

# Introduction to Wilderness Leadership Education 2025

NRM 161- Introduction to Wilderness Leadership

3 Credits

Instructors- Frank Olive

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474-6027

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 8/26-11/20

Classroom: Reichardt 204

Field Sessions: 9/13-14, 10/11-12, 11/8-9

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 of skill 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 in regard to the hard skills of camp life
- The soft skills and expedition behavior necessary to help maximize the enjoyment of the group.

**Required Texts:**

- AMC guide to Outdoor Leadership, 2<sup>nd</sup> edition by Alex Kosseff
- Supplemental readings provided by the instructors

## **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.

### *Paper 1 Risk Management (100 points) \*DUE October 16<sup>th</sup>*

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 13<sup>rd</sup>*

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 5<sup>th</sup>.

### *Field Experience (100 points each)*

#### **September 13-14, October 11-12 and November 8-9**

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
Quiz 1	50
Field Experience	300
Final	<u>100</u>
Total	750 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, they must 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*

	<b>25pts (Excellent)</b>	<b>20pts (Good)</b>	<b>15 pts (Fair)</b>	<b>0-10pts (Poor)</b>
<b>Trip Preparation</b>	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
<b>Field Scenarios</b>	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
<b>Self-leadership and situational awareness</b>	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.
<b>Participation in the Expedition Experience</b>	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***

	<b>50pts (Excellent)</b>	<b>40pts (Good)</b>	<b>30 pts (Fair)</b>	<b>0-20pts (Poor)</b>
<b>Attendance and Participation</b>	Student attends all class sessions. The student 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
<b>Homework</b>	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/De-briefing/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 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/>.

**Disability services statement:** I will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities.

**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 (907-474-7007, [uaf-commcenter@alaska.edu](mailto:uaf-commcenter@alaska.edu), Student Success Center, 6th Floor Room 677 Rasmuson Library)
- Writing Center (907-474-5314, [uaf-writing-center@alaska.edu](mailto:uaf-writing-center@alaska.edu), Student Success Center, 6th Floor Room 677 Rasmuson Library)
- UAF Math Services (907-474-7332, [uaf-traccloud@alaska.edu](mailto:uaf-traccloud@alaska.edu))

Drop-in tutoring, Student Success Center, 6th Floor Room 677 Rasmuson Library)

1:1 tutoring (by appointment only), Chapman 210

Online tutoring (by appointment only) available

<https://www.uaf.edu/dms/mathlab/>, available at the Student Success Center

- Developmental Math Lab (Gruening 406, <https://www.uaf.edu/deved/math/>)
- 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/students/index.php>

### Student Resources:

- Disability Services (907-474-5655, [uaf-disability-services@alaska.edu](mailto:uaf-disability-services@alaska.edu), 110 Eielson Building)
- Student Health & Counseling [**free counseling sessions available**] (907-474-7043, <https://www.uaf.edu/chc/appointments.php>, Whitaker Building, Room 206, Health, Safety & Security Building - same building as Fire and Police)
- Office of Rights, Compliance and Accountability (907-474-7300, [uaf-orca@alaska.edu](mailto:uaf-orca@alaska.edu), 3rd Floor, Constitution Hall)
- 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)

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For more information, contact:

UAF Office of Rights, Compliance and Accountability  
1692 Tok Lane  
3rd floor, Constitution Hall, Fairbanks, AK 99775  
907-474-7300  
uaf-orca@alaska.edu

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3. There are supportive measures available to individuals that may have experienced discrimination.
4. University of Alaska's Board of Regents' Policy & University Regulations (UA BoR P&R) 01.02.020 Nondiscrimination and 01.04 Sex and Gender-Based Discrimination Under Title IX, go to: <http://alaska.edu/bor/policy-regulations/>.
5. UA BoR P&R apply at all university owned or operated sites, university sanctioned events, clinical sites and during all academic or research related travel that are university sponsored.

For further information on your rights and resources [visit the student placement guidelines page of the equity and compliance site](#).

### **Course Schedule-**

Tuesday August 26<sup>th</sup> -

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 August 28<sup>th</sup> -

1. Why are you here? Group discussion of personal course goals

2. Leadership
3. Caring Leadership
4. Homework-Read Kosseff Chapter 5

Tuesday September 2<sup>nd</sup> -

1. Tents and stoves
2. Food and Fuel
3. List strategy
4. Food Preference Sheet
5. Food Amount Sheet
6. Homework-Read Adam's Story
7. Homework Read Skurka Food Handout

Thursday September 4<sup>th</sup> -

1. Hands on stoves and tents-**Meet at OA**
2. **We will be outside most of class be prepared!**
3. Gear List
4. Homework- Read Kosseff Chapters 7

Tuesday September 9<sup>th</sup>-

1. Field Observation and Awareness
2. Bear Safety
3. Bear spray practice
4. Homework- Read Kosseff Chapters 8
5. Homework- Read "EB, The Finer Points" handout.

Thursday September 11<sup>th</sup>- **Meet at OA**

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

Sat-Sun September 13<sup>th</sup>-14<sup>th</sup>- FIELD TRIP #1

1. First Field Session- Likely Chena Rec Area backpacking trip
2. H.I.K.E.R
3. Navigation
4. LNT
5. Menu Planning
6. Emergency Plan and equipment

Tuesday September 16<sup>th</sup>-

1. Trip Debrief-
  - a. Trip reflections
  - b. Lessons learned
2. Expedition Behavior and professionalism



3. Risk Management R.A.S.M.
4. Homework-, Read Kosseff Chapters 3-4 and Chapter 15

Thursday September 18<sup>th</sup> -

1. Institutional Risk Management
2. Crisis Management
3. Policies and Procedures
4. Decision Making
5. Homework- Read Kosseff Chapter 9, Read Maslow\_Blackfeet Article
6. Homework- Take Briggs/Myers 16 personalities test  
(<https://www.16personalities.com/>)

Tuesday September 23<sup>rd</sup> -

1. **Quiz #1**
2. Maslow's "Hierarchy of Needs"
3. Maslow\_Blackfeet
4. Personalities
5. Discuss Briggs/Myers results
6. Homework-Read Kosseff Chapter 10

### **Mid Semester Break from Class**

Tuesday October 7<sup>th</sup> -

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

Thursday October 9<sup>th</sup> – **Meet at OA**

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

Sat-Sun October 11-12<sup>th</sup> – FIELD TRIP #2

1. Trip logistics that are led by the students from IWL
2. Likely Wickersham Dome Summit Trail

Tuesday October 14<sup>th</sup> -

1. Trip Debrief-
  - a. Trip reflections
  - b. Lessons learned
2. Group dynamics
3. Communication
4. Homework – Read Kosseff Chapter 14 and 15

Thursday October 16<sup>th</sup> –

1. **FIRST PAPER DUE**
2. Teaching
3. Facilitation
4. Experiential learning
5. Lesson plans
6. Knots Lesson
7. Homework – Read Kosseff Chapter 17
8. Homework- Read the conclusion of Adam's Story

Tuesday October 21<sup>st</sup>-

1. Debrief Adam's Story
2. Hands on analog navigation
3. Homework- Read Handout Graham- "Women in Leadership"

Thursday October 23<sup>rd</sup>-

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

Tuesday October 28<sup>th</sup>-

1. First Aid Kits
2. Perspective on First Aid
3. Communication Devices
4. Practice with Sat Phone and InReach

Homework- Read Handout Graham- "Women in Leadership"

Thursday October 30<sup>th</sup>-

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

Tuesday November 4<sup>th</sup> -

1. Difficult Situations
2. Conflict Resolution
3. Time for student trip prep
4. Homework- Read Kosseff Chapter 16, Read Handout from "The Leader Who Was Hardly Known"

Thursday November 6<sup>th</sup> – **Meet at OA**

1. Trip Prep
2. Student Lead Pre-trip Meeting
3. Homework- Read Avalanche Accident Write-up

Sat-Sun November 8-9<sup>th</sup> Field Trip #3

1. Cabin Backpacking Trip to Lower Angel Creek
2. Trip that is led by the students from IWL

Tuesday November 11<sup>th</sup> -

1. Trip Debrief-
  - a. Trip reflections
  - b. Lessons learned
2. Snow Travel Methods
3. Avalanche Awareness
4. How to choose XC skis
5. Homework- Finish Paper
6. Homework- Read Rodrick Nash "Alaska" Handout

Thursday November 13<sup>th</sup>-

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

Tuesday November 18<sup>th</sup>

1. Professional Development and Education
2. Trends in Outdoor Recreation
3. Clothing Tech Talk

Thursday November 20<sup>th</sup>-

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

Tuesday November 22<sup>nd</sup>

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