

<p>PRINCE WILLIAM SOUND COLLEGE VALDEZ PARKS AND RECREATION SUMMER PROGRAM SUMMER 2020</p>

INSTRUCTOR:	Benjamin Rush and TAs to be determined
TEACHING ASSISTANTS:	TBA
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CLASSROOM TIMES	TBD
FIELD DAYS:	TBD

COURSE DESCRIPTION

This course acquaints students with the principles and practices of conducting safe and environmentally sustainable, low-impact outdoor expeditions. Specifically, students will help plan and then participate in a 6-day kayaking trip from Valdez to Shoup Bay. The course emphasizes expedition planning, technical skill development, leadership, judgment and decision making, Leave No Trace techniques, first aid and group development. During this part of the camp, students will be able to earn a Leave No Trace Trainer certificate, Wilderness First Aid certificate from Stone and a Sea Kayaking certificate from the American Canoe/Kayaking Association.

This class is a general elective. The credits can be used toward a degree in Associates of Arts in General Studies, or towards the Associates of Applied Science in Outdoor Leadership.

COURSE OBJECTIVES

SPECIFIC SKILLS OBJECTIVES:

This course seeks to provide students with experiences aimed toward:

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|---------------------------------------|--|
| 1. Kayaks and fitting | 11. Travel Techniques |
| 2. Hygiene: Bathing, Washing, illness | 12. Water Treatment |
| 3. Crisis Mgt in the Backcountry | 13. WFA skills |
| 4. Decision making process | 14. Weather |
| 5. LNT 7 Principles | 15. Food Mgt: Bear Bag |
| 6. Expedition Behavior | 16. Equipment, clothing, and selection |
| 7. Minimum Impact Fire Building | 17. Risk Mgt Planning |
| 8. Waste Disposal: Food & Human | 18. Map and Compass Basics |
| 9. Natural History | 19. Lesson Planning |
| 10. Knots and Campcraft | 20. Knots and Tarps |

INTER/INTRAPERSONAL AND TRANSFERABLE SKILLS OBJECTIVES:

In developing the “Specific Skills Objectives”, successful participants can also hope to:

1. Advance skills in proper preparation for any outdoors activity, including proper diet, adequate hydration, and appropriate dress for the environment;
2. Practice and develop skills in working with small groups toward common objectives;
3. Develop confidence in a new skills set and through reflection transfer aspects of this learning into other areas of their lives.

LEARNING ENVIRONMENT EXPECTATIONS

1. Respect for: self, others, the course, PWSC, the adventure/recreation profession.
2. Commitment to: student learning, excellence, and professionalism.
3. Enthusiasm for: adventure/recreation programming, and teaching/learning.

HANDOUTS

Each student will be given an LNT trainer packet and WFA book for study purposes.

COURSE POLICIES

CLASS ATTENDANCE AND PARTICIPATION

Attendance, attention, and active participation during class is expected and required.

COURTESY

Inappropriate speech of a sexist, racist, or demeaning nature will not be tolerated. Disruptive behavior will not be permitted. If a student engages in behavior that is considered disruptive by the instructor, the student will receive a verbal warning. If after the first warning, a student engages in additional disruptive behavior, that student will be dismissed from the course with a failing grade. Students are required to dress courteously when attending class. This includes the wearing of shirts and shoes and clothing that is appropriate. All students are asked to remove sunglasses, turn off phones, and put away laptops or other electronic devices during the conduct of the class. Do not engage in personal conversations while the instructor or other students are engaged in course related discussions.

Journaling.

Students are required to write in a daily journal. Journals allows you to see how you have changed over time, so you can see where you did things right, and you can see where you took a misstep and fell. Students will be given time each day to write in their journals.

Course Evaluation:

- | | |
|---|------------|
| 1. Comprehensive WFA Certification | 200 points |
| 2. Journaling | 100 points |
| 3. Skill competition (10 points each skill) | 200 points |
| 4. Participation | 300 points |

TOTAL possible: **800**

Final Grades will be determined by the following scale:

A 93-100	C 73-76
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	F Below 60

REQUIRED PRACTICUM EQUIPMENT LIST

CLOTHING	GEAR
<u>Feet</u> <ul style="list-style-type: none"> <input type="checkbox"/> (2/3 pr.) Socks (synthetic or wool only) <input type="checkbox"/> (2 pr.) Liner socks (optional) <input type="checkbox"/> Camp shoes (old and lightweight sneakers are ideal, no open toe) <input type="checkbox"/> Water shoes <u>Hands</u> <ul style="list-style-type: none"> <input type="checkbox"/> Liner gloves <input type="checkbox"/> Waterproof mitten or glove <u>Head</u> <ul style="list-style-type: none"> <input type="checkbox"/> Ball cap <input type="checkbox"/> Hat with brim <input type="checkbox"/> Sunglasses <u>Torso</u> <ul style="list-style-type: none"> <input type="checkbox"/> 1 Lightweight poly-pro top (short sleeve) <input type="checkbox"/> 1 Lightweight poly-pro top (long sleeve) <input type="checkbox"/> light wool/fleece sweater or jacket (optional if you have down/synthetic fill jacket) <input type="checkbox"/> Waterproof/breathable shell jacket <u>Legs</u> <ul style="list-style-type: none"> <input type="checkbox"/> Lightweight / synthetic shorts <input type="checkbox"/> Lightweight / synthetic pants <input type="checkbox"/> Poly-pro bottoms <input type="checkbox"/> Mid-weight Wool/Fleece pants <input type="checkbox"/> Waterproof/breathable pants 	<u>Travel</u> <ul style="list-style-type: none"> Duffle bags for carrying personal items <u>Sleeping system</u> <ul style="list-style-type: none"> <input type="checkbox"/> Sleeping bag (rated to at least 20 degrees) <input type="checkbox"/> Sleeping pad <u>Miscellaneous</u> <ul style="list-style-type: none"> <input type="checkbox"/> Cup / bowl / spoon <input type="checkbox"/> Headlamp with spare batteries <input type="checkbox"/> Compass <input type="checkbox"/> Wristwatch w/ Alarm <input type="checkbox"/> Hand Sanitizer <input type="checkbox"/> 1 loud whistle <input type="checkbox"/> 2 Quart size water bottles or 1 hydration bladder <input type="checkbox"/> Bug repellent <input type="checkbox"/> Sunscreen <input type="checkbox"/> Bandanna <input type="checkbox"/> Extra garbage bags for waterproofing <input type="checkbox"/> Journal (in ziplock bag w/ pen/pencil) <input type="checkbox"/> Small pack towel (optional) <input type="checkbox"/> Lip balm (optional) <input type="checkbox"/> Camp chair (optional) <i>DO NOT BRING:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Cotton Clothing <input type="checkbox"/> Shampoo, deodorant, soap, cosmetics, etc. <input type="checkbox"/> Drugs / alcohol <input type="checkbox"/> Any electronics other than camera (besides your phone camera) <input type="checkbox"/> Extra food (we will have plenty)

IF YOU DO NOT HAVE PROPER GEAR PLEASE LET ME KNOW ASAP AND WE CAN HELP FIND IT FOR YOU. IF YOU ARRIVE ON THE DAY WE LEAVE WITHOUT THE NECESSARY GEAR, YOU WILL NOT BE ALLOWED TO GO – FOR YOUR SAFETY AND THAT OF THE GROUP – AND YOU WILL FAIL THE COURSE.

THIS GEAR DOES NOT HAVE TO BE FANCY OR EXPENSIVE.

Course Calendar

Date	Topics	Assignments Due
Day 1	Course Introduction —syllabus, goals of the course, participation and policies. <ul style="list-style-type: none"> • Questions and concerns • How to succeed • Expedition Behavior Expedition Planning • Required clothing and gear Assign Travel Groups and Begin expedition planning! <ul style="list-style-type: none"> • Health Forms and Waivers • Gear Check • Begin LNT 	Come to class with all required equipment and gear
Day 2	Meet early and prepare to pack up kayaks Kayak to Mineral Creek Set up Camp LNT Class continued	KAYAK: Map use / orient to place, Staying found and together, Lightening, Poop talk, Hydration, Taking breaks, etc. AT CAMP: Campsite selection, Tarp set-up, Bear Hang / Bear Behavior, Water purification, Water for cooking, Storm proofing camp, Kitchen safety, Stove use, Cooking, Kitchen LNT, Tooth brushing LNT and sleeping warm EVENING MEETING: Revisit Full Value, Group Journal / recap of the day, Plus / Delta, How does our group look? Are we camping and traveling in good style? Plan for Tomorrow, Quote
Day 3	Up Early, breakfast, pack up and on the water Kayak to Shoup Bay WFA begins	EVENING MEETING: Group Journal / recap of the day, Plus / Delta, How does our group look? Are we camping and traveling in good style? Plan for Tomorrow, Evening reading
Day 4	Shoup Bay WFA begins in the afternoon	EVENING MEETING: Group Journal / recap of the day, Plus / Delta, How does our group look? Are we camping and traveling in good style? Plan for Tomorrow, Evening Reading
Day 5	Shoup Bay WFA continues	EVENING MEETING: Review Everything! Make sure skills are being learned correctly, students do storm proof inspection. Evening debrief of the trip.
Day 6	Paddle Back to Valdez Immediately upon returning to campus all gear and equipment will be inventoried, cleaned, and properly stored.	Gear stuff: <ul style="list-style-type: none"> • Clean pots/pans, utensils, spice kits, etc. • Hang tarps / tents • Count tarp stakes • Collect all items on inventory list and lay out in piles on floor. • Make sure everything is clean. • Bring fuel bottles outside • Throw out garbage Post Trip Debrief and Evaluations after gear storage

**Valdez, Parks and Recreation
Outdoor Leadership
Leave No Trace Trainer Course Outline
Instructors: Benjamin Rush and _____**

Day 1-

9:00am

Welcome

Hand out packets

Introduction to the trainer course

History of LNT Video

Ripple Card

Principle 1: Plan ahead and Prepare-

Preparing for our trip- Get into groups and talk about what 10 items to carry
Food and equipment

Principle 2: Dispose of waste properly-

Talk about waste

Food, pee, poo, washing clothes, washing body

Activities:

- Police Poop
- How to dig a cat hole

Principle 3: Travel and Camp on durable surface-

Paper on where to camp on durable surface

Activities:

- walk like a caterpillar
- how to walk across a field

Principle 4: Minimize campfire impacts- pan fire/mound fire-

How to make a fire, mound and pan fire

Dinner

Activities:

- How to make a fire

Day 2

7:00am Breakfast-

Principle 5: Leave what you find-

Activities:

- Generation game
- Antlers

Principle 6: Be considerate of other visitors-

Skits with scenarios of certain situations

Principle 7: Respect wildlife- Mr. Monkey

Activities:

- How far is 200

Lunch break

pack up, and evaluate, certificates

StoneHearth Open Learning Opportunities(S.O.L.O.)

**Prince William Sound College
Valdez, Parks and Recreation
Summer 2020**

DAY ONE			
Time	Topic	Location	Description
9:00-9:30	Introductions	Classroom	Names, previous medical experience, outdoor recreation activities
9:30-10:00	What is this Course	Classroom	Defining "wild;" the Golden Hour/Golden Day; the role of first responders; Urban vs Wild (time)
10:00-10:20	SCENARIO ONE	Outside	"Chaos"—responding when you don't know what to do
10:20-11:00	Debrief	Outside	Coping with discomfort/anxiety in responding; legal issues/role of scenarios in the course
11:00-11:15	Break		
11:15-11:30	Patient Assessment System	Classroom	Universal blueprint; Why we use PAS; 5 things to do before entering a scene
11:30-11:45	SCENARIO TWO	Outside	Airway Obstruction
11:45-12:00	Debrief	Outside	What did you see/what did you do
11:00-11:10	Break		
11:10-11:40	Primary Survey	Classroom	ABCDE
11:40-12:00	Primary Survey Hands on Practice	Classroom	Hands on practice of ABCDE
12:00-12:45	Lunch		
12:45-2:00	SCENARIO THREE	Outside	BEAM and Decrumple;; Sequence: (1) Easy BEAM (2) Review BEAM (3) Complex BEAM (4) Review (5) BEAM with Decrumple (6) Review/debrief
2:00-3:00	Secondary Survey	Classroom	Vitals; Head to Toe & Focused exams; AMPLE Hx
3:00-3:30	Secondary Survey Hands on	Classroom	Hands on practice of Secondary Survey—full set of vitals, full Pt exam, and full AMPLE Hx
3:30-4:00	SCENARIO FOUR	Outside	Shock
4:00-4:30	Debrief	Classroom	Types of shock; signs and symptoms; treatment; importance of multiple sets of vitals
4:30-4:50	Assessment/Plan/SOAP Note	Classroom	Finish PAS—what is an assessment—how to make a SOAP note (book example)
4:50-5:00	Questions; Homework; wrap up for the day	Classroom	Go home, do quizzes on back of book
DAY TWO			
8:00-8:15	Good morning; questions from yesterday or with homework	Classroom	Open discussion Answers from Quiz
8:15-9:30	Splinting	Classroom	Sequence: (1) teams build upper arm and lower extremity splint (2) Structural injuries

			ss & tx—strain/sprain vs. fx (3) Steps to building s splint (CSMs; Build; CSMs) (4) Principles of backcountry splints (4) BUFF (5) Splint “fashion show” (6) redo splints (7) another splint “fashion show”
9:30-9:45	Break		
9:45-10:15	SCENARIO FIVE	Outside	Hypothermia—the evolution of hypothermia
10:15-11:00	Debrief	Classroom	Dressing in the backcountry ; how do people get warm?: Hypo-wrap; CPR on hypothermic Pts?; the role of fire (pros/cons); do we use body heat? What happens when body cools down/warms up—the body heat spectrum—hypothermia to heat stroke
11:00-11:15	SCENARIO SIX	Outside	Burns
11:15-11:45	Debrief	Classroom	Burns and Frost Bite—Degrees; Rule of 9s; When is it an emergency?
11:45-12:30	Lunch		
12:30-1:00	SCENARIO SEVEN	Outside	“Medical Round Robin”—Asthma; Seizure; Anaphylaxis; Diabetes
1:00-2:00	Debrief	Classroom	What you see/what you do each case—SS & Tx for each case
2:00-2:10	Break		
2:10-2:40	SCENARIO EIGHT	Outside	Soft tissue injuries--Bleeding
2:40-3:00	Debrief	Classroom	How to stop bleeding; SS/TX of infection
3:00-3:10	Break		
3:10-3:45	Clearing the Spine	Classroom	Four steps to clear spine; importance in backcountry
3:45-4:00	Clearing Spine hands on	Classroom	Hands on clearing the spine
4:00-4:30	FINAL SCENARIO	Outside	Chaos—Triage
4:30-5:00	Debrief and wrap	Classroom	Debrief; final thoughts; review quiz/homework; paperwork; leave