

NRM 161

**COURSE TITLE:** Introduction to Wilderness Leadership

**Instructor & Contact Info**

Sam Braband

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**Office Hours:**

**Monday – 9-5**

**Thursday – 9-3**

**Course Description:** This course is designed to provide students with the fundamental skills needed to guide a group of individuals in a backcountry environment. Throughout the semester students will develop their technical skills, group management techniques, risk assessment tools, and much more. Course material will focus on current theories and principles used in the outdoor recreation field. The development of a student's hard skills (equipment use, navigation, shelter construction, etc.) and soft skills (leadership, group management, decision making, etc.) will assist in the development of the student's character. The course includes three separate hiking/backpacking trips, which requires students to be prepared physically and mentally.

**Course requirements:** Students must receive instructor permission in order to enroll in the class. A significant portion of the course will be spent in the field, thus students must be in good physical condition and prepared physically to hike on rough terrain with a heavy pack for long days. Technical gear such as tents, packs, stoves and sleeping bags are available for free through the Outdoor Adventures office; however the student must provide footwear and personal clothing. This course is designed with the intention of training students to lead wilderness trips through the Outdoor Adventures office. This course is required for any student volunteering for the program.

**Course goals:** Students should leave with the ability to lead a group of their peers into the backcountry, provide a fun and educational experience to them and return them safely at the end of this trip. Students should be able to begin to master this demanding and dynamic skill. Students will have the opportunity to grow and learn through a series of challenging experiences.

**Teaching Style:** I will not lecture for 2 hours or pop a video in, but rather create a discussion around a direct activity that will allow us all to learn from each other. This shared learning experience will often require you, the student, to lead the discussion or teach a topic based on your experience. I will provide the student with information and

skills that will be put to use right away in an actual field environment. Students should come to class prepared to work, discuss, move around and be outside.

**Class Meetings;**

Bunnell 410

Tue and Thu from 3:40-5:10

Overnight Field Experiences: Sept. 12-13, Oct 10-11 or Nov 14-15\*

\*You will be assigned either the Oct trip or November trip

One day trip: September 26th

The overnights start early Saturday morning and don't return until just after dinner on Sunday

Optional but highly encouraged: Wilderness First-Aid 11/21-22; \$150

**Grading Policy**

NRM 161 is worth 3 credits and each student will be assigned a letter grade.

**A = 90+**

**B = 80 – 89**

**C = 70 – 79**

**D = 65 – 69**

**F = Below 65**

Attendance and Participation	50
Paper 1	100
Paper 2	100
Quiz 1	50
Field Experience	200
Final	<u>100</u>
Total	600 possible points

**Required Texts:**

The Mountaineers (2003). *Mountaineering The Freedom of the Hills*.

Graham, John. (1997). *Outdoor Leadership (Technique, Common Sense and Self-Confidence*. Seattle: The Mountaineers

Supplemental readings provided by the instructor

**Assignment descriptions**

*Attendance and Participation (50 points = roughly 2 points a day)*

Students are required to show up to class on time and ready to participate in the dynamic lessons being taught each day. Because each piece of information is crucial to a group's safety, it is important to be present for every class period. Each unexcused absence results in a loss of 2 points.

*Paper 1 Risk Management (100 points) \*DUE October 1st*

Look at one of two separate incidents the UAA mountaineering accident or the NOLS bear incident. Write a 2 page paper analyzing the accident. What went wrong? What went right what would you have done differently? What can be done to avoid a similar incident in the future? Use the concepts learned in class to form your opinion. The report should use APA format.

*Paper 2 (100 points)\* DUE November 19th*

Research an expedition Ernest Shackleton, Lewis and Clark, Fritz Wiessner. The report should be two pages in length and use APA format. Look at the expedition and using the concepts that we learned in class identify what made or broke the expedition. What would you have done differently? Why were they successful where others have failed? Students will also be asked to present their paper to the class through a five to ten minute informal discussion.

*Field Experience (100 points each)*

**September 12-13, 26, October 10-11, Nov 21-22**

The first field experience will be instruction intensive. Skills covered will include: Navigation, Water Treatment, LNT, Pacing, How-To-Teach a Skill, Bear Safety, Trip Planning, Menu Planning, Learning Styles, etc. During the second field trip all students will be assessed on their use the equipment, how they dealt with various scenarios and other events that happen. Students will receive a rubric prior to the trip outlining what standards have to be met in order to receive full credit. The rubric also includes an “action plan” which is designed to provide the student with suggestions on how to improve. This action plan may be implemented during the spring semester and has no bearing on the grade for this class; it is strictly a tool for the student’s development. Each student will also meet with the instructor in a one-on-one meeting to discuss the evaluation. There are two choices for the second field experience, students must attend one.

*Final and 1 Quiz (100+50=150 total)*

Quiz 1 will be the concepts discussed in the first half of the class and the Final will be on the concepts discussed in the second half of the class.

**Plagiarism and Citation**

Honesty is a primary responsibility of you and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams, or take-home exams that contribute to their grade in a course, unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

2. Students will not represent the work of others as their own. A student will attribute the source of information not original with himself or herself (direct quotes or paraphrases) in compositions, theses, and other reports.

3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

### **Feedback, De-briefing, and Assessment measures**

Students will receive many forms of feedback, constructive criticism and assessment. There will be one-on-one meetings with the instructor throughout the semester. The rubrics are designed to show your strengths and weaknesses. Student will never receive a grade without an explanation on how to improve. Assessment is a two-way street, please feel free to provide me constructive criticism.

### **Students with disabilities**

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (203 WHIT, 474-7043) to provide reasonable accommodation to students with disabilities. Please inform me of any disabilities during the first two weeks of class.