

FOR 476X: Risk Management for Outdoor Recreation Spring 2006

Oregon State University – Cascades Campus

INSTRUCTOR

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Office Hours
W 4:30-6PM
Feel free to arrange other times by appointment

COURSE DESCRIPTION

This course will focus on the presence of risk in outdoor education programs as a necessary factor for learning and growth. The course will address the practitioner's perspective of risk in the field and discuss theories and methods of implementing risk management as a curriculum in outdoor education and recreation.

We will discuss the ethics of utilizing risk and potentially dangerous activities as a basis for education, implementing the management of risk as the source of a curriculum, the make-up of accidents in the outdoors, and leadership preparation and development. This course will utilize prepared case studies to analyze the factors and effects of risk in accidents.

COURSE PRE-REQUISITES

PREREQ: BA 226 at COCC or equivalent. Students should be versed in program design of outdoor education and recreation programs.

INSTRUCTIONAL OBJECTIVES

By the end of the term, students will be able to:

- Devise a thorough risk management plan for an outdoor recreation or education program, focusing on leadership and curriculum design as resources for managing risk.
- Defend the necessary presence of risk in outdoor programs and its .
- Effectively analyze leadership as a major component of managing risk.
- Analyze case studies of accidents and provide an insightful analysis of

REQUIRED MATERIALS AND/OR READINGS

The course text is:

² Ajango, D. (2005). Lessons Learned II: Using case studies and history to improve safety education. University of Alaska, Anchorage: Alaska Outdoor & Experiential Education.

*required text, on order at bookstore..

Ajango, D. (2000). Lessons Learned: A guide to accident prevention and crisis response. University of Alaska, Anchorage: Alaska Outdoor & Experiential Education.

these texts will provide supplemental readings and may be handouts or placed on reserve. They will not be ordered by the bookstore.

STUDENTS WITH DISABILITIES

Students with documented disabilities who may need special accommodation, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of

evacuation, should make an appointment with the instructor as early as possible – as and no later than the first week of the term. If alternative testing is needed, the student should make the request at least one week in advance of the test. Students seeking accommodation should be registered with the Office of Services for Students with Disabilities.

ACADEMIC DISHONESTY AND CONDUCT

This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct. Put simply, you are expected to do your own work. For those of you who need more guidance, the following comes from OSU documents:

Academic Integrity – students are expected to be honest and ethical in their academic work.

Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- cheating: use or attempted use of unauthorized materials, information or study aids
- fabrication: falsification or invention of any information
- assisting: helping another commit an act of academic dishonesty
- tampering: altering or interfering with evaluation instruments and documents
- plagiarism: representing the words or ideas of another person as one's own.

Example: you must write your own term paper in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources.

COURSE REQUIREMENTS

- 1) **Attendance/Participation (10% of grade).** Students are expected to attend each scheduled class and participate in the discussions, which are centered on the readings. In the syllabus below, assignments are listed as the day they are assigned.
- 2) **Mid Term Exam (20% of grade).** A take home exam will be assigned, on May 10 and due May 17. This exam will assess the extent of understanding from material presented during the first half of the course. This exam will consist of a collection of short essay questions, which students may answer using their texts and supplementary sources. The student’s responses are to be typed and may be submitted electronically.
- 3) **Final Exam (30% of grade).** A three-hour-long exam will be given, on June 14. This exam will assess the extent of understanding from material presented during the entire course. The final will consist of a series of long essay questions that will require citations and references from the course texts and handouts.
- 4) **Quizzes (20% of grade, total).** Four unscheduled quizzes will be given during the term. These quizzes will cover material scheduled to that point in the course, including both reading and classroom material. Quizzes will be handed out at the start of class and designated to a specific time interval. The final quiz grade will consist of the three best scores, as the lowest scored quiz will be dropped.
- 5) **Reflective journal (20% of grade).** You will write a journal entry each week (about two pages each) that demonstrates your personal reflections on the readings and classroom material. This journal is crucial to your preparation for each class, as discussions will emanate from student’s

reactions, opinions, and interpretations to assigned material. (Please refer to final section below for details about the reflective journal.). A total of 8 journals are assigned.

Your grade will be comprised of the following requirements:

Requirement	Portion of grade (%)
Mid-Term Exam	20
Final Exam	30
Quizzes	20
Reflective journal	20
Attendance/Participation	10
<i>Total</i>	<i>100</i>

GRADING OF FOR 476:

Because of the splintered format of this course, the overall final grade will be comprised of 50% from each section. The above percentages indicate the portion of grades accumulated in FOR476A (Instructor Peterson). For the requirements of FOR476B, please refer to the separate

COURSE CONTENT

The course will cover the following material, by week.

- 1) April 5: Introduction to FOR 476x
 - a. Course Structure
 - b. Syllabus
 - c. Assignments
 - d. Background Knowledge of Risk Management
 - e. **Assignment:** Handout from Ajango, D. (2000). Lessons Learned: A guide to accident prevention and crisis response, read Chapter One: “How Accidents Happen” by Drew Leemon and Scott Erickson
 - f. **Journal Topic:** What role has risk played in your personal life?

- 2) April 12: The purpose of Risk Management
 - a. Review Leemon/Erickson article
 - b. **Assignment:** Handout from Ajango, D. (2000). Lessons Learned: A guide to accident prevention and crisis response, read Chapter Six: “Ethical Foundations of Wilderness Risk Management” by Jasper Hunt
 - c. **Journal Topic:** How do ethics manifest in your regular life?

- 3) April 19: The ethics of risk in education
 - a. Review Hunt article
 - b. **Assignment:** Handout from Ajango, D. (2000). Lessons Learned: A guide to accident prevention and crisis response, read Chapter Three: “Learning from Ptarmigan Peak” by Deb Ajango
 - c. **Journal Topic:** What area should an organization begin with when considering its risk management plan?

- 4) April 26: Preparing and Planning an Outdoor Program I
 - a. **Assignment:** in Ajango, D. (2005). Lessons Learned II: Using case studies and history to improve safety education, read Chapter Three: “Risk Management Planning: A Closer Look” by Deb Ajango.
 - b. **Journal Topic:**

- 5) May 3: Preparing and Planning an Outdoor Program II
 - a. Mid-Term Exam assigned
 - b. **Assignment:** Handout from Ajango, D. (2000). Lessons Learned: A guide to accident prevention and crisis response, read Chapter Two: “Effective Outdoor Leadership” by Simon Priest
 - c. **Journal Topic: Define leadership.**

- 6) May 10: The Outdoor Leader
 - a. **Assignment:** in Ajango, D. (2005). Lessons Learned II: Using case studies and history to improve safety education, read Chapter Eight: “The Loss of Leadership in the outdoor industry” by Blaine Smith.
 - b. **Journal Topic:** none assigned; Mid-Term due next week.

- 7) May 17: Judgment Based Decision Making
 - a. **Assignment:** Handout from Ajango, D. (2000). Lessons Learned: A guide to accident prevention and crisis response, read Chapter Seven: “The importance of the ongoing assessment” by William Ennis and Constance Livesy
 - b. **Journal Topic: How can assessments be implemented into an organization’s routine?**

- 8) May 24: Assessment of programs
 - a. **Assignment:** in Ajango, D. (2005). Lessons Learned II: Using case studies and history to improve safety education, read Chapter Four: “Creating a Workable Emergency Action Plan” by Deb Ajango.
 - b. **Journal Topic:** Discuss why an emergency action plan is not a risk management plan.

- 9) May 31: The Emergency Action Plan
 - a. **Assignment:** in Ajango, D. (2005). Lessons Learned II: Using case studies and history to improve safety education, read Chapter One: “Adam’s Story” by Kay Landis
 - b. **Assignment:** in Ajango, D. (2005). Lessons Learned II: Using case studies and history to improve safety education, read Chapter Two: “Chuck’s Story” by Deb Ajango
 - c. **Journal Topic:** What are some complications in attributing outdoor accidents to risk?

- 10) June 6: Case Study

- 11) June 14: Final Exam

Reflective Journal Guidelines

The reflective journal is intended for students to use as a forum of expressing ideas based on readings, discussions, and questions posed during class. Students are expected to contribute to the collective experience of studying, researching, and learning about risk management. Students must understand their role as participants in the class requires an active focus on offering insights, questions, and reflections about the material presented. The purpose of the reflective journal is to both offer a constructive, safe, and encouraging medium for personal thoughts and as a means to hold students accountable for their learning.

Students are expected to complete 2 pages typed, Times font, size 12, double spaced each week, based on the topics presented and discussed that class. Students will **hand in their journals by Monday 5PM**, and will receive them back during class on Wednesday. Students

should send journal entries electronically, which will then be printed and graded before being handed back. Students are encouraged to respond to comments on journal entries and resubmit at any time during the course

Grades are offered for individual journal entries, with a final mark that will contribute to 20% of overall final grade. This mark will be based on 1) quality of content presented 2) consistent meeting of deadlines 3) and contributions of journals with class discussions. Grades will be final at the start of Finals week. Any re-submission of a previous journal entry will improve that journal entry's grade. Grades are offered as points out of a possible 10.

During the beginning of the course, subjects or questions will be presented to offer as guidance for writing. Students may, however, offer any thoughts or insights they feel is pertinent, relevant, interesting, etc. Students' journal mark will not be gauged upon responses to posed questions or topics.