. If the course does not meet the standards set forth by the committee, the course offering will not be approved.

Most KIKAN education courses are offered for first and second-year undergraduates, so they include many inexperienced students and therefore require even more meticulous safety management and safety education.

(4) Course Instructors

Course instructors will conduct the course according to “Safety Guidelines for Courses that Entail Fieldwork” and “Safety Guidelines Specific to Fieldwork-based Courses Administered by the School,” as well instructions from the chief administrator for the school in the school serving as administrative unit. Instructors will also add any course-specific measures they deem necessary for safety management and safety education. Course instructors will be required to report to the chief administrator for the school any accidents or conditions/issues that might have led to an accident, including measures taken and plans for improvement.

If a course has multiple instructors, one instructor will be designated the course administrator. The course administrator will centralize management of the course by assessing each instructor's safety management and safety education practices and requiring them to report to the course administrator any accidents or conditions/issues that might have led to an accident, including measures taken and plans for improvement.

(5) Students Enrolled in the Course

Prior to enrolling, students enrolling in a course that entails fieldwork should carefully read the sections of the “Safety Guidelines for Courses that Entail Fieldwork” and “Safety Guidelines Specific to Fieldwork-based Courses Administered by the School” that pertain to enrolled students and fully understand the course-specific safety guidelines provided by the course instructor, all of which must be followed by students enrolled in the course. Additionally, students must attend the course guidance session as well as seek on their own to acquire knowledge that will help to avoid risks, understand the risks entailed in the course, and actively participate in their own safety management.

During the course, students will not only take steps to follow directions given by their instructors but also immediately report to their instructors any accidents or hazardous situations that may occur or have already occurred.

3) Preventing Accidents in Fieldwork-based Education and Research When a Research Lab is the Administrative Unit

Compared to normal fieldwork-based coursework, undergraduate thesis research and graduate-level thesis research by master's and doctoral students take place mainly in research labs and encompass a wider of fieldwork sites, as well as a more advanced and diverse range of activities at those sites. Moreover, it is not unusual for fieldwork to be conducted independently by undergraduate and graduate students without a supervising faculty member with them. Out of a respect for the autonomy and authority of scholarship and research, safety management and safety education essentially rely on the discretion and responsibility of the faculty member or other person supervising the research. For this reason, there are differences of degree and quality in how safety management and safety education are currently practiced.

Field research must be conducted in accordance not only with the “Safety Guidelines for Courses that Entail Fieldwork” and “Safety Guidelines Specific to Fieldwork-based Courses Administered by the School” but also with any necessary safety management and safety education practices specific to the fieldwork that are established by the faculty member supervising the research. Any accidents during field research, or conditions/issues that might have led to an accident, including measures taken and plans for improvement, must be reported to the school administrator in the school to which the faculty supervisor belongs.

4) Preventing Water-related Fieldwork Accidents

Much of the education and research at Kyushu University takes place in or around marshlands, rivers, ponds, lakes, harbors, the ocean and other water-related fieldwork sites. The Review Committee investigated the safety management and safety education practices during such education and research.[15]

For this inquiry, the committee received reports on a total of 63 educational and research activities. The activities took place at a variety of locations, including streams, rivers, lakes/marshes, and ocean environments, with the majority taking place in or around aquatic environments near land. That said, more than a small number of activities were boat-based, using research boats from Nagasaki University, Kagoshima University, Tokyo University of Marine Science and Technology, the Japan Agency for Marine-Earth Science and Technology, the Japan Agency of Maritime Education and Training for Seafarers, or elsewhere. Likewise, while the vast majority of activities took place in Japan and were short-term (from a few hours to few days), there were some relatively long activities in places like the Okinawa Trough and some overseas activities in places like the East China Sea, the northern Pacific Ocean, Mongolia, Indonesia and elsewhere.

The ratio in most of the 63 cases ranged from one to ten students per leader. Some reported activities for master's and doctoral thesis research involved only students, but in such cases the students had been instructed to work in groups. In general, topographical maps, information on weather, waves, marine weather, and routes, and so forth were collected on the day prior to and/or before the start of activities. In virtually all cases, there were information sessions on the practicum site and activities held in advance for safety management and safety education, and participants were required depending on the activities to wear hard hats, gloves, cleated work tabi, waders, wetsuits, life jackets, and so forth. As needed, they also included university and museum specialists, state-licensed divers, and personnel with diver certification cards (“C-cards”), boating licenses, or other credentials, as well as personnel who had completed the fire department's course on rescue techniques. In the majority of cases, there was an emergency contact system in place, as well as mobile phones, two-way radios, etc., to ensure means of communication. In some cases, faculty and students were also kept on-call on land in case an emergency arose.

As this indicates, safety management and safety education are generally practiced across the board. That said, there was substantial variance in the information provided in the reports submitted by supervising faculty and faculty groups, including activities where the information sessions were only conducted verbally without any reference materials; activities that depended exclusively on the supervising faculty member's personal experience; joint activities with other universities for which it is unclear whether responsibilities entrusted to the other university's faculty members were ever verified; and activities that had no communication system for emergencies and accidents. Moreover, there were too few reports clearly indicating that information on hazards at the site had been collected beforehand, that near-miss situations during past activities had been used to make improvements, and that training in water rescue and first-aid measures had been actively undertaken.

It is time now for faculty, the schools and other administrative units, and the university to reexamine and comprehensively systematize their safety management and safety education practices related to education and research at water-related fieldwork sites.

7. Requests to Kyushu University

A tragic accident such as this must never happen again, and it must never be forgotten. We reaffirm that safety management and safety education for students, faculty, and staff is the responsibility of the university and hope that fieldwork-based education and research activities will be made even more robust through full implementation of the accident-prevention measures described in section 6. In support of these policy measures, we ask the following.

(1) Funding, or the creation of a fund, to support safety management and safety education activities for fieldwork-based courses.

(2) Creation of a “Fieldwork-based Education and Research Safety Management and Education Day” (tentative title), including support for its activities, to strengthen safety management and safety education in fieldwork-based courses. At this event, examples of past accidents and near-miss situations during fieldwork-based education and research, as well as information on what measures to take and ideas for improving them, would be shared by faculty and students, while specialists and organizations would lead educational activities to promote fieldwork-related safety management and safety education.