

Fall 2024 | NRM 161

**COURSE TITLE:** Introduction to Wilderness Leadership

**Instructor & Contact Info**

Danielle Bessent

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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 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:**

REIC 138

Tuesday and Thursday from 2:00-3:30

Classes run August 27- November 21

Overnight Field Experiences: September 28-29, October 12-13 and October 26-27

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 (extra credit)
Trip plan	150
Lesson plan	150
Hike on your own	50
Quiz 1	50
Field Experience	300
Final	<u>100</u>
Total	1000 possible points

**Recommended Texts and Supplies:**

Priest, S., Gass, M. (2018). *Effective Leadership in Adventure Programming*. Human Kinetics, Champaign, IL.

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)- Due October 22*

Read "Adam's Story" and reflect on the discussion in class. (Hand-outs provided) Write a 2 page paper analyzing the accident. What went wrong? What was done correctly? 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 Multidimensional approach to experiential learning (100 points)\**

Students will be given the journal article [Experiential Learning: Towards a multidisciplinary perspective](#). Students will write a 2-3 page reflection.

Questions I would like specifically addressed:

- How does this information relate to what we are learning and discussing in Intro to Wilderness Leadership?
- Why is this relevant to your experience in the class?

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)- extra credit*

Student's 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)- Due September 24*

Go for a hike on the campus trails or somewhere in the local area! Practice using navigational tools and planning.

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?

- What questions do you have for me or the class?

Lesson plan (150 points)- Due November 5

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

Trip plan (150 points)- Due November 21

Write up a trip plan for the trip you will be leading. 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 (907-474-5655) to provide reasonable accommodation to students with disabilities. Please inform me of any disabilities during the first two weeks of class.

### **COVID-19 statement:**

Students should keep up-to-date on the university's policies, practices, and mandates related to COVID-19 by regularly checking this website:

<https://sites.google.com/alaska.edu/coronavirus/uaf?authuser=0>

Further, students are expected to adhere to the university's policies, practices, and mandates and are subject to disciplinary actions if they do not comply.

### **Student protections statement:**

UAF embraces and grows a culture of respect, diversity, inclusion, and caring. Students at this university are protected against sexual harassment and discrimination (Title IX). Faculty members are designated as responsible employees which means they are required to report sexual misconduct. Graduate teaching assistants do not share the same reporting obligations. For more information on your rights as a student and the resources available to you to resolve problems, please go to the following site:

<https://catalog.uaf.edu/academics-regulations/students-rights-responsibilities/>.

### **ASUAF advocacy statement:**

The Associated Students of the University of Alaska Fairbanks, the student government of UAF, offers advocacy services to students who feel they are facing issues with staff, faculty, and/or other students specifically if these issues are hindering the ability of the student to succeed in their academics or go about their lives at the university. Students who wish to utilize these services can contact the Student Advocacy Director by visiting the ASUAF office or emailing [asuaf.office@alaska.edu](mailto:asuaf.office@alaska.edu).

### **Student Academic Support:**

- Communication Center (907-474-5470, [uaf-speakingcenter@alaska.edu](mailto:uaf-speakingcenter@alaska.edu), Gruening 507)
- Writing Center (907-474-5314, [uaf-writing-center@alaska.edu](mailto:uaf-writing-center@alaska.edu), Gruening 8th floor)

- UAF Math Services, [uaf-traccloud@alaska.edu](mailto:uaf-traccloud@alaska.edu), Chapman Building (for math fee paying students only)
- Developmental Math Lab, Gruening 406
- The Debbie Moses Learning Center at CTC (907-455-2860, 604 Barnette St, Room 120,  
<https://www.ctc.uaf.edu/student-services/student-success-center/>)
- For more information and resources, please see the Academic Advising Resource List  
([https://www.uaf.edu/advising/lr/SKM\\_364e19011717281.pdf](https://www.uaf.edu/advising/lr/SKM_364e19011717281.pdf))

**Student Resources:**

- Disability Services (907-474-5655, [uaf-disability-services@alaska.edu](mailto:uaf-disability-services@alaska.edu), Whitaker 208)
- Student Health & Counseling [6 free counseling sessions] (907-474-7043, <https://www.uaf.edu/chc/appointments.php>, Gruening 215)
- Center for Student Rights and Responsibilities (907-474-7317, [uaf-studentrights@alaska.edu](mailto:uaf-studentrights@alaska.edu), Eielson 110)
- Associated Students of the University of Alaska Fairbanks (ASUAF) or ASUAF Student Government (907-474-7355, [asuaf.office@alaska.edu](mailto:asuaf.office@alaska.edu), Wood Center 119)

**Nondiscrimination statement:**

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UAF Department of Equity and Compliance

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