

Fall 2021 | NRM 161

COURSE TITLE: Introduction to Wilderness Leadership

Instructor & Contact Info

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Office Hours- OA office M, W, F 8am-12pm

Please use your UA email for all communication regarding this class

Course Description: This course is designed to provide students with the fundamental skills needed to lead 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 and education 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 with one day trip. These trips require that students be prepared physically and mentally.

Course requirements: 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 in a variety of situations including through the Outdoor Adventures office.

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: This course will combine lecture, group discussions, and hands-on 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. We will provide students 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:

Brooks 104A

Tuesday and Thursday from 2:00-3:30

Classes run August 24- November 18

Overnight Field Experiences: September 4-5, October 16-17 or October 30-31

The overnight trips start early Saturday morning and don't return until just after dinner on Sunday night.

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 = 60 – 69

F = Below 60

Attendance and Participation	100
Paper 1	100
Paper 2	100
Paper 3	100
Trip plan	50
Lesson plan	50
Hike on your own	50
Quiz 1	50
Field Experience	300
Final	<u>100</u>
Total	1000 possible points

Recommended Texts and Supplies:

Humberstone, B., Prince, H., Henderson, K. (2016) *Routledge international handbook of Outdoor Studies*. Routledge, New York, NY.

Kosseff, Alex. (2010). *AMC Guide to Outdoor Leadership*. AMC Books, Boston, MA.

Required supplies:

- Compass, [example](#)
- Journal

Instructor will provide supplemental readings and journal articles

Assignment descriptions

Attendance and Participation (100 points = roughly 4 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 4 points.

Journal entries from trips will count toward this grade as well.

Paper 1 Risk Management (100 points)

Look at "Adam's Story". (Hand-outs provided) 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 Social constructs on OE (100 points)**

Students will be given the journal article "Social Justice in Outdoor Experiential Education: A State of Knowledge Review". Students will write a 2-3 page reaction to this article as well as use at least 2 other sources addressing social issues within Outdoor Education. Students should include their own personal reaction to the paper as well as

include sources that back up claims made about the article or subject matter. This paper should be written in APA format.

Paper 3 (100 points)

Students choice paper. Students will choose a journal article related to outdoor leadership, education, recreation, etc. and write a 2 page reflection paper. Students should include their own personal reaction to the paper as well as include sources that back up claims made about the article or subject matter. This paper should be written in APA format.

Hike on your own (50 points)

Go for a hike on the campus trails or somewhere in the local area! Practice using navigational tools that you learned about in class.

Give me a brief write-up of your experience.

- Did you use a map, if so where did you get it?
- Where did you go?
- What did you use for emergency communication?
- What were the risks?
- How far did you walk/how long did it take you? (this is to help with pacing yourself)
- Were you aware of your surroundings? What senses did you use to assess your environment?

Lesson plan (50 points)

Submit a brief lesson plan for your 5-10 minute lesson for the class.

Trip plan (50 points)

Write up a trip plan for the trip you will be leading. Either the Jack river backpacking or the Compeau Cabin overnight. Include:

- menu & meal plan
- pre-trip meeting itinerary
- pack-list for participants
- map & route

Field Experience (100 points each)

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 and third field trips all students will be assessed on their use of 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. For the second and third field sessions the students will be expected to lead a pre-trip meeting on the Thursday evening before the trip as well as doing the trip preparations on the Friday before the trip.

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, Debriefing, 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. Students 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 ensures 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.

Intro to Wilderness Leadership Schedule			
	Tuesday		Thursday
Week 1	8.24- Introduction/Syllabus review Wilderness leadership Lecture <i>HW- Read chapter 1 (p.1-17)</i>		8.26- Clothing demo Packing / fitting a backpack
Week 2	8.31- Tents and stoves outside <i>HW- Read chapter 2 (p.19-38)</i>		9.2- Pre-trip meeting DEMO You all will do this for your trips Tents and stove overview
Trip 1	9.4-9.5- Granite tors backpacking		
Week 3	9.7- Danielle out Frank lecture Trends in Outdoor Recreation Navigation tools		9.9- Danielle out Mark lecture HW- Personality tests, BRING TUESDAY 16 personalities OCEAN Big 5
Week 4	9.14- Importance of debrief Personality in leadership HW- Read chapter 5 (p.83-99) https://gatherfor.medium.com/maslow-got-it-wrong-ae45d6217a8c		9.16- Leadership styles Group dynamics HW- Listen to "Ignorance for Dummies" Read chapter 3
Week 5	9.21- Awareness & Decision making ("discuss ignorance") food, fuel, LNT, Bear safety HW: https://vimeo.com/58936038		9.23- Teaching and facilitation HW- Read chapter 7 (p.123-138)
Week 6	9.28- Communication group Activity		9.30- Teaching Presentations
Week 7	10.5- First paper due- Adam's Story Risk Management <i>HW- Read chapter 11 (p.201-212)</i>		10.7- Quiz 1 HW- trip plan for 10.16 (group 1) HW- Read chapter 6 (p.101-121)
Week 8	10.12- Expedition Behavior & planning activity <i>HW- Read chapter 13 (p.227-237)</i> <i>Speaker series @ 4</i> HW- emotional intelligence9		10.14- Student led pre-trip (group 1)
Trip 2	10.16-10.17- Jack River Backpacking		

Week 9	10.19- Danielle out Student- led debrief (Group 1) Risk management/Adam's story <i>HW- Read chapter 16 (p.25-282)</i>	10.21- Danielle out (Guest lecture) HW- trip plan for 10.26 (group 2) Adam's story paper due 10.24 (sunday)
Week 10	10.26- Group management resolving conflicts discuss Adam's story <i>HW- Read chapter 12 (p.213-226)</i>	10.28- Student led pretrip (group 2)
Trip 3	10.30-10.31	
Week 11	11.2- Student led debrief (Group 2) <i>HW read:</i> https://drive.google.com/file/d/14LI-bJ2uunLKMKHcuA-i8j3k3WP5jGKE/view?usp=sharing	11.4- Trends in OE, Recreation industry Social Justice in OE <i>HW read:</i> https://drive.google.com/file/d/1sSOsC_Eja4dKMTvd_swJphwJYs5ISHdu/view?usp=sharing
Week 12	11.9- Second paper due- Social Justice in OE Social justice in Outdoor Education Women and minorities in the Outdoors <i>Readings provided by instructor</i>	11.11- Debrief of class
Final: 12.7	Attend speaker series	