

ELP 101: Experiential Leadership Program

I. GENERAL INFORMATION

Course: ELP 101
Semester: Fall Semester
Professor: Dr. Thomas J. Zimmer
Email: tzimmer@wyomingcatholic.edu

Place & Time: 4 days on campus and 21 days in the Wilderness

II. REQUIRED TEXTS

All readings are provided

III. COURSE DESCRIPTION & PURPOSE

This course involves two major components. It starts with a 2.5 day wilderness medicine course including CPR and WFA (Wilderness First Aid). The purpose of this wilderness medicine course is to provide students with the fundamental skills and knowledge in regards to wilderness safety, injury prevention and injury and how to deal with an injury if needed. Students will learn the following in the WFA: Response and Assessment, Musculoskeletal Injuries, Environmental Emergencies, Survival Skills, Soft Tissue Injuries, Medical Emergencies, Evacuation and more. This required course insures that all WCC students understand the potential hazards in the backcountry in order to help prevent injury from happening, and how to deal with an injury if necessary. Since much of the outdoor trips at the college are student led, all WCC students need this basic knowledge.

The 2.5 day WFA course is followed by 2 days of trip preparation including renting personal gear, packing food, front country lessons covering safety and more. After the 2 days of trip preparation students leave for their trailhead location and embark on their 3 week backpacking trip. There are many reasons why the first course at WCC is a 3 week backpacking trip, the following paragraphs provide more insight on the purpose of this course.

Wyoming Catholic College has conceived a new sphere of education, immersion in the reality of nature, as a corrective to the modern world's over-emphasis on technology and virtual reality, and as a glorious opportunity for deepening every student's knowledge of the world created and sustained by God. You will be living in surroundings that provide encounters with the true, the good, and the beautiful in God's "first book": the natural world. This will reinvigorate your imagination, summon forth inventive-creative thinking, and teach the laws, moral and material, which will be a catalyst for opening your mind and heart to the rest of what the College has to offer. By being in the outdoors, you will be taken beyond your normal comfort zone and into an environment where you must make real decisions that have real consequences. By doing this repeatedly, you will learn many virtues such as prudence, justice, temperance, and fortitude. You then will bring these virtues back from the wilderness into everyday life and help you become more successful at your studies and, in general, a better man or woman.

Because God's creation is not man's creation, the dangers and discomforts it imposes are real and unavoidable. Any wilderness expedition requires organization, thoroughness, preparedness, and the careful calculation of risks—in a word, prudence—and punishes their absence. You will mature quickly in the knowledge that this is not a game, not a drill, but real.

Choosing the right means to the right end in the wilderness often requires a temperate ability to get along on less. Inability to control appetites does not fit with limited supplies and unexpected, difficult situations. To persevere in achieving an arduous goal requires both physical and mental strength; from the Latin word for strength (*fortitudo*) we have the word "fortitude." Finally, members of a wilderness expedition need to cohere as a group, to treat one another with consideration and fairness, to handle one another's failings equitably, and everything else implied by the social virtue of justice.

This last point brings out the special role of the COR Expedition as opposed to just any outdoor activity. Beginning with Plato's *Republic*, Western political philosophy has sought to discover the virtues of man and the nature of society by imagining the smallest community possible. Also beginning with Plato, philosophers have tied the beginning of society to the fact that human beings are not self-sufficient but need one another to survive. In a wilderness expedition, far from the nearest civilization, this smallest community is not imagined but lived. It is a microcosm of society. The need to balance individual and common goods, often masked in large cities, emerges clearly; the value of true leadership and of active following, distorted by partisan politics, becomes clear; lastly, the supreme importance of human virtue for the good of society stands forth in stark relief. While the outdoors offers contact with God's creation, the expedition in particular offers clear contact with the pinnacle of God's creation: human society.

On the other hand, as Joseph Cardinal Ratzinger has argued in *Handing on the Faith in an Age of Disbelief*, the indoors, the self-made world of man, is whatever man made it to be and it could be any other way he chose to make it. Because the world is not a given but something made, there is no "way things ought to be," no nature—and hence no morality. While contact with God's creation promotes virtue, lack of contact with God's creation destroys the very root of virtue.

IV. ELP TRACK GOALS

1. Grow in humility and wonder through immersion in nature, God's "first book." (V c)
2. Strengthen their imagination and senses through extended contact with natural realities. (III)
3. Learn by experience the importance of a balanced life of mind, body, and spirit. (I; II e)
4. Better grasp community and the common good through the experience of small, self-sufficient communities working in isolated and sometimes difficult situations. (II d)
5. Grow in the virtues necessary for both leading and following in the manner proper to a free human being, including teamwork, respect for others, commitment to group decisions, communication, self-awareness, tolerance for adversity and uncertainty, judgment and risk management. (II)
6. See how what is learned in the Outdoor Leadership Program transfers to the classroom, campus life, and life after graduation. (IV c)
7. Through extended physical activities, develop skills, such as coordination, balance, and practical initiative (meta 1, 3, 6b).

V. REQUIRED COURSEWORK/EVALUATION

1. WFA & CPR QUIZES: During the WFA and CPR course there will be a few quizzes covering the content covered in the class.
2. WFA & CPR FINAL EXAM: At the end of the WFA there is a multiple choice final exam covering the information and skills covered in class.
3. STUDENT PRESENTATION/LESSON: One month prior to the 3 week backpacking trip each student will sign up for a topic (via internet) which they will research information about the topic and present it to the classmates during the trip. This short lesson is called the "Nature Nugget". The goal is not for students to be an expert but to research a topic, plan a presentation/ lesson, and teach it to one's peers. Most classes at WCC require students to talk in front of the group and professor, and any good leader needs to feel comfortable with this experience. In addition, at WCC students need to effectively use their time wisely. Therefore, this first assignment prior to the backpacking trip will prepare students for both the trip and other aspects of the WCC academic experience. Students are to spend 2-3 hours of time prior to coming to WCC to research the topic and prepare a 4-6 minute presentation/lesson. Lessons do not require any materials, and students may only have one hour of notice before he/she is expected to present the lesson. These lessons will be taught during random times throughout the 3 week backpacking trip. Do not plan on any preparation time on the trip. In order to keep light backpacks, students can only have 1 normal piece of paper front and

back for notes and visuals. Again, students should spend 2-3 hours of time researching and preparing the presentation and only present for 4-6 minutes. Students will be graded on the following criteria: **Preparation:** Whether you were prepared for the lesson or not. **Content:** the actual information you bring to the table, evidence that you researched the topic and didn't simply share basic concepts and information. **Use of Time:** Only using 4-6 minutes on the presentation and using the time wisely. Keep in mind that quantity is not better than quality. **Use of teaching techniques:** In order to be a good leader one needs to learn how to effectively teach and present information. Attached below are some techniques that are helpful when teaching. A portion of your grade will be based on whether you used effective teaching techniques/pedagogy.

4. MIDTERM EVALUATION: During the 3 week backpacking trip and the 2 days of trip preparation students are being evaluated by their instructors on a variety of elements (see grading rubric below). Halfway into the course students will meet with an instructor to discuss how the student is performing in regards to the graded rubric. This midterm evaluation provides students an ability to hear what elements they are succeeding in and in what areas they can improve.
5. FINAL COURSE EVALUATION: At the end of the course the instructors collectively grade each student by completing the final evaluation rubric (see below). Students can speak to their instructors on the trip at anytime to receive feedback on their performance in regards to any elements of their grade.

THE FINAL A-F GRADE COMES FROM:

1. WFA & CPR Quizzes—10%
2. WFA & CPR Final Exam—30%
3. Student Presentation—5%
4. Midterm Evaluation—15%
5. Final Evaluation—40%

The professor reserves the right to give more or less weight to the various criteria if he feels it more adequately expresses the student's achievement during the semester.

Helpful Teaching Techniques

Rule of Three: Everything can and should be organized into two or three. This is necessary for memory; the brain remembers two or three best because the numbers are simple and easy to link visual memory to. Accordingly, it can be organized and remembered, rather than being strictly memorized. The rule of three is a very general rule in speaking, in writing, and in music, stating that concepts or ideas presented in threes are inherently more interesting, more enjoyable, and more memorable. It is no accident that the number three is pervasive in well-known stories: the three little pigs, the three bears, and the three musketeers. The rule of three explains why good stories have a beginning, middle, and end, and why video games, films, and literature are often written as three connected works in the form of a trilogy. Therefore, the bottom line is that when giving a presentation or teaching anything, it's a good idea to organize your learning outcomes into three main points. If I were teaching a child how to cross the street, I would focus on three main points for the child to remember: Look left, look right, and finally, look left again. If there are no cars, you can cross the street. Whenever you start planning to teach a lesson, ask yourself what three main points you want the students to remember, and make sure those points stand out in your lesson.

Repetition:

Repeat important points three times, repeat important points three times, repeat important points three times.

Focus:

1. The beginning and end are the most important; grab attention and end strong.
2. Have one unifying theme, one point you are trying to make, and do not ramble

Teaching to the individual:

There are nearly ten ways of learning but the big three to focus on are:

1. Auditory (mostly left brain)
2. Visual (mostly left brain)
3. Kinesthetic (right brain)

Use all three to get both sides of the brain to engage and learn.

Three elements of good rhetoric (try to use all three):

The goal of teaching is to have your audience learn. In order to do this you need to convince them that it is important to learn what you are teaching. If you teach me bear safety and I am not afraid of bears and do not think they are an issue, why should I even listen to you? On the contrary if you convince me that I should learn bear safety I will not only listen but ask questions. You need to find the right balance, though. You do not want to terrify your students regarding bears, but you also do not want to act as if they will not be a problem at all. The Greek philosopher Aristotle divided the means of persuasion, appeals, into three categories--**Ethos, Pathos, and Logos**.

1. **Ethos (Credibility)**, or **ethical appeal**, means convincing through the character of the author. We tend to believe people whom we respect. One of the central problems of argumentation is to project an impression to the reader that you are someone worth listening to: in other words, you should make yourself authoritative, as an author would on the subject of the paper, as well as someone who is likable and worthy of respect.
2. **Pathos (Emotional)** means persuading by appealing to the reader's emotions. We can look at texts ranging from classic essays to contemporary advertisements so that we can see how pathos and emotional appeals are used to persuade. Language choice affects the audience's emotional response, and emotional appeal can effectively be used to enhance an argument.
3. **Logos (Logical)** means persuading by the use of reasoning. This will be the most important technique we will study, and it is Aristotle's favorite. We'll look at deductive and inductive reasoning, discussing what makes an effective, persuasive reason to back up your claims. Giving reasons is the heart of argumentation and cannot be emphasized enough. We will study the types of support you can use to substantiate your thesis and look at some of the common logical fallacies, in order to avoid them in your writing.

Conclusion

After teaching a topic, reflect on how well the students learned; if you reached your teaching goals, determine how you will teach the class better next time.



Wyoming Catholic College COR Expedition Mid-Course Eval

Student _____ Year of Course _____ Grade _____

5 = Excellent performance, eager to learn, challenge and improve oneself.

4 = Good performance, often willing to learn, challenge and improve oneself.

3 = Satisfactory performance, sometimes willing to learn, challenge and improve oneself.

2 = Inconsistent performance, seldom willing to learn, challenge and improve oneself.

1 = Unsatisfactory performance, not willing to learn, challenge and improve oneself.

Expedition Behavior: _____

Communication: _____

Self-Awareness: _____

Tolerance for Adversity: _____

Decision Making and Risk Management: _____

Hard Skills: _____

Reflective Discussions: _____

Leave-No-Trace: _____

Overall Performance/Additional Comments: _____



Wyoming Catholic College

COR Expedition Grading Rubric

Student _____

Overall Grade _____

Students are evaluated throughout the course on the following items. Each item is rated A-F. The overall final grade for the 21-day trip is a collective score of all the different categories; however, the overall grade is not a simple average of all the grades as some of the categories are more important than others. Comments are provided for each section.

A = Excellent performance, eager to learn, challenge and improve oneself.

B = Good performance, often willing to learn, challenge and improve oneself.

C = Satisfactory performance, sometimes willing to learn, challenge and improve oneself.

D = Inconsistent performance, seldom willing to learn, challenge and improve oneself.

F = Unsatisfactory performance, not willing to learn, challenge and improve oneself.

Expedition Behavior: (team player, respected others, committed to the group, supported instructors and student leaders, did share of work, punctual, positive attitude, asset to the group).

Score: _____ Comments: _____

Communication: (communicated clearly and timely, advocated for oneself appropriately, listened well to peers and leaders, used both verbal and non-verbal communication effectively, balanced participation, listening and observing, provided specific useful feedback).

Score: _____ Comments: _____

Self-Awareness: (understood personal strengths/limitations, open to feedback and learned from experience, showed an awareness of personal values/goals, understands their impact on others).

Score: _____ Comments: _____

Fortitude: (maintained a positive mental attitude during hardship, kept a work ethic that contributed to group goals, appropriately managed hardship and conflict with peers and leaders, challenged oneself mentally, physically, and spiritually).

Score: _____ Comments: _____

Decision Making and Risk Management: (demonstrated hazard awareness, displayed good judgment & decision making skills, demonstrated awareness of objective and subjective hazards, recognized and minimized risk to self and others, understood terrain, travel and camp hazards, withdrew from dangerous behavior, followed all protocols).

Score: _____ Comments: _____

Hard Skills: (lives comfortably in the backcountry, dressed effectively, quickly adapted to conditions, participated in selecting camp, setting up shelters, cooking and cleaning and other camp craft skills, developed map reading and navigation skills, packs backpack effectively, displayed proper hygiene, learned various knots, bear hangs and other bear safety, displayed other technical skills learned throughout the course).

Score: _____ **Comments:** _____

Reflective Discussions: (participated in the reflective discussions, was respectful to peers and instructors during the reflections, provided insightful comments for peers to learn from, willing to share personal feelings and comments to the group, displayed learning from the reflective discussions).

Score: _____ **Comments:** _____

Leave-No-Trace: (performed sound LNT living and travel skills, displayed continual growth and development of LNT skills and practices, understands the value of LNT beyond simply “following the rules”, can effectively teach LNT to others, understands the transference of LNT to the front country, can recite the 7 principles in proper order).

Score: _____ **Comments:** _____

Student Lesson: Preparation: was prepared for the lesson. Content: quality information, evidence that the topic was researched. Use of Time: only used 4-6 minutes on the presentation, used time wisely. Use of teaching techniques: used effective teaching techniques/pedagogy.

Score: _____ **Comments:** _____

Based on the conditions experienced on this course, this student, at this time: (check one)

- ☐ Should only go on trips in similar conditions with a leader experienced in leading novices
- ☐ Can go on similar trips w/competent peers, needs more experience before leading
- ☐ Can assist leading peers under the supervision of a competent peer leader
- ☐ Can lead peers of similar skill level in similar conditions

OVERALL PERFORMANCE/GRADE _____ (please copy as grade on front page)

Please add comments to clarify this student’s performance. Suggest next steps for improvement, focused skills classes, trips with peers, or other OLP trips. **FINAL COMMENTS**

Instructors Names and Signatures:
