

INDIANA UNIVERSITY
SCHOOL OF HEALTH, PHYSICAL EDUCATION AND RECREATION
DEPARTMENT OF RECREATION PARK AND TOURISM STUDIES
IU OUTDOOR ADVENTURES

Introduction to Wilderness Leadership
HPER O305, 2 credit hours
Fall and Spring semesters
IU Outdoor Adventures, Eigenmann Hall 024

Instructor: Kim Collins
Email: kacollin@indiana.edu
Office: Eigenmann Hall 020
Office Phone: 812-855-9883

Course Times and Locations:

- Class meets **Tuesdays during the first 8 weeks, from 4:00-6:00pm** in IU Outdoor Adventures (in Eigenmann Hall 024).
- Travel dates: **TBA (2 weekends)** to Hoosier National Forest and local state forests in southern Indiana. Courses will leave IU between 12:00-5:00 Friday afternoon, depending on students' availability. Please do not make plans for Sunday night, as we will most likely return late.

Course Description:

This eight-week course will introduce principles and practices in planning, implementing, leading, supervising, and evaluating outdoor trips and programs. The course emphasizes wilderness leadership techniques, teaching techniques, and programming. Students study leadership theory and administration of outdoor programs while planning and participating in 2 weekend backcountry trips (referred to as Field Experiences or FE1 and FE2). In addition to the classroom sessions, students receive practical evaluation of outdoor, human, and educational skills related to group outdoor living and instruction during the classroom sessions and during the *two, weekend, Field Experiences (FE1 & FE2)*. As part of course requirements, each student will assist with the planning and implementation of FE2. This course introduces students to the Wilderness Education Association (WEA) Curriculum. Each week focuses on one to two WEA curriculum topics.

Teaching processes include lecture and discussion, case studies, practical skill sessions, scenarios, and expeditionary learning. Both indoor and outdoor classrooms are used. This course is highly experiential and includes community living/learning. As such, we evaluate participation and appropriate expedition behavior.

Course Objectives:

The course strives to accomplish the following objectives within the context of the six Core Competencies of the WEA Curriculum (see <http://weainfo.org/curriculum/> for more information).

A. Decision Making and Problem Solving (within Competencies B-G)

1. To increase theoretical knowledge of judgment and decision-making
2. To increase awareness of the role of critical thinking in the leadership process through practical experience

B. Outdoor Living

1. To understand and demonstrate proper campfire use, camp establishment, and basic kitchen management
2. To understand and demonstrate proper selection, repair, and storage of equipment and clothing for self and others
3. To understand and demonstrate proper health and sanitation techniques
4. To understand and demonstrate planning for the safety, comfort, and organization of a group in a backcountry environment
5. To understand and demonstrate getting from one place to another and how it is done efficiently and safely in a backcountry environment
6. To understand and demonstrate basic weather forecasting and the implications of the effects of weather on the comfort and safety of the group

C. Planning & Logistics

1. To increase awareness and ability to plan outdoor adventures, including issues of: transportation, food planning, logistical organization, permitting, backcountry itineraries, etc.
2. To demonstrate the knowledge, skills, and ability to design and prepare a 3-day trip

D. Risk Management

1. To increase knowledge of safety and risk management procedures in the field of Outdoor Recreation and at IU Outdoor Adventures
2. To demonstrate the knowledge manage risks during a 3-day trip (see “Trip Planning Assignment” below)

E. Leadership

1. To introduce various theories of outdoor leadership, eventually culminating in effective leadership of outdoor adventures
2. To increase understanding of interpersonal relationships and group dynamics
3. To increase understanding of group processing in outdoor programming

F. Environmental Integration

1. To increase understanding of professional ethics in outdoor leadership
2. To provide an opportunity for the development of a personal meaning of wilderness

G. Education

1. To increase the ability to use Experiential Education instructional methods effectively as an outdoor adventure leader

H. Affectual Objectives

1. To encourage students to participate in an environment that encourages collaboration while problem-solving to achieve common goals
2. To provide opportunities for students to reflect upon their self-concept, connection to community, and place in the environment
3. To facilitate success in adventure activities that promotes self-confidence and resilience for dealing with adverse and stressful life circumstances

Assigned Course Texts:

- Drury, J., Bonney, B., Wagstaff, M., & Berman, D. (2005). *The Backcountry Classroom*, 2nd Edition: Lessons, tools, and activities for teaching outdoor leaders. Guilford, CT: Globe Pequot Press.
- Readings posted on Oncourse HPER-O305 site, as assigned

Course Assignments & Evaluation:

Case study	10 pts.
2 Teaching Assignments	30 pts. (15 pts. per assignment)
Trip Planning Assignment	30 pts.
Leadership Paper	20 pts.
<u>Participation (class, quizzes, and field)</u>	<u>70 pts. (5pts. per class and 15 pts. per weekend)</u>
TOTAL	160 points

Course Grades:

A+	99-100%	C	73-77%
A	93-98%	C-	70-72%
A-	90-92%	D+	68-69%
B+	88-89%	D	63-67%
B	83-87%	D-	60-62%
B-	80-82%	F	59% or below
C+	78-79%		

Academic dishonesty: All academic endeavors will be conducted in accordance to the Indiana University Student Code of Ethics. All policies can be found at the following address:
<http://dsa.indiana.edu/Code>

Expectations and Policies of the Instructor:

1. **Attendance:** If you anticipate missing a class and wish to receive an excused absence, you must speak to the instructor at least 24 hours in advance of the class. (Work is not an excuse for missing class.) Unexcused absences in excess of two will result in lowering of grade by one letter. Arrive on time to class. Lateness in excess of fifteen minutes will be considered an absence. It is assumed that you enrolled in this course because you want to be here. Therefore, it is expected that you will be at every class possible.
2. **Deadlines:** See each assignment for due date and time. Papers will not be accepted more than a week before the due date. Late assignments will be penalized 10% per day. After four days, papers will be graded "F" and not be accepted. Computers not working or not printing properly are an indication of procrastination and will not be accepted as legitimate reasons for extensions.
3. **Assignments:** Assignments must be typed, double-spaced, with 1-inch margins and 12 pt., Times New Roman font. A cover page with the student's name, course number, and assignment title is expected. It is advisable that you number each page and include your name on each page to reduce the possibility of confusion. **APA format** (<http://apastyle.org>) is to be used on all work. A copy of the APA manual is available at the Wells or HPER Library.
4. **Academic Dishonesty:** Each student is expected to do her or his own work on all course assignments and exams. Any student found cheating or plagiarizing will receive a failing grade for

the course and be reported to the HPER Department. If you use someone's ideas or words, cite that person. It is expected that all work handed in will be original.

5. Cell phones, Smart phones, and other electronic devices: These should be **turned off and put away** with your other personal items. Students who do not adhere to this policy will be asked to leave the classroom (the outdoors is our classroom as well) and marked with an unexcused absence for that class/trip. (*This is your warning.*)
6. Tobacco, Drugs, and Alcohol: During all trips, classes, etc. students are expected to abstain from the use of alcohol and drugs as outlined by Indiana University policy. It is expected that students who must use tobacco on trips will do so in an area out of sight and smell of the rest of the group. Any student found to be in violation of this policy will be removed immediately from the classroom or field experience. Additionally, students who violate the alcohol and drug policy will be reported to the Dean of Students Office.
7. Services are available for students with disabilities through Disabled Student Services, Franklin Hall 096.

Assignments:

To receive an "A" on your exams/assignments you must do excellent work. "Excellent" means that your work makes a creative contribution as a well written, insightful, coherent, correctly cited, and original piece of work. A "B" means that your work is good and that you do authoritarian, but conventional work. Most of you will receive a "C" or grade of adequate if you simply do the assignment, follow directions, and are competent within a limited scope. A "D" means that the work is poor or flawed. Those who show evidence of effort, thought, and synthesis of the class material with their projects will likely receive higher grades. You are encouraged to do your best job the first time.

- (1) **Case study:** Choose a topic and/or lesson taught to you, as a student, that was meaningful and memorable (e.g., grade school, middle school, high school, college, skill training, etc.) and write a 2-page analysis of you teacher's teaching techniques using class lectures, readings, additional references, and/or personal experiences. This case study should describe the teacher's influence on you by:
 - (a) Outlining the lesson and/or topic taught and purpose of the topic (2 pts.)
 - (b) Outlining the techniques and/or strategies employed by the teacher (3 pts.)
 - (c) Providing analysis of why this lesson and/or teaching topic was meaningful, purposeful, memorable, and effective for you, as a student (3 pts.)
 - (d) Using proper formatting and references cited. See Expectation #3 above. (2 pts.)
- (2) **Teaching assignments:** Develop and deliver two 15-minute, experiential, lesson plans with a peer (to be taught during one classroom session and FE2), based on topics assigned. Please refer to your notes and *The Backcountry Classroom* for a lesson plan structure, or see the instructor for an acceptable format. **Students must email teaching outlines to course instructor prior to the day your topic is presented.** You will be graded on the following criteria:
 - (a) Clear goals and outcomes for the lesson plan (1 pt.)
 - (b) Organization of lesson (1/2 pt.)
 - (c) Quality (defined as amount and correctness) of the information presented (1 pt.)
 - (d) Experiential nature of the lesson (1 pt.)
 - (e) Mastery of the subject or ability to present the material with minimal use of notes (1 pt.)

(f) Tone, clarity, and enthusiasm of presentation (1/2 pt.)

- (3) Trip Planning Assignment:** Plan a **3-day** adventure trip, for a group of **at least 7 students and 3 leaders**. Your trip must be realistic in nature, in terms of area, activities proposed, and cost to the student. Planning will involve considering at a minimum:
- OA Trip Form – on Excel (3 pts)
 - Maps – field route, hospital, to and from locations (3 pts)
 - Flyer (3 pts)
 - Menu (3 pts)
 - Group Gear Form (3 pts)
 - Personal Gear Form (3 pts)
 - Risk Management Plan (3pts)
 - TCP for each field day (9 pts)
- (4) Leadership Paper:** Write a paper that outlines your leadership philosophy. This paper should make use of leadership styles and principles presented in class and read in the text. This analysis should show comprehension different leadership styles and principles. This 3-page paper should utilize APA formatting (2 pts). It must include citations from at least two sources. You may use your notes as one source. You should describe:
- Your philosophy of leadership (4 pts)
 - Your leadership “style,” (4 pts)
 - An analysis of the strengths and weaknesses of your style (5 pts)
 - An analysis of the strengths and weaknesses of another leader’s style (5 pts)
- (5) Participation:** Regular and active participation/attendance in the class and field, demonstrating reading of written assignments through class discussions, as well as application and understanding of previous classes is expected. **(2 points per class)**
- (6) Quizzes:** The instructor will hand out quizzes during each class. Each quiz will be worth **3 points each** and there will be 8 during the course. For students to be prepared for the quizzes, please read assigned material before each class.

COURSE OUTLINE

Week 1: Leadership and Outdoor Living Skills

Ticket in: list food items you like/dislike, questions, etc...	5 minutes
Ice Breaker and introductions (lead by instructor)	20 minutes
Course introduction, field, and class expectations	10 minutes
Clothing Selection	30 minutes
Group Gear Selection	20 minutes
Health and Sanitation Considerations	10 minutes
Leadership Style Introduction (lecture, video, +/- of basic & own styles)	30 minutes

Assignments:

- Read Chapters 1, 8, 18, 21, 26
- Pack and prepare for Field Experience 1 – bring in questionable gear to Kim
- **Case Study Assignment**

Week 2: Intro topics, roles and rations planning

Quiz 1	10 minutes
Icebreaker – lead by instructor (NEXT week students!)	10 minutes
The purpose and use of Ice Breakers and group activities	10 minutes
Group Classroom Roles (leader, speaker, timer, scribe, and motivator)	5 minutes
Nutrition & Menu Planning	40 minutes
Assign groups: (1) buy food, (2) repack food, (3) check & pack gear	2 minutes
Set times to food shop, food pack, check gear, and meet on Friday	3 minutes
Introduction to SPEC Learning (Ch 1)	20 minutes
History of Outdoor Education	20 minutes

Assignments:

- Prepare activity for your week of class
- **Case Study Assignment**
- Read Chapters 3, 11, 17, 27
- Pack and prepare for Field Experience 1 – bring in questionable gear to Kim

Week 3: Education and Group Development

Activity (by student – Alphabetic order)	10 minutes
What is “Outcome Based Learning?”	30 minutes
Goal Setting & Lesson Planning	15 minutes
Co-teaching 2 minute lesson topics	20 minutes
Hand out co-teaching topic #1 – choose from hat, assign dates	5 minutes
Group Development & Leader considerations	30 minutes

Assignments:

- Prepare activity for your week of class
- **Case Study Assignment**
- Read Chapters 24, 39, 40

FE1: Outdoor Living Skills and Group Travel

Meet at IUOA Friday departure TBA, Travel to Hoosier National Forest

Mode of Travel: Backpacking and/or Snowshoeing

Instructor Teaching Topics:**DAY 1:**

Pack Fitting and Pack Packing, at IUOA
 Basic Knots, PM
 Stove Operations, pm or Day 2, AM
 Health & Sanitation, Day 1,2,3
 Cooking, Day 1-3

DAY 2:

Group Travel Techniques and Roles, on trail
 Ascending and Descending slopes, on trail
 Group kitchen set-up and use, AM
 Baking (yeast), PM
 Trail Games, on trail/at camp
 Basic Map and Compass, AM
 How to treat a blister, AM
 Fire Site Selection and Building, PM

Minimize Campfire Impacts, PM
 Debrief Collaboration and Teamwork, PM
 Natural History of Area, on trail
 Water Treatment, PM

DAY 3:

Collaboration and Teamwork, PM
 Trail Games, on trail/at camp
 Weather, AM
 Map Folding, on trail
 Quiz 2&3

- Debrief experience in field & classroom
- Trip leaders facilitate proper equipment check-in and cleaning procedures upon return of trip.
- Leave IUOA (after clean up) Sunday @ 7:00-8:00 pm

Week 4: Planning and Logistics

Quiz 4	5 minutes
Activity (by student – Alphabetic order)	5 minutes
Trip Planning (“TRIP PLANS,” plan second weekend)	20 minutes
How to use a RMP and TAP	20 minutes
IUOA Trip Binder contents & use/purpose	10 minutes
Set groups and times for FE2, list resources	5 minutes
Assign Teaching Topic #2 (for FE2)	5 minutes
2 Student Co-Teaching Topics:	
1. Compass Use	30 minutes
2. Campsite selection	20 minutes

Assignments:

- Prepare activity for your week of class
- **Case Study Assignment**
- Read Chapters 9, 10, 12, 19, 20
- Prepare for Field Experience 2 - within groups

Week 5: Environmental Integration

Quiz 5	5 minutes
Activity (by student – Alphabetic order)	10 minutes
Plan Ahead and Prepare	20 minutes
History and what are Leave No Trace Outdoor Ethics?	20 minutes
Winter Leave No Trace considerations	10 minutes
Flora and Fauna of Southern Indiana (Respect Wildlife)	15 minutes
2 Student Co-Teaching Topics:	
1. Dispose of Waste Properly	15 minutes
2. Be Considerate of Other Visitors	15 minutes
Assign student teaching topics for class	5 minutes
Group time: food shop, food pack, check gear	5 minutes

Assignments:

- Prepare activity for your week of class
- Read Chapters 1, 23, 30-34, 44
- Read posted readings on Oncourse about Leadership Styles

- Prepare student teaching topic

Week 6: Risk Management

Quiz 6	5 minutes
Activity (by student – Alphabetic order)	10 minutes
What is risk? How is it measured?	15 minutes
IUOA Standard Operating Procedures (e.g. Lightning Drill)	20 minutes
Group Orienting and Monitoring	10 minutes
2 Student Co-Teaching Topics:	
1. Knots (3 types)	30 minutes
2. Food Organization, Identification & Repacking	30 minutes

Assignments:

- Begin Trip Planning Assignment
- Prepare activity for your week of class
- **Leadership Paper**
- Read Chapters 21, 46
- **If interested in an IUOA Trip Leader interview, give IUOA Trip Leader application to KIM @ class**

Week 7: Decision Making and Judgment

Quiz 7	10 minutes
Activity (by student – Alphabetic order)	10 minutes
Decision Making Tools for Outdoor Leaders	10 minutes
Misadventures? (Case studies & tool use)	30 minutes
3 Student Co-Teaching Topics:	
1. Travel Techniques (ascending and descending slopes)	30 minutes
2. Map Features	20 minutes

Assignments:

- Prepare activity for your week of class
- Case Study Assignment due 1/28
- Read Chapters 25, 29 (part 2), 36
- Prepare for Field Experience 2 - within groups

FE2: Risk Management, Leadership, and Student Teaching

Meet at IUOA Friday departure TBA, Leave IUOA (after clean up) Sunday @ 7- 8pm

Mode of Travel: Canoeing

Field Lessons:

DAY 1:	
Plan Ahead and Prepare	2 Students
DAY 2:	
Water Treatment	2 Students
Yeast Bread Baking	2 Students
GPS Use	2 Students
Current Issue in Outdoor Recreation	2 Students
Minimize Campfire Impact	2 Students
Nature Navigation	2 Students
Clothing Selection	2 Students

Group Processing and Debriefing 101
Expedition Behavior

Instructors
Instructors

DAY 3:

TAP Review

Prep solo travel

Assignments:

- Course/Self Evaluations – bring to Kim on Week 8 class

Week 8 – Leader Development, Course Debrief, Close

Quiz 8 – collect self-evaluation from FE2	2 minutes
Leadership Styles and Readiness Levels (video, lecture, how to apply)	60 minutes
Group Processing and Debriefing 102	45 minutes
Group Close (by student/group – Alphabetic order)	30 minutes
Trip Planning Assignment Review	5 minutes

Assignments:

- Work on Trip Planning Assignment

Week 9 – No Class

Trip Planning Assignment Due

(Place maps in Kim’s mailbox in Eigenmann, or attach to email)