

Advanced Wilderness Leadership

NRM 361- Advanced Wilderness Leadership

3 Credits

Instructors- Frank Olive

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Outdoor Adventures Office in the SRC

Office hours: Tuesday and Thursday 9am-5pm

NRM 361 is in person and in the field

Classroom/Supervised Practicum: Tuesdays; 4/23-5/21 5:30-7:30pm

Classroom: Outdoor Adventures Office in SRC

Field Session: 5/25-6/6

Field Fee: \$500

Course Requirements

Students must have fulfilled the prerequisite of NRM 161 – Introduction to Wilderness Leadership or have obtained instructor permission with equivalent experience. Students must have developed knowledge of the basic technical skills being used in the class. This includes all of the skills to be comfortable on a weekend backpacking trip. If the instructor does not know the student's skill level from previous interactions, an assessment day can be scheduled.

Course Description

This course will take the student through the full progression of wilderness leadership skills. We will start in the classroom with a series of concepts and guiding principles of leadership including; group dynamics, risk management, environmental ethics, minimum impact camping, forest and Arctic natural history, and adaptable judgment and decision-making. Next the course will allow the students to plan and implement a 12 day wilderness expedition. The students will focus on the logistical, practical, budget and safety concerns of this expedition. As a part of this course the students will get to practice their leadership and education skills in the field by having NRM 161 students along as participants during the first 8 days of the course. This structure will give the NRM 361 students a chance to truly apply and test the concepts of leadership in the field. The student will also continue to hone their hard skills such as: hiking through boreal forest and along tundra ridges, river crossing, bear safety, snowfield crossings, navigation, leave no trace ethics, group dynamics, route finding and other field skills necessary to have a safe and enjoyable expedition. The means of transportation for this expedition will be hiking and watercraft such as inflatable canoes and kayaks.

Student Learning Outcomes

By the end of the course students will feel comfortable with the ins and outs of expedition planning including: route planning, contingency plans, logistics, emergency preparedness, and food preparation. Students will have developed a teaching skill set and be prepared to teach other students the basics of an activity while maintaining a safe site and effective leadership. The goal is that by the end of this course these students will have an understanding of how to effectively lead others during the specific activities in the course. Managing a group of students in a difficult rapid or on a steep scree slope is very deliberate and can mean the difference between a serious injury or a warm meal in camp at the end of a great day.

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

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. The beginning of the course will focus on the theories of site-management and situational leadership. Students will then be tested on their comprehension of these theories through direct application in the form of backpacking, mountain travel and/or paddling. This course will require full participation from the students and they will receive feedback in many different forms throughout the course. There are only a few right ways to manage a group in a high-risk wilderness environment, but there are many wrong ways.

Assignment Explanations

Attendance, participation, homework (50 points)

Due to the field component of this course, students must have 100% 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.

Post-course paper (150 points) Due June 10th

This paper will be a self-evaluation assigned after the course. The details of the assignment depend on what happens during the trip. This will be in the form of a written trip debrief. Including: things that went well, things that need improvement, route choices, incidents or close calls, if the student's goals for the trip were met, and what the students would do differently in the future.

Journal (100 points) Due June 10th

Students will keep a continuous reflection about the course, how they feel about any feedback given and notes about the local area being used for the course. The instructor will pose questions to the students to answer throughout the course. This should be used for writing and keeping lesson plans for instruction of the NRM 161 students in the field. Notes about navigation while out. This could also be used for observations of the natural environment, drawings, poems and/or other artistic expressions while in the field.

Expedition leadership assessment (300 points)

The students will be assessed on their ability to demonstrate expedition behavior, and to positively affect the group dynamics both during the preparation for the expedition, and during the time in the field. Students will also be assessed on their ability to instruct others on skills and concepts in the field. Other skills in the field will also be included in this assessment such as: risk management considerations, navigation, food preparation and minimizing impact by following LNT principles.

Grading Policy

NRM 361 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	50
Post Course Paper	150
Journal	100
Field Experience	300

Total 700 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 100% 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.

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. 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 their throughout your academic career.

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.

Course Calendar

April 22nd - Classroom

1. Meet the class
2. Go over syllabus
3. Why are you here? Group discussion of personal course goals
4. Leadership
5. What is Wilderness

Homework Read Kosseff Chapters 1-5

April 29th - Classroom

1. Expedition Planning
2. Trip Part 1
3. Assign Trip Part 2

Homework Read Kosseff Chapters 8-11 and Trip Presentation Preparation

May 7th – Classroom

1. Presentation of trip ideas
2. Group risk assessment of trip

Homework- Read Kosseff Chapters 12-15

May 14th- Classroom

1. Student driven trip prep

Homework- Outside class trip research and prep

May 21th- Classroom

1. Student driven trip prep

Homework- Outside class trip research and prep

May 25th – Field Prep

Pre-trip meeting with NRM 161 students

Hands on field prep including; maps, logistics, gear, food, and clothing.

½ Day paddle lesson on Chena in town.

May 26th – June 2nd – Wilderness Float with NRM 161 students

June 3rd – June 6th – Four day student chosen backcountry backpacking trip

June 7th- Trip Clean up and De-brief

June 10th Journal and Post Course paper Due