

I. COURSE DESCRIPTION:

This course has an emphasis on leading clients on overnight wilderness trips. Students will learn the important necessary “soft skills” required to professionally conduct extended backcountry tours for guiding in the adventure travel industry. Topics may include: client expectations and professionalism, specialized training and professional development (hard skills), trip planning and preparation, outdoor clothing and gear selection, outdoor cooking and nutrition, leave no trace camping, wilderness safety, liability and risk management, wilderness survival, outdoor leadership, and wilderness communication. Case examples of high profile adventure travel companies may be explored. Course exam will involve a 2-day winter camping trip to allow students to demonstrate applied theory covered throughout the semester. Course material is based on the National Occupational Standards for Outdoor Adventure Guides set by the Canadian Tourism Human Resource Council

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. **Discuss the importance of professionalism in the guiding industry**
Potential Elements of the Performance:
 - Describe the impact of a positive attitude on clients and their overall business
 - Explain the technical training and/or additional credentials (“hard skills”) required by professional outdoor associations
 - Describe examples of good guest relations and quality customer service
 - Explain common guest expectations, needs, and limitations, and how to fulfill them

2. **Plan and prepare a 7 day wilderness trip.**
Potential Elements of the Performance:
 - Determine a route complete with contingency plans and emergency exit points
 - Prepare supplies and equipment for trip
 - Determine logistics for setting up, maintaining and breaking camp
 - Hold pre and post trip meetings with employer (Sault College) and clients (classmates)
 - Organize personal equipment and clients gear in preparation for trip

3. **Develop a checklist of important clothing and equipment needed for conducting wilderness tours**
Potential Elements of the Performance:

- Understand the difference between “low tech” vs “high tech” equipment, and the pros and cons of each
 - Describe and demonstrate the importance of layering, and use of quality fabrics for outdoor clothing
 - Explain and list a variety of well-known manufacturers of quality outdoor equipment, such as: backpacks, tents, stoves, clothing, sleeping bags, water filters, and other necessary items
4. **Develop a 7-day menu plan complete with costs and recipes.**
Potential Elements of the Performance:
- Explain energy and nutritional requirements for outdoor menu planning
 - Display sensitivity to special dietary considerations, and adaptability to client needs
 - Use a variety of outdoor cooking equipment such as one-burner stoves and outback ovens
 - Demonstrate proper hygiene for self and during meal preparation
 - Understand the importance of proper water purification methods, and utilize them accordingly
5. **Develop a plan for minimum impact camping in sensitive wilderness environments.**
Potential Elements of the Performance:
- Understand and demonstrate proper minimum impact firemaking techniques
 - Explain proper protocol for dealing with human waste
 - Describe methods of campsite selection, and reducing ones impact on the environment
 - Describe how to plan ahead, prepare well, and prevent problems before they occur
6. **Develop a safety and risk management plan for conducting wilderness tours.**
Potential Elements of the Performance:
- Explain how common accidents occur on extended wilderness trips and inherent risks
 - Create an emergency evacuation plan complete with phone numbers and locations of nearest medical facilities
7. **Describe and practice skills of wilderness survival.**
Potential Elements of the Performance:
- Explain the importance of remaining calm and stationary in a wilderness emergency
 - Describe the various types of shelters that can be built from natural materials, and the pros and cons of each

- Explain various methods of water collection, and their importance to wilderness survival
- Demonstrate a variety of fire-building techniques using natural and man-made materials
- Describe at least five methods of land-to-air signaling techniques used for acquiring assistance
- Taste and describe a number of different edible trees and plants useful for sustaining ones energy
- Practice various camp skills including knots, lashing, tool making, snaring, use of natural materials and construction of shelters

III. TOPICS:

1. Client Expectations and Professionalism
2. Trip Planning and Preparation
3. Outdoor Clothing and Equipment Selection
4. Outdoor Cooking and Nutrition
5. Wilderness Safety and Survival
6. Outdoor Leadership

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Stroud, L., 2008. Survive. Scarborough, Collins Canada. 373 pp

Winter camping equipment and snowshoes

V. EVALUATION PROCESS/GRADING SYSTEM:

Attendance 50% (10% taken off for each missed class)
(25% taken off for missing the weekend trip)

Assignments 15% Trip plan
10% Survival kits
10% Trapping, fishing, hunting assignment
15% Final test

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00

D		50 – 59%	1.00
F (Fail)		49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.		
S	Satisfactory achievement in field /clinical placement or non-graded subject area.		
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.		
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.		
NR	Grade not reported to Registrar's office.		
W	Student has withdrawn from the course without academic penalty.		

VI. SPECIAL NOTES:

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may (i) issue a verbal reprimand, (ii) make an assignment of a lower grade with explanation, (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”, (iv) make an automatic assignment of a failing grade, (v) recommend to the Chair dismissal from the course with the assignment of a failing grade. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session. *<Optional: It is the departmental policy that once the classroom door has been enclosed, the learning process has begun. Late arrivers will not be granted admission to the room.>*

Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of *March* will be removed from placement and clinical activities. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

Updates and Inclement Weather

Students are expected to check LMS for updates and changes to classes and field trips prior to any outing.