

NRM 161

COURSE TITLE: Introduction to Wilderness Leadership

Instructor & Contact Info

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Office Hours:

Monday – 9-5

Thursday – 12-5

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 consider myself a dynamic teacher who 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;

Irving 332

Tue and Thu from 10:00-12:00

February 5 – May 10

Equipment Training: 2/9, 10AM – 2PM (To be re-scheduled)

Overnight Field Experiences: 2/16-17 and 3/22-23

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

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
Lesson Plan	100
Field Experience	200
Co-leading date	<u>50</u>
Total	600 possible points

Required Texts:

Curtis, Rick. (2005). *The Backpackers Field Manual*.

To be provided on the first day of class - \$15

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 (100 points)**

Research an accident involving a guided group in the backcountry. Find newspaper articles, legal documents, personal accounts of the events, and analyze the accident by developing a thorough accident report. Answer some of the following questions: what

happened, what was the first mistake, can blame be applied, what types of risks were involved, what was done to mitigate those risks, etc. Finally, focus on the lessons to be learned from this event. What would they do differently and why? The report should be five pages in length and use APA format. Students will also be asked to present their paper to the class through a five to ten minute informal discussion.

*Paper 2 (100 points)**

Over the course of the semester we will discuss numerous principles and theories involving leadership and outdoor recreation/education. Please select a topic to explore further. Complete a thorough research study of the topic examining advantages, disadvantages, popular uses, how you would use it with Outdoor Adventures. Some possible topics include Leave No Trace, brain-based learning, site management, debriefing styles, etc. The paper should be five pages in length and done in APA format. Provide the instructor with the topic idea at least two weeks prior to the paper due date. Have fun with this by picking a topic that excites you.

* A note about the research papers. At the beginning of the semester, students will be asked to submit two names of professors or staff members on campus that the student would feel comfortable reading their paper. After I contact the names submitted by the students, the students will need to meet with them prior to handing in the papers. The staff or faculty will read the paper for writing quality, but also content. This will force the student to make a more personal connection with a staff member on campus. Students must also bring one of the two papers to the UAF writing center for proofreading and get it signed.

Lesson Plan (100 points)

Develop a lesson plan for teaching a hard skill. Students will actually present this lesson to the class on the assigned date. Involve as many of Gardner's *multiple intelligences* into the lesson as possible. The lesson plan can teach a skill covered during the course or something completely new to the class. A rubric describing how grades are determined will be available before the presentation.

Field Experience (100 points each)

The first field experience will be instruction intensive. No credit will be given, but the student's participation is crucial to the success of the trip. During the second field trip 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. 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.

Co-leading date (50 points)

Each student will co-lead a trip with either the instructor or the graduate assistant. This trip will be part of the Outdoor Adventures regular schedule. The student's grade will be based on their performance throughout the day, participant feedback and instructor observations. The same rubric that is used for the field experiences will be used to evaluate the student's performance on this trip.

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. These methods will provide you with a grade, but also another lesson to help throughout your academic career.

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.