

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-1pm

NRM 361 is in person and in the field

Classroom/Supervised Practicum: Thursday; 4/22, 4/29, 5/6, 5/13, 5/20, @5:30-7pm

Classroom: Outdoor Adventures Office in SRC

Field In Town Field Prep; 5/27 and 5/28

Field Session: 5/29-6/9

This course overlaps the 2021 Spring Semester, Summer Maymester and First Summer Session. Final Grades for this course won't be posted until June 15th.

Field Fee: \$450

Course Requirements

Students must have fulfilled the prerequisites of NRM 101 and NRM 161 – Introduction to Wilderness Leadership. Students must have basic knowledge of the technical skills being used in the NRM 361 class. This includes, the skills and experience to be comfortable on 7-12 day wilderness expedition. While some accommodations can be made, students should be physically and mentally fit to hike off trail in the wilderness with a heavy backpack on for multiple days and sit in and paddle a boat for up to 8 hours a day. If the instructor does not know the student's skill or fitness level from previous interactions, an assessment day can be scheduled.

Course Description

Students will build upon their foundations of Outdoor Leadership. They will plan, prepare and execute a multiday expedition in the wilderness of Alaska. This expedition is the vehicle for hands-on experiential learning in the field and will help the students continue grow and develop their hard and soft leadership skills.

Student Learning Outcomes

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

- Effective leadership and management of groups in a variety of activities and situations.
- Situational awareness in the field which helps them to mitigate risks and anticipate potential errors by their participants
- A thorough understanding of expedition planning including: food logistics, route finding, contingency plans, navigation, gear selection, an emergency action plan and transportation logistics for a wilderness trip.
- A well-developed skillset and strategy for teaching others the basics of an outdoor activity while maintaining a safe site.
- The hard and soft skills necessary to minimize risk while travelling in the backcountry.
- A thorough understanding of the soft skills and expedition behaviors necessary to help maximize the enjoyment of the group in the field.

Required Texts: Outdoor Leadership; Technique, Common Sense and Self Confidence by John Graham
-Supplemental readings provided by the instructor

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) (see grading rubric)

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. Homework for this course are the paper listed below, the Field Notebook, and the readings and assignments listed, by date, on the course calendar.

Post-field session paper (150 points) Due June 14th

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.

Field Notebook (100 points) Due June 14th (see grading rubric)

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) (see grading rubric)

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 Field Session Paper	150
Field Notebook	100
Field Experience	300

Total 600 possible points

Grading Rubric for Field Experience NRM 361

Total of 300 points

Trip Preparation 25%

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

Leadership and field management of NRM 161 students 25%

Participation in the expedition experience 25%

Grading Rubric for the Field Experience

	75pts (Excellent)	60pts (Good)	40 pts (Fair)	0-15pts (Poor)
Trip Preparation	Student has their personal gear kit for the trip together, organized and complete. Student works hard to make sure that the food, logistics and group gear are thoroughly prepared	Student has most of their personal gear together. Student actively participates in food shopping, logistics and group gear participation	Student has an incomplete or unorganized personal gear kit. They don't do their 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, rescue, and other field lessons and can then implement them on their own and pass that knowledge along to others.	Student has a good grasp of the field concepts that are presented and can demonstrate these concepts with a little help	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
Leadership and management of NRM 161 students	Student routinely engages in their leadership role and consistently is aware of the small and large detail of the trip while out. They also make conservative safety decisions consistent with the goals of the trip and work to build the trust of others in the field	Student work hard at engaging in their leadership role but sometimes miss, things in regard safety, their participants or other aspects of the trip. They try to connect with members of the group while out.	Student shows indifferent leadership and consistently looks to others to make decisions, and think of safety issues. This leader doesn't strive to connect with or build trust with the others in the class	Student actively works to avoid the leadership role. Withdraws from the group and/or consistently antagonizes members of the group. This person fails to understand or live up to any of their leadership expectations.
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	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	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

	the group		themselves directly.	
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Grading Rubric for Field Notebook (100pts total)

	100pts	75pts	60pts	0-50pts
Field Notebook	Student fully utilizes the field notebook for taking notes and checking lists before the trip, thoughts and reflections in the field and also has notes taken during the field scenarios. Lesson plans and other relevant notes for the group are thorough and clear	Student takes some notes in the notebook about the trip prep and lesson and also writes some reflections while out on the trip. The thoughts and written communication are readable and coherent	Student has a notebook but doesn't use it regularly. There are not clear lesson plans or very many reflections about the trip or learning moments.	Student doesn't have a field notebook or has used it little to none on the trip.

Grading Rubric for Attendance, Participation, Homework- 50pts possible

	25pts (Excellent)	20pts (Good)	15 pts (Fair)	0-10pts (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 one or two class sessions. They show some engagement and contribute occasionally to the class discussions	The student misses two or more classes. The 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 trip plan presentation for the hiking portion of the class	Student demonstrates some understanding of the reading material and can connect it with the classroom topics. They have a trip plan for the hiking portion of the class	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 plan for the hiking portion of the trip	Student has no grasp of the assigned reading and has not prepared any plan for the hiking portion of the 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 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 other lessons to help them throughout academic career and when they are in leadership positions in the future.

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 Graham Chapters 1-5

April 29th - Classroom

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

Homework Read Graham Chapters 6-10 and Trip Presentation Preparation

May 6th – Classroom

1. Presentation of hiking trip ideas and decision about trip location.
2. Group risk assessment of trip

Homework- Read Graham Chapters 11-14

May 13th- Classroom

1. Student driven trip prep

Homework- Outside class trip research and prep

May 20th- Classroom

1. Student driven trip prep

Homework- Outside class trip research and prep

May 27th – Field Prep

Pre-trip meeting with NRM 161 students

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

May 28th – Field Prep

Boating and rescue skills

May 29th – June 5nd – Wilderness Float with NRM 161 students

June 6th – June 9th – Four day student chosen backcountry backpacking trip

June 10th - Trip Clean up and De-brief

June 14th Journal and Post Field Session paper Due