

Introduction to Wilderness Leadership

NRM 161- Introduction to 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 161 is in person and in the field

Classroom: Thursdays; 4/25-5/23 2--3:30pm

Classroom: TBD

Field Session: 5/25-6/2

This course overlaps the 2019 Spring Semester, Summer Maymester and First Summer Session. Final Grades for this course won't be posted until June 15th.

Field Fee: \$400

Course Description: This course introduces students to many of the hard and soft skills necessary to be an effective outdoor leader and educator. The foundation of 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 spend long days paddling and carrying gear both to camps and potential portages. Technical gear such as; boats, personal floatation devices (life jackets), drysuits, tents, drybag packs, stoves and sleeping bags are available for free through the Outdoor Adventures office; however the student must provide personal clothing. This course is designed with the intention of training students to lead wilderness trips in a variety of situations including with the Outdoor Adventures.

Student Learning Outcomes

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

- Effective leadership and management of student groups.
- Competency in expedition planning including: food logistics, route finding, 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, 2nd edition by Alex Kosseff
-Supplemental readings provided by the instructors:
“Adam’s Story” case study
Excerpt from “Arctic Village” by Robert Marshall

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 and through the guidance and mentorship of the instructor and the NRM 361 students who will also be helping to instruct in the field. Students should come to class prepared to work, discuss, move around and be outside.

Assignment Explanations

Attendance, participation, homework (50 points) (See grading rubric for specifics)
Due to the field component of this course, successful 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 the field session, they must actively participate and be engaged in the material. Homework for this course are the two papers listed below, and the readings and assignments listed, by date, on the course calendar.

Paper 1 Risk Management (100 points) *DUE May 16th

Look at “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.

Post-field session paper (150 points) *DUE June 10th

This 2-3 page paper will be a self-evaluation assignment after the field session. 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 Experience Leadership Assessment (200 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 develop their skills and concepts in the field setting. Other field skills included in this assessment are: risk management considerations, navigation, food preparation and minimizing impact by following LNT principles.

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	50
Post Field Session Paper	150
Journal	100
Field Experience	200

Total 500 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.

Grading Rubric for Field Experience NRM 161

Total of 200 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

	50pts (Excellent)	40pts (Good)	30 pts (Fair)	0-15pts (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- 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 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. 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 25nd - Classroom**

1. Meet the class
2. Go over syllabus
3. Why are you here? Group discussion of personal course goals
4. Clothing Presentation and Demo
5. Hypothermia and cold weather injury presentation

Homework Read Kosseff Chapters 1-3 and 8

May 2nd - Classroom

1. Why are you here?
2. Leadership
3. What is leadership?
4. Communication

Homework Read Kosseff Chapters 7, 9, 12

May 9th – Classroom

1. Risk Management
2. Decision Making
3. Resolving conflicts

Homework- Read Kosseff Chapters 11, 6, 4

May 16th- Classroom

1. Maslow's "Hierarchy of Needs"
2. Tuckerman's stages of group development
3. Professionalism

4. Expedition behavior

Homework- Read Kosseff Chapters 14, 15

May 20th- Classroom

1. Teaching
2. Raiola's stages of learning
3. Lesson plan

Homework- Prepare a brief 10 minute lesson including written lesson plan to present when on the field experience.

May 25th – Field Prep

Pre-trip meeting with NRM 361 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 361 students