

Introduction to Wilderness Leadership- Fall 2022

NRM 161- Introduction to Wilderness Leadership

3 Credits

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Outdoor Adventures Office in the SRC

Office hours: Thursday 3:45-5pm

NRM 161 is in person and in the field

Classroom: 2-3:30pm 8/30-11/17

Classroom: Reichardt 202

Field Sessions: 9/17-18, 10/7-9, 10/29-30

Field Fee: \$160

Course Description: This course introduces students to many of the hard and soft skills necessary to be an effective outdoor leader and educator. These foundational skills are developed through classroom learning, readings and hands-on experience in the field. Students will learn to minimize risk, and impact while maximizing enjoyment and learning.

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, sleeping bags and safety equipment 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.

Student Learning Outcomes

By the end of the course, successful students will demonstrate:

- Effective leadership and management of groups.
- Competency in trip planning including food logistics, route planning, route finding in the field, navigation, gear selection, and transportation logistics.
- Competency in teaching other students the basics of an activity while maintaining a safe site.
- The hard and soft skills necessary to minimize risk while travelling in the backcountry
- Effective and efficient abilities regarding the technical skills of camp life
- The interpersonal skills and expedition behavior necessary to help maximize the enjoyment of the group.

Required Texts:

AMC guide to Outdoor Leadership, 2nd edition by Alex Kosseff

<https://www.amazon.com/AMC-Guide-Outdoor-Leadership-Management/dp/193402841X>

Supplemental readings provided by the instructors

Required supplies:

- Compass, [example](#)
- Journal

Instruction Methods

Students will be challenged to think outside the box and break old habits since there is a large difference between recreational activities and institutional outdoor instruction. 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 the student to lead the discussion or teach a topic based on their experience. Students will also have the opportunity to grow and learn through a series of challenging experiences in the field. Students should come to class prepared to work, discuss, move around, and be outside.

Assignment Explanations

Attendance and Participation (100 points)

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.

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. Include:

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

*Paper 1 Risk Management (100 points) *DUE October 4th*

Read “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.

*Paper 2 (100 points) * DUE November 3rd*

Students will be given the “Alaska” chapter of the Roderick Nash book *Wilderness and the American Mind* and a chapter from Robert Marshall’s “Winter Trip into New Country” from his book *Arctic Village*. The students will read these chapters and then write a 2-page paper about the importance that wilderness has played in their outdoor experiences. The concepts introduced in the chapters can be used to spur the student’s thoughts on this topic and to add to the discussion of wilderness during class. Students will also be asked to help lead discussions of their paper’s findings to the class in a five to ten-minute informal discussion on November 5th.

Field Experience (100 points each)

September 17-18, October 7-9 and October 29-30

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 the equipment, how they dealt with various scenarios and other events that happen. The below field experience rubric outlines what standards have to be met in order to receive full credit. The students will receive an “action plan” after the field experience that they co-lead which is designed to provide the student with suggestions on how to improve. **For the second and third field sessions the student leaders will be expected to lead or participate in a pre-trip meeting before the trip as well as doing the trip preparations on the week 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.

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
Hike on your own	50
Trip plan	50
Lesson plan	50

Quiz 1	50
Field Experience	300
Final	<u>100</u>
Total	900 possible points

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

Course Policies

Due to the field component of this course, students must have excellent attendance or have their absence pre-excused with the instructor. Not only do students have to be present for all classes and field session, but they must also actively participate and be engaged in the material.

Grading Rubric for each Field Experience NRM 161

Total of 100 points

Trip Preparation 25%

Field Scenarios (navigation, campsite selection, route finding, etc.) 25%

Self-leadership and situational awareness 25%

Participation in the expedition experience 25%

Grading Rubric for Introduction to Wilderness Leadership Field Experience

	25pts (Excellent)	20pts (Good)	15 pts (Fair)	0-10pts (Poor)
Trip Preparation	Student has their personal gear kit for the trip together, organized and complete. Student also seeks out ways to help others with trip prep.	Student has most of their personal gear together. Student does what is requested of them with food shopping and group gear participation	Student has an incomplete or unorganized personal gear kit. They don't do their requested share of the pre-trip preparations with the group food and gear.	Student has not taken the necessary steps to get any of their gear together. They are absent from the trip preparation or don't do anything to make the logistics for the trip happen
Field Scenarios	Student fully grasp the concepts presented in LNT, navigation, route finding, scouting, and other field lessons. They can then start to implement them.	Student has a good grasp of most of the field concepts that are presented and can start to demonstrate these concepts.	Student has a partial understanding of the different field scenarios and has trouble demonstrating any of those lessons.	Student has no grasp of the field concept lesson that are presented and can't demonstrate any of them without significant help
Self-leadership and situational awareness	Student routinely engages in the group and when necessary takes on a leadership role. The student is consistently aware of the small and large details of the trip while out. They also contribute to the culture of safety on the trip.	Student work hard at engaging in the group, but sometimes miss things in regard safety or other aspects of the trip.	Student shows indifferent leadership and involvement with the group. They generally don't consider of safety issues while on the trip.	Student actively works to avoid group involvement. Withdraws from the group and/or consistently antagonizes members of the group. This person fails to understand any of the aspects of safety in place on the trip.
Participation in the Expedition Experience	Student engages with the group in a positive manner. They pitch in and do more than their share of the camp chores. They also are encouraging and patient with other members of the group	Students are positive and helpful most of the time. They do their share of the camp chores and participate in the decisions that the group makes	Student is sometimes unengaged or negative with other members of the group. They only participate in some of the group discussions and mainly do camp chores that benefit themselves directly.	Student is not engaged with the group at all. Never does any camp chores and is negative, sullen and makes no effort to resolve any issues within the group

Grading Rubric for Attendance, Participation, Homework- 100pts possible

	50pts (Excellent)	40pts (Good)	30 pts (Fair)	0-20pts (Poor)
Attendance and Participation	Student attends all class sessions. The students is engaged in the class, shows active listening, and contributes meaningfully to the class discussion with relevant comments.	The student attends all or almost all of the class sessions. They are engaged most of the time and make an effort to contribute to the class discussions.	The student misses several class sessions. They show some engagement and contribute occasionally to the class discussions	The student misses quite a few classes. They show little engagement, sleep in class, are distracted by their technology and don't contribute to the class
Homework	The student demonstrates a clear understanding of the assigned reading material and can relate the material in a meaningful way to the class topics being discussed and covered. They have a well prepared field presentation with a clear lesson plan	Student demonstrates some understanding of the reading material and can connect it with the classroom topics. They have a field presentation with a lesson plan to present in the field	Student does not demonstrate that they did much of the reading homework or that they understand the reading in the context of the class. They have a hastily prepared field lesson	Student has no grasp of the assigned reading and has not prepared any teaching lesson for the field

Feedback/Debriefing/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 course. The students will receive a personalized action plan after they co-lead one of the trips. Never will the student receive a grade without an explanation on how to improve. These methods will provide the student with a grade, but also another lesson to help them throughout their future leadership opportunities.

Student protections and services statement:

Every qualified student is welcome in my classroom. As needed, I am happy to work with you, disability services, veterans' services, rural student services, etc. to find reasonable accommodations. Students at this university are protected against sexual harassment and discrimination (Title IX), and minors have additional protections. As required, if I notice or am informed of certain types of misconduct, then I am required to report it to the appropriate authorities. For more information on your rights as a student and the resources available to you to resolve problems, please go the following site:

www.uaf.edu/handbook/

UA is an AA/EO employer and educational institution and prohibits illegal discrimination against any individual: alaska.edu/nondiscrimination.

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/uaf-students?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.

Course Schedule-

Tuesday August 30th -

1. Introduction to the course, including the goals of the course
2. Meet the class members
3. Look over dates and course syllabus
4. Clothing Presentation and Demo
5. Hypothermia and cold weather injury presentation
6. Homework- Read Kosseff Chapters 1-2
7. Homework- Make a list of your goals for the course to discuss in class

Thursday September 1st -

1. Why are you here? Group discussion of personal course goals
2. Leadership
3. Caring Leadership
4. Homework-Read Kosseff Chapter 5

Tuesday September 6th -

1. Tents and stoves
2. Food and Fuel
3. Packing demo

4. List strategy
5. Food Preference Sheet
6. Homework Read Skurka Food Handout

Thursday September 8th -

1. Hands on stoves and tents- **We will be outside most of class be prepared!**
2. Homework- Read Kosseff Chapters 7

Tuesday September 13th-

1. Bear Safety
2. Bear spray practice
3. Homework- Read Kosseff Chapters 8

Thursday September 15th-

1. Trip Prep
2. Pre-trip meeting demo
3. Read Read Kosseff Chapters 11-12

Sat-Sun September 17th-18th- FIELD TRIP #1

1. First Field Session- Likely Chena Rec Area backpacking trip
2. M.E.L.O.N.
3. Navigation
4. LNT
5. Menu Planning
6. Emergency Plan and equipment

Tuesday September 20th-

1. Trip Debrief-
 - a. Trip reflections
 - b. Lessons learned
2. Expedition Behavior
3. Homework-, Read “EB, The Finer Points” handout. Read Kosseff Chapters 3-4

Thursday September 22nd -

1. Risk Management
2. Decision Making
3. Homework- Read Kosseff Chapter 9, Read “What Maslow Got Wrong” Article

Tuesday September 27th -

1. Maslow’s “Hierarchy of Needs”
2. Tuckerman’s stages of group development
3. Personalities
4. Homework-Read Kosseff Chapter 10

Thursday September 29th -

1. Navigation
2. Digital Route Planning
3. Homework-Read Kosseff Chapter 6

Tuesday October 4th -

1. **FIRST PAPER DUE**
2. Teaching
3. Facilitation
4. Experiential learning
5. Lesson plans
6. Homework- Read Kosseff Chapter 15

Thursday October 6th -

1. Trip Prep
2. Student Lead Pre-trip Meeting
3. Homework - Read Kosseff Chapter 17

Fri-Sun October 7th-9th - FIELD TRIP #2

1. Trip to Outdoor Leadership Conference in Valdez
2. Trip logistics that are led by the students from IWL

Tuesday October 11th-

1. Trip Debrief-
 - a. Trip reflections
 - b. Lessons learned
2. Group dynamics
3. Communication
4. Homework - Read Kosseff Chapter 14

Thursday October 6th-

1. Student Teaching Lessons
2. Knots Lesson
3. Homework-Read Kosseff Chapter 13

Tuesday October 18th-

1. **Quiz #1**
2. Communication Devices
3. Practice with Sat Phone and InReach
4. Homework- Read Handout Graham- "Women in Leadership"

Thursday October 20th-

1. Guest Lecture- Women in Leadership
2. Homework - Read Robert Marshall Handout

Tuesday October 25th -

1. Difficult Situations
2. Professionalism
3. Conflict Resolution

4. Homework- Read Kosseff Chapter 16, Read Handout from “The Leader Who Was Hardly Known”

Thursday October 27th –

1. Trip Prep
2. Student Lead Pre-trip Meeting
3. Homework- Read Rodrick Nash “Alaska” Handout

Saturday October 29th-30th Field Trip #3

1. Cabin Backpacking Trip
2. Trip that is led by the students from IWL

Tuesday November 1st -

1. Trip Debrief-
 - a. Trip reflections
 - b. Lessons learned
2. Snow Travel Methods
3. Homework- Finish Paper

Thursday November 3rd-

1. **Second Paper Due**
2. LNT
3. Wilderness

Tuesday November 8th -

1. Avalanche Awareness
2. Homework- Read Avalanche Accident Write-up

Thursday November 10th-

1. Trends in Outdoor Recreation
2. Lightweight Backpacking
3. Homework- Read Andrew Skurka Handout

Tuesday November 15th –

1. Institutional Risk Management
2. Crisis Management
3. Policies and Procedures
4. Homework- Review for Final

Thursday November 17th-

1. **Final Exam**
2. Class Debrief

Tuesday November 22nd

1. **Optional EXTRA CREDIT CLASS XC SKI**

