

RECR4923

Course Information:

Requested Changes:

Course ID Prefix:	RECR
Course ID Number:	4923
Change Type:	Add
Effective Catalog Year Semester:	Fall
Effective Catalog Year:	2009
College Alpha Code:	EDUC
Department Name:	Department of Hlth/Kns/Rec/Dnc
Department Alpha Code:	HKRD
Add a course:	<input checked="" type="checkbox"/>
Short Title:	Outdoor Adventure Leaders
Catalog Title:	Outdoor Adventure Leadership
Level:	Both Undergraduate and Graduate Credit
Description:	This course considers the scope of outdoor recreation programs, leadership and skill development with practical experience in a wilderness environment. The course will include a canoe trip through the wilderness, and skill training in such areas as orienteering and rock climbing; and leadership development in interpersonal and processing skills.
Prerequisite(s):	None
Offering Schedule:	Regular
Offered Summer:	<input checked="" type="checkbox"/>
Repeatability:	no
Credit Hours:	Fixed
Contact Hours:	25
Objectives and Content:	University of Arkansas College of Education and Health Professions Department of Health Sciences, Kinesiology, Recreation and Dance

I. Program Affiliation: Recreation

Course Number and Title: RECR 4923:
Outdoor Adventure Leadership

Catalog Description:

This course considers the values and scope of outdoor recreation programs, leadership and skill development with practical experience in a wilderness environment. The course will include a canoe trip through the wilderness, and skill training in such areas as orienteering and rock climbing; and leadership development in interpersonal and processing skills. The graduate portion of the class is geared toward leading and trip planning for taking college age and older students into remote areas.

Prerequisite: None

Professor: Merry Moiseichik

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Office hours: By appointment.

II. Relationship to Knowledge Base:

Specialty Studies

This course is designed to provide students with instruction and opportunities to develop pertinent skills regarding the concepts, terminology, history and current trends and practices that relate directly to managing and leading adventure recreation programs.

III. Goals

This course is designed to provide an orientation to the outdoor adventure recreation field as well as to survey the facilitation skills and issues of outdoor adventure

leadership.

Objectives of the Course

By the end of the semester, each student will demonstrate through class discussion, written examinations, class assignments and field trips:

- * Understanding of the historical development of the outdoor adventure recreation movement;
- * Understanding of the basic concepts and terminology related to outdoor adventure recreation;
- * Understanding of the leadership skills used in outdoor adventure recreation;
- * Understanding of the principles of outdoor education;
- * Knowledge of the basic risk management skills of outdoor adventure recreation experiences;
- * Knowledge of facilitation skills for challenge course leadership.
- * Introduction to a variety of outdoor experiences and the safety, environmental and leadership issues that accompany them
- * Experience in trip planning and leadership.

IV. Course Content

A. Introduction to Outdoor Adventure Recreation

History

Philosophy

B. Foundations of Outdoor Education

C. Challenge Course Leadership

Facilitation

D. Outdoor Adventure Skills

Canoeing Climbing

Orienteering

Cooking

E. Outdoor Adventure Risk Management

Techniques

Course Format

The course format will include lecture, discussion, readings, audiovisual viewing, class activities, field trips, oral presentations, pop quizzes, and formal papers.

Course Materials

Text

Cain, J. & Jolliff, B. (1998). Teamwork & teamplay. Dubuque, IA: Kendall/Hunt Publishing

Priest, S., & Gass, M. (2005). Effective leadership in adventure programming. Champaign, IL: Human Kinetics.

Nunn, B. (2003). Panic Rising: True-life survivor tales from the great outdoors. Sasquatch Books

V. Evaluation

The grade for each student is based on a book report, land ethic, journal, (grad paper) and class participation in experiential activities including, canoeing, challenge course facilitation, outdoor education programming activities, and wilderness leadership.

Graduate level requires trip preparation assignments and risk management research paper.

Course Requirements Undergraduate

650 points Class Participation

75 points Initiative

75 points Wilderness Survival Book Report (Due two weeks after last class)

75 points Land ethic paper (Due four weeks after class)

75 points Trip leading

75 points Outdoor Education Lesson

1025 points Total Undergraduate

Course Requirements Graduate

650 points Class Participation
75 points Initiative
75 points Wilderness Survival Book Report
(Due two weeks after last class) 75 points
Land ethic paper (Due four weeks after
class)
100 points Wilderness Risk Management
(due six weeks after class)
100 points Graduate student trip preparation
75 points Trip leading
75 points Outdoor Education Lesson

1225 points Total Graduate

VI. Grading

Grades will be based on a percentage of the total points possible.

90 - 100% A

80 - 89% B

70 - 79% C

60 - 69 % D

0 - 59% F

VII. Academic Honesty

The application of the University of Arkansas Academic Honesty Policy, as stated in the Student Handbook, will be fully adhered to in this course. Grades and degrees earned by dishonest means devalue those earned by all students; therefore, it is important that students are aware of University of Arkansas Academic Honesty Policy. Academic dishonesty involves acts which may subvert or compromise the integrity of the educational process.

Academic Integrity

Students voluntarily enroll at the University. In doing so, the students accept a high standard of academic integrity. It is the responsibility of all students to report acts of apparent academic dishonesty. Academic dishonesty includes cheating, fabrication, plagiarism, and facilitating academic dishonesty as defined by University policies

and procedures. Using the writings, ideas, and data of others as your own constitutes plagiarism. Citations should be used to give credit for material taken from other sources. Research projects must be appropriately referenced using APA style. Ideas from others, whether directly quoted or not, should receive cites. Cites should be given both within text and with a reference page.

A student committing acts of academic dishonesty will receive a zero for the assignment. Continuance in the course will be contingent on a meeting between the student and the instructor. Charges may be filed for more severe sanctions. A student committing a second incident of academic dishonesty will automatically be assigned a failing grade for the course.

VIII. Course Policies

Assignments:

Assignments are due at the beginning of the class period on the day indicated. Ten points per day will be deducted from all assignments submitted late without instructor approval.

Unless otherwise stated, all assignments are to be typed using APA style and 12-point, Times font. Double space the paper and use one inch margins all around. You should use a proper APA style title page and cite sources using APA format. Grammar, punctuation and spelling are considered when assigning grades.

Attendance:

Students are expected to attend all class sessions and participate in class discussions and activities. Students absent for presentations will be allowed to make up the work with an acceptable verification for the absence (i.e., written excuse from medical professional, or director of a university-sanctioned activity, etc.). Immediately upon

return to class, it shall be the student's responsibility to contact the instructor for permission to schedule make-up work. Failure to do this will result in the student forfeiting the chance for make-up consideration. Students will not be allowed to make-up pop quizzes and other in-class assignments. Students who are more than 15 minutes late will be counted as absent.

Special Note: Since this is a 3-hour credit course that meets for only 2 weeks. An absence is comparable to missing more than a week during a 15-week semester course. In-class assignments and presentations are a major component of each class. Thus, students will be penalized 10% of the final grade for each absence. Time does not allow for make-up of in-class presentations.

Please leave cell phones in your car. They will not be needed during class and become a distraction.

IX. Inclement Weather

In the event of inclement weather, the class will be canceled if Fayetteville Public Schools are canceled. For summer or evening classes, the professor will telephone or email all students in the event that class is canceled. The students are responsible for providing a telephone number where there is an answering machine in the event they are not available. Only one call will be made. Students must use their University email.

X. Research Base:

Beck, L., & Cable, T. (2002). Interpretation for the 21st century, (2nd ed.). Champaign, IL: Sagamore.

Cooper, R. (1999). Campground management. Champaign, IL: Sagamore.

Cordell, H., & Overdeest, C. (2001). Footprints on the land. Champaign, IL: Sagamore

Dennis, S. (2001). Natural resources and the informed citizen. Champaign, IL: Sagamore.

Drury, J., & Holmlund, E. (1997). The camper's guide to outdoor pursuits. Champaign, IL; Sagamore.

Dustin, D., McAvoy, L., & Schultz, J. (1995). Stewards of access/custodians of choice, (2nd ed.). Champaign, IL: Sagamore.

Dustin, D. (1999). The wilderness within: Reflections on leisure and life, (2nd ed.). Champaign, IL: Sagamore.

Ernst, T. (1994). Arkansas hiking trails (2nd ed.). Dexter, MI: Thomson-Shore, Inc.

Jensen, C. (1995). Outdoor recreation in america. Champaign, IL: Human Kinetics.

Miles, J., & Priest, S. (1999). Adventure programming, (Eds.). State College, PA: Venture.

Nash, R. (2001). Wilderness & the american mind (4th ed.). New Haven: Yale University Press.

Assignments

Class Participation

Students are expected to attend class and actively participate in activities and discussions. Homework, pop quizzes, 1-minute papers, and other in-class assignments will be given. There is no make-up for these. Students will be awarded 50 points per day for active participation in activities. Active participation includes being punctual, attending class, preparing for class with readings and assignments, and 100% effort in the day's activity.

Journal

Many experiences will occur in the class. At the end of each day, students will write a reflection paper of what you thought of the day, the leadership, the feelings, and the knowledge growth. This will be handed in the last day of the course. Think of it as "What, So What and Now What". This should take

about 15 minutes a day and will help you reflect on what was done and why.

Outdoor Education Program Plan

Students will select a topic for research with consultation of the instructor. Submit a handout to each person in the class that includes teaching goals and objectives, an outline of a 15-30-minute lesson plan on how the topic will be taught, and at least 5 sources for reference. The program should include pertinent information and an activity that would help the students remember the information. The student will present the program to fellow students during the canoe trip in a teachable moment. Topics might include environmental issues, star gazing, edible plants, entomology, botany, etc.

Portable Initiatives

Students will research and develop a portable initiative. The item should cost under \$20 to make. Give a 1-page outline of the activity. Student will demonstrate the use of the equipment to the class. Students will be given a goal and a group around which to design their initiative.

students, professional women's group, retired university professors, Big Brothers/Big Sisters, teen scout troop, fraternity/sorority, university club and university class etc..

Wilderness Survival Book Report

Student will read *Panic Rising* and then write a 3-page book report. What are the factors that seem to be the most prevalent causes of adventure-based emergencies/accidents? How could these emergencies/accidents be avoided? What part did the individual play in causing the situations?

Land Ethic: This should develop throughout the class and in discussions. You may use sources but it is more important that you think about what is ok to do on land and why you feel this way. Your journal will help you

think through it. Questions like where should certain activities take place, what should be allowed to happen on various types of land, what should be protected and how protected. Should we stop a huge dam from being built to save a darter fish from being extinct? Why or why not? Where does man fit in the big scheme of the land ethic?

Graduate Only

Graduate students will do all of the above plus the following:

Trip Planning: (100 pts.)

Graduate students will be responsible for planning and organizing all students for the trip. This will include meeting with faculty member to determine what needs to be included, researching the trip, leading the class to prepare the students, making sure all necessary items are purchased including food and equipment and doing the necessary paperwork for such a trip.

Paperwork includes but is not limited to:

Health forms

Waivers or warnings

University Travel forms

Purchasing requests

Risk management plans

Several meetings with the faculty will occur after class for instruction on how this should be done.

Trip Leading

Graduate student will act as trip leader and be responsible for debriefing undergraduate student leaders and instructing various skills throughout the trip.

Wilderness Survival Background

Student will research an environment such as desert, swamp, mountain, forest, snowy/icy landscape, ocean coast, or high altitude environment. The student will write a discussion of the health issues and injuries that are likely to occur in that environment. Particular attention should be given to flora, fauna, temperature, and terrain. The student should include warning signs, methods to avoid pertinent health issues/injuries and treatment of ill or injured participants. Use at least 5 references.

RECR 506V: OUTDOOR EXPERIENCE WORKSHOP

Tentative Calendar

Date Assignment Due

Please Note: There is a lot of reading in the beginning. It would help to get started. On the other hand I want to be realistic and know asking for 10 chapters on the 1st day is a lot. Please skim them all. I have put a name by each of them for the first day. I would like you to provide a summary to the class for that chapter.

Monday May 12 Philosophy of outdoor use
and outdoor programming

Effective Leadership

Chap 2 Philosophy of Adventure

programming Jill

Initiatives

Teamwork & Teamplay

Chapter 3: The Beginning of Teamplay

Chap 4: Activities for Teamwork and

Teamplay

Chapter 5: The Nuts & Bolts of Building C &
A Equipment Coe

Chap 6: Processing: The Need for
Discussion. Curtis

Effective Leadership

Chapter 5 Group Development and

Dynamics

Chapter 14 The Process of Facilitation

Chapter 15 Basic Facilitation Techniques

Into Risk Management

Effective Leadership

Chapter 6 Technical Skills

Chapter 7 Safety Skills

Chapter 10 Risk Management

Tuesday May 13 Initiative Game Leadership

Initiative Written plan

Initiative Game Leadership

Outdoor Education

Effective Leadership

Chapter 6: Technical Skills

Chapter 8: Environmental Skills

Wednesday May 14 Orienteering

Outdoor Leadership

Effective Leadership

Chapter 18 Flexible Leadership Style

Chapter 20 Experience Based Judgment

Thursday May 15 Fun with Cooking

Nutrition/Advanced Cooking

Friday May 16 Trip Planning

Effective Leadership

Chapter 9: Trip Planning

Chapter 21: Problem Solving

Chapter 22: Decision Making

Monday May 19 Canoeing Safety and Skills

Effective Leadership

Chapter 23 Professional Ethics

Outdoor Education Lesson Plan Due

Tuesday May 20 River Canoeing safety and
rescue

Meet at HPER at 8:00 am

Please Note: You will be expected to journal
daily on the canoe trip so bring your journals

Tuesday-Thursday 20-22 Canoeing Trip You

should be home by 6:00 on Thursday

Friday May 23 Rock climbing Journal Due
Meet at Lincoln Lake
Hwy 62 West to Lincoln
Right on Hwy 669
5 miles Down hill
Turn right just before bridge

June 9 Land Ethic
June 23 Due: Wilderness Survival Book
Report
July 8 Wilderness survival paper (grads only)

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Recreation and Dance

I have read and understand the requirements
outlined in the syllabus for RECR 560V &
RECR 480: Outdoor Experiences Workshop
for the Summer semester 2004.

Student name

(Print)

Student Signature Date

Justification:

Outdoor adventure is a big part of outdoor leadership and is important to developing leaders in Arkansas' pristine wilderness settings where tourism is being fostered for economic development. Wilderness is fragile and popular and takes special leadership skills, protection, and competence, because it is inaccessible and remote. Such a class cannot be taught in the classroom to develop this sort of appreciation. Right now we have 25+ students interested in this area of recreation leadership. If this course is not offered, students need to take a similar course from National Outdoor Leadership School (NOLS) or Wilderness Education Association (WEA) and will spend over \$1000 for the instruction.

Effective Date:

The course will be offered as a workshop in summer 2009 and the department is hopeful that a fee can be approved prior to the summer 2009 semester and be applied to this workshop. Then, have the approved fee transferred to the new RECR 4023 course once it becomes effective in catalog year fall 2009. At present, students are paying thousands of dollars to acquire the same information and experiences through other organizations such as the National Outdoor Leadership School (NOLS) and the Wilderness Education Association (WEA). Moreover, they have to travel far to get it. This course offers our students a comparable but significantly less expensive in-state experience.