

The National Outdoor Leadership Schools Wilderness Guide

Seven common bear encounters and how to survive them. Best ways to identify grizzlies and black bears. Learn essential info on bear behavior at different times of year and in different habitats.

The classic backpacker’s handbook—revised and updated—providing expert guidelines for anyone who loves the outdoors. The Wilderness Guide brings the savvy of the world's most famous and respected outdoor organization to everyone—from the sixteen million backpacking Americans to the more than 265 million people, tenderfeet and trail-hardened hikers, who visit our national parks annually. It covers: -Selecting equipment—including discussions of the advantages and disadvantages of products such as the internal frame pack, lighter-weight boots, and freestanding tents -The latest “leave no trace” camping techniques -Traveling safely and sensibly—including vital information on maps, compasses, and tips on crossing difficult terrain -Backcountry cooking, with tips on building fires and tricks for making gourmet meals -Search-and-rescue techniques, including how to organize a self-sufficient search group and when to call in professional rescue teams Illustrated throughout with instructional drawings and photos and featuring lists of equipment, the Wilderness Guide is a must-have for anyone planning to explore the great outdoors.

The National Outdoor Leadership School's official guide to camping in extreme cold Comprehensive coverage of winter clothing and gear Proven techniques for traveling efficiently and safely across snow and ice and complete directions for building igloos and many other snow shelters From the National Outdoor Leadership School, the leader in wilderness education, comes the definitive guide on winter camping—based on the official NOLS curriculum, it's the next best thing to taking a course with a qualified instructor. You'll learn how to layer clothing to stay warm and dry, how to maneuver a pack sled through heavy snow cover, and how to sleep comfortably in conditions of extreme cold. Additionally, sections on avalanche safety and first aid provide essential preparation should disaster strike. Illustrated throughout with detailed line drawings.

Wilderness First Responder

NOLS Expedition Planning

Theology, Theory, and Practice : how to Use Time in the Wilderness and Backcountry Adventure Camping for Leadership Development, Evangelism, Discipleship, and Spiritual Formation—with Experiential Learning and Bible Study Resources

Aidan Hutchins, Instructor at National Outdoor Leadership School

NOLS Soft Paths

The Impacts of a National Outdoor Leadership School's 31-day Outdoor Educator Mountaineering Course on an Individual's Leadership Efficacy

The seventh edition of the bestselling NOLS Wilderness Medicine includes all the key first-aid information that made previous editions so valuable, now updated throughout with the latest medical recommendations. This guide is used in NOLS and WMI courses to train outdoor leaders to prevent, recognize, and treat common medical problems and to stabilize severe outdoor enthusiasts, this book covers fundamental topics in first aid from the unique perspective of the National Outdoor Leadership School. First-aid topics include patient assessments, shock, soft tissue injury, burns, fractures and dislocations, and chest, head, and abdominal injury. Learn how to handle common environmental problems—heat, cold, water, altitude, presented in an easy-to-use reference format to save valuable time in an emergency.

• The guide for planning a successful trip, short or long • Research access to public land, domestic and international • Create a budget and find additional funding • Choose essential gear, with checklists for personal and group gear • Plan food and fuel requirements • How to prepare mentally and physically • Health issues, including insurance, illnesses, and injuries • the wilderness • Leave No Trace principles for sustainable travel

Controversial Issues in Adventure Programming offers an engaging approach to the consideration of enduring, current, and emerging issues in the field. Written primarily for upper-level undergraduate and graduate students, the text presents 20 issues in a debate format, challenging students to participate in critical discourse concerning these issues as practitioners

Bruce Martin and Mark Wagstaff have assembled a team of more than 50 contributors from around the globe to reassess some of the underlying assumptions on which adventure programming is based. They have critically examined implications of new developments for emerging practice and discussed how best to position the field of adventure programming in a debate, each issue is prefaced with a general overview, including the evolution of the issue and its significance in light of broader social concerns. Then, contributors present the pros and cons of each issue. A debate format helps students develop an understanding of the key points around each issue while also becoming familiar with current research pertinent to with these issues and begin to develop their own informed, thoughtful perspectives as they prepare for careers in adventure programming. Controversial Issues in Adventure Programming is divided into two parts. Part I begins by discussing issues of ongoing concern in the field, including the certification debate, motorized versus nonmotorized forms of outdoor recreation and emerging issues are presented, such as the use of online educational programming in the field of adventure programming. As a reference for practitioners and policy makers, Controversial Issues in Adventure Programming offers new and updated perspectives on enduring and emerging issues as well as a synthesis of the most recent related scholarly literature.

how the adventure programming industry can contribute to addressing issues of broad concern in society, such as public health, global climate change, stewardship of public lands and waterways, and education reform. Controversial Issues in Adventure Programming encourages readers to participate in some of the central debates occurring in the field. In particular, it offers an understanding of the field as they critically examine and respond to a range of enduring, contemporary, and emerging topics in adventure programming.

A Worthy Expedition

A National Outdoor Leadership School in Baja, Mexico

Foundations, Theory, and Research

She Explores

Quality Lesson Plans for Outdoor Education

NOLS Bear Essentials

This updated edition of the popular NOLS Wilderness Mountaineering reflects the most current practices, equipment, and risk management in mountain climbing.

The National Outdoor Leadership School's official guide to camping in extreme cold. Comprehensive coverage of winter clothing and gear. Proven techniques for traveling efficiently and safely across snow and ice and complete directions for building igloos and many other snow shelters.

This second volume of conference proceedings includes over 70 reports of current wilderness research presented at the National Wilderness Conference, 1985. Topics covered include wilderness fire, air quality, soil and vegetation, fish and wildlife, water, wilderness use and user characteristics, visitor attitudes and behaviour; management concepts, etc.

Methods and Strategies

National Outdoor Leadership School

Reasons for Participating in the 1972 National Outdoor Leadership School Wilderness Expeditions

Theory and Practice

Outdoor Education

NOLS Cookery

The National Outdoor Leadership School's official guide to finding your way in the wilderness Covers all navigational techniques, from map and compass to GPS and gives instructions on taking bearings and planning routes on USGS maps Up-to-date information on tools, equipment, and software, including smartphones and iPads for navigation, new emergency communication technology (such as SPOT), and solar power Updated and new illustrations by Jon Cox

• Chronicles the first all-African American summit attempt on Denali, the highest point in North America • Part adventure story, part history, and part argument for the importance of inspiring future generations to value nature The nation's wild places—from national and state parks to national forests, preserves, and wilderness areas—belong to all Americans. But not all of us use these resources equally. Minority populations are much less likely to seek recreation, adventure, and solace in our wilderness spaces. It’s a difference that African American author James Mills addresses in his new book, The Adventure Gap: Changing the Face of the Outdoors. Bridging the so-called “adventure gap” requires role models who can inspire the uninitiated to experience and enjoy wild places. Once new visitors are there, a love affair often follows. This is important because as our country grows increasingly multicultural, our natural legacy will need the devotion of people of all races and ethnicities to steward its care. In 2013, the first all-African American team of climbers, sponsored by the National Outdoor Leadership School (NOLS), challenged themselves on North America’s highest point, the dangerous and forbidding Denali, in Alaska. Mills uses Expedition Denali and its team members’ adventures as a jumping-off point to explore how minority populations view their place in wild environments and to share the stories of those who have already achieved significant accomplishments in outdoor adventures—from Mathew Henson, a Black explorer who stood with Peary at the North Pole, to Kai Lightner, a teenage sport climber currently winning national competitions. The goal of the expedition, and now the book, is to inspire minority communities to look outdoors for experiences that will enrich their lives, and to encourage them toward greater environmental stewardship.

This completely revised and updated handbook details the critical skills and concepts every professional or volunteer outdoors leader needs to know. Building on the basic foundations of leadership, case studies, and his own extensive leadership experience, Kosseff explores such topics as effective decision-making, group dynamics, risk management, self-awareness and evaluation, conservation, and more. Also included is a new chapter on techniques for leading and motivating kids and young adults. Comprehensive, readable, and packed with practical advice and real-life experiences, AMC Guide to Outdoor Leadership, 2nd Edition is a must-read for anyone committed to becoming a safe and effective outdoors leaderr, whether a scout leader, camp leader, guide, educator, or adventurous parent. Inside you’ll find: Accessible, comprehensive techniques for new and experienced leaders Comprehensive coverage of leadership concepts Advice and anecdotes from experts on decision making, communication, risk management, and moreAppendix of training programs Essential reading lists for further study

How to Recognize, Treat, and Prevent Emergencies in the Backcountry

The Classic Handbook, Revised and Updated

Outdoor Safety Handbook

Hiking and Camping in Bear Country

An Analysis of the National Outdoor Leadership School's Instructors Course as an Internship

2001 NOLS Leadership Education Toolbox

An understanding of people, program, and place establishes a foundation from which to make architectural decisions. The focus of this thesis is to understand the needs of those involved in an outdoor education school in Baja, Mexico and assemble a comprehensive architectural solution to these needs. The outdoor education school has the mission to be the best source and teacher of wilderness skills to protect the user and the environment. The people of this school share a common interest to live harmoniously with their surroundings and work to achieve a life-style that has a minimum impact on the natural environment. The site is in a desert coastal ecosystem on the east coast of the Baja peninsula. The school is acquiring additional property and has the need for a master plan that looks to their long term needs. The master plan interweaves the issues of building in a small community and the organization of the program with the natural environment. At all scales the focus of the facility is education. Building designs are direct solutions to the needs of the people in this environment. The site embodies the workings of the school and a relationship to the surrounding area. The natural environment does not act as the setting for the architecture of the school, but is seen as the focus allowing the architecture to become the framework through which one observes the natural environment.

America for the past few decades, yet participation has continued to be dominated by White, upper-class individuals. These similar disparities exist in general outdoor recreation participation, with individuals from race and/or ethnic minority groups participating in outdoor recreation activities less than Whites. Research in the leisure field has revealed that different meanings and values assigned to wilderness by different ethno-racial groups may explain some of the difference in participation rates, and that wilderness has historically been a concept associated with White, upper-class males. With major demographic shifts occurring in the United States, along with the greater emphasis on social justice in the leisure field, OEE organizations must confront the imbalance in participant demographics. The National Outdoor Leadership School (NOLS) is a worldwide leader in OEE and has made this issue a priority with its Gateway Scholarship Program. This program partners NOLS with community-based organizations and schools to provide low-income individuals, who also self-identify as people of color, full-tuition scholarships for NOLS courses. The purpose of this mixed methods study was to determine if Gateway scholarship students and non-Gateway scholarship students held different wilderness attitudes and values before and after their NOLS course, if their wilderness attitudes changed during their NOLS experience, and if the predictor variables of previous wilderness experience, ethno-racial identity and urban/rural residence were related to wilderness attitudes. Wilderness attitudes were measured with four constructs (sense of place, environmental ethics, value of wilderness, and environmental awareness) derived from NOLS literature and previous research. All Gateway students and a proportionally representative sample of non-Gateway students from the same NOLS courses during the summer of 2014 were invited via email to participate in the study. A retrospective pre- and post-test was administered online, and 19 follow-up interviews were conducted via telephone. Results Show that while Gateway students (n=41) Entered their NOLS course with significantly less positive wilderness attitudes than non-Gateway students (n=33), post-course scores between the two groups were not significantly different. Both groups experienced significant positive change in wilderness attitudes from pre- to post-course scores, with Gateway students experiencing a larger change. Previous wilderness experience was a significant pre-course predictor for all constructs, Gateway status was a significant pre-course predictor for all but sense of place, and community type was entirely non-significant for either pre- or post-course scores. Post-course, Gateway status was the only variable that remained significant, and only for the value of wilderness construct. Interview data revealed potential reasons for attitude change, including course content (e.g., Leave No Trace, wilderness medicine), a deeper personal connection to wilderness, and heightened awareness of environmental issues. Limitations of the Gateway Scholarship program are discussed and implications of the study's results are placed in context of social justice goals in OEE.

Playing games while on courses is a part of the NOLS life, and course leaders are great resources for games that work—those that are popular and are used year after year. This book contains 100 tried-and-true, field-tested games collected from and vetted by NOLS instructors: getting-to-know-you games, name games, team games for encouraging cooperation and leadership, games on the trail and in the water, and brain/creative/word games.

A New Campus for the National Outdoor Leadership School

Outdoor Adventure Education

The Adventure Gap

Changing the Face of the Outdoors

Student Attitudes About Wilderness in the National Outdoor Leadership School

NOLS Wilderness Mountaineering

"Outdoor Education: Methods and Strategies applies educational theories to outdoor teaching methods and helps educators learn how to choose the instructional strategies that will best work for their audiences, whether they're in a school, nature center, adventure center, camp, environmental learning center, government agency, or university." "Outdoor Education: Methods and Strategies provides practical lesson plans and examples that go beyond the normal scope of a text. It will benefit both new and veteran educators by teaching them how to enhance their audience's awareness, appreciation, and knowledge of the outdoors. Ultimately, it will advance educators' abilities to increase people's enjoyment and understanding of the environment."--BOOK JACKET.

Biography of Aidan Hutchins, currently Private Tutor at Tutor Doctor, previously Instructor at NOLS - National Outdoor Leadership School and Residential Advisor at Mt. Edgecumbe High School/Trinity LLC.

An update to the classic guide to backcountry cooking.

The Cultivation and Transfer of Life Skills Through the Outdoor Education Program at Besant Hill, School Ojai, CA

Stories of Life-Changing Adventures on the Road and in the Wild

A Segmentation of Outdoor Recreation/education Benefits

The History of NOLS

Nols Wilderness Navigation

Architecture for Environmental Learning

Survival advice for hikers, hunters, campers, and anyone who spends time out of doors.

Review: "Quality Lesson Plans for Outdoor Education is a flexible, easy-to-use reference that helps you deliver outdoor activities whether you are a physical educator, a youth or outdoor recreation leader, or a camp or resort leader. You will discover an abundance of ideas that can make your job easier, enrich your teaching knowledge, and broaden your current programs." "Quality Lesson Plans fo

by streamlining your preparation and paving the way for a smooth delivery of effective outdoor instruction."--Jacket

A HISTORY OF OUTDOOR LEADERSHIP In 1965, in the Wind River mountains of Wyoming, legendary mountaineer Paul Petzoldt founded a new school dedicated to the notion that the wilderness classroom could teach leadership. In the fifty years since, the National Outdoor Leadership School (NOLS) has embraced and explored the unknown, leading over a quarter of a million students through transformative personal. Graduates of NOLS are leaders across society: conservation, exploration, public policy, education, land management, business, and wilderness medicine. And they carry firsthand appreciation for the value of protecting our wild planet for generations to come. Built by dedicated staff and the legacy of its students, NOLS has diversified and expanded to become a global presence and an iconic

continue to represent, as it always has, leadership, expertise, and the power of the wilderness. It is with one eye on the future that NOLS celebrates its past. This is its story.

Controversial Issues in Adventure Programming

A Reconnection with Nature Through Adventurous Education

Effective Leadership in Adventure Programming

Current Research, Fort Collins, CO, July 23-26, 1985

Outdoor Leadership

An Application from the National Outdoor Leadership School

Outdoor Adventure Education: Foundations, Theory, and Research steeps students in the theories, concepts, and developments of outdoor adventure education, preparing them for careers in this burgeoning field. This text is based on author Alan W. Ewert's pioneering book *Outdoor Adventure Pursuits: Foundations, Models, and Theories*. Ewert and Sibthorp, both experienced practitioners, researchers, and educators, explore the outdoor adventure field today in relation to the changes that have occurred since Ewert's first book. The authors present a comprehensive text on outdoor and adventure foundations, theories, and research that will provide the basis for the next generation of professionals. **Outdoor Adventure Education** offers a comprehensive view of the expanding discipline of outdoor adventure education in its various settings. In addition to its foundational, theoretical, and conceptual insights, this text presents the following: • **Why This Chapter Is Important** introductions that present snapshots of ideas and concepts and how they apply to future professionals • **Chapter discussion and research questions** to expand knowledge and research skills to support the learning gained through the book • **Sidebars** from well-known international researchers who present their views on the chapter topics **The book is presented in three parts. Part I** explores foundational issues of outdoor adventure education, offering an overview of the field and examining both historical developments and current practices. **Part II** investigates theoretical constructs and extant theories, emphasizing how they inform the professional's view of program evidence, design, and implementation. In part III, the authors delve into research and evidence-based practices in the field and look at evolving trends and issues as outdoor adventure education continues to grow. **Outdoor Adventure Education** uses evidence, design, and implementation as its underlying themes. It shows students and professionals how to apply theories and research in constructing frameworks for outdoor adventure education experiences and how to evaluate those experiences. As such, it is an indispensable resource that prepares students and professionals alike for success in their careers in outdoor adventure education.

Outdoor Leadership, Second Edition, is the definitive text for developing student leadership in outdoor and adventure settings throughout the world. Crafted by an author team internationally recognized for their research, teaching, and experience in outdoor and adventure leadership, this new edition provides students with the foundational knowledge they need to develop as competent professionals in the field. **Grounded in Eight Core Competencies Through Outdoor Leadership, Second Edition**, students are introduced to eight core competencies that the authors consider essential to outdoor leadership: 1. Foundational knowledge 2. Self-awareness and professional conduct 3. Decision making and judgment 4. Teaching and facilitation 5. Environmental stewardship 6. Program management 7. Safety and risk management 8. Technical ability This unique approach to outdoor and adventure leadership will help students meet current professional standards in the field as they prepare for careers in education and recreation. The students move step by step through the materials and assignments, gaining and demonstrating leadership competencies, which they will document through a portfolio of their course experiences. The development of these portfolios is a highly practical and valuable takeaway for students looking to get a leg up as they ready themselves for their careers. **New to the Text** This latest edition of *Outdoor Leadership* offers new features, material, and resources, including: • **The expertise and perspectives of new author Marni Goldenberg** • **A new chapter on program assessment** • **A new chapter on developing cultural and social justice competencies as an outdoor leader** • **A redistribution of the content on values and ethics** (formerly a single chapter) across multiple chapters • **An increased emphasis on international perspectives** • **A stronger focus on outdoor leadership in the area of ecotourism** • **Revisions to address critical issues in the evolving field of outdoor and adventure leadership** • **New ancillaries**, including an instructor guide (which includes learning and portfolio activities for each chapter, as well as other new learning experiences), a test package, and a presentation package **Emphasizing Both Theory and Practice** While primarily directed at novice outdoor leaders, is useful for more experienced outdoor leaders as well, including administrative and supervisory personnel in outdoor leadership organizations. The authors have created a balance between theory and practice as they explore the eight core competencies by doing the following: • **Introducing students to a wide variety of theories and concepts integral to outdoor leadership** • **Using chapter-opening vignettes to illustrate the theories and concepts addressed in the chapter** • **Acquainting readers with numerous organizations and agencies in which outdoor leaders work** • **Offering a series of learning activities and professional development exercises to transform the theoretical into the practical** **Preparing Students for Successful Careers** The result is a highly useful resource that grounds students in the theories, concepts, and competencies that they need in order to be successful leaders in outdoor and adventure settings. This competency-based approach will help aspiring outdoor leaders plan safe, enjoyable, and ecologically responsible expeditions; acquire and showcase their leadership abilities, culminating in a professional portfolio; and develop the knowledge and expertise they need to be effective leaders.

• **Leave No Trace**, minimum impact skills and ethics • **New research and field experience** prescribe better minimum-impact techniques for wilderness use • **Expanded information on camping practices** • **How far you should camp from water, where to pitch your tent, how to build a fire or if you should build one in the first place** • **Respecting and caring for wildlands, doing your part to protect our limited resources and future recreation**

opportunities • **Trampling, litter, waste disposal, fire use, wildlife health, and protecting cultural resources**

1989 National Outdoor Leadership School Staff Conference Proceedings

Enjoying the Wilderness Without Harming It

Proceedings--National Wilderness Research Conference

NOLS Games

Fort Collins, CO, July 23-26, 1985

The National Outdoor Leadership School's Wilderness Guide

For every woman who has ever been called outdoorsy comes a collection of stories that inspires unforgettable adventure. Beautiful, empowering, and exhilarating, She Explores is a spirited celebration of female bravery and courage, and an inspirational companion for any woman who wants to travel the world on her own terms. Combining breathtaking travel photography with compelling personal narratives, She Explores shares the stories of 40 diverse women on unforgettable journeys in nature: women who live out of vans, trucks, and vintage trailers, hiking the wild, cooking meals over campfires, and sleeping under the stars. Women biking through the countryside, embarking on an unknown road trip, or backpacking through the outdoors with their young children in tow. Complementing the narratives are practical tips and advice for women planning their own trips, including: • ***Preparing for a solo hike*** • ***Must-haves for a road-trip kitchen*** • ***Planning ahead for unknown territory*** • ***Telling your own story*** ***A visually stunning and emotionally satisfying collection for any woman craving new landscapes and adventure. This study examined the life skills gained and transferred as a result of participation in the Besant Hill School (BHS) Outdoor Education Program (OEP). As the Director of the BHS OEP, the researcher investigated select life skills and how they aligned with the mission of the school and the program. The mission of the BHS OEP is to provide students with opportunities to develop their intellectual, social, and personal skills, through challenge and adventure set in a wilderness environment guided by supportive educators (Besant Hill School, 2009c). The BHS OEP is rooted in the philosophy and theory of Adventure Education (AE), and is a required and defining piece of the BHS educational experience. A mixed method, case study approach structured this project and surveys and interviews were administered and conducted with alumni and current students. The author developed her research instruments by incorporating the domains measured by the Life Effectiveness Questionnaire (LEQ) (J. Neill, Marsh, & Richards, 2003; J. Neill, 2006b), and the life skills investigated through a study conducted by the National Outdoor Leadership School (NOLS) and the University of Utah, entitled The Long-term Impacts Attributed to Participation in Wilderness Education: Preliminary Findings from NOLS , (Sibtrop, Paisley, Furman, & Gookin, 2008), and the National Outdoor Leadership School (NOLS) Transfer Survey (National Outdoor Leadership School, 2005). The quantitative and qualitative data yielded conclusive evidence of the influence the BHS OEP had on the development and transfer of specific life skills in alignment with the themes of self, community, and the world at large. The qualitative results from the surveys and interviews largely supported the quantitative results from the surveys. While this research was primarily concerned with findings pertaining specifically to the BHS OEP, in order to affirm the goals and objectives and improve the design and facilitation of the program, the data were also examined for their potential to support other school-based AE programs.***

Some books address outdoor leadership; others focus on adventure programming. None delve into the specifics of both topics like Effective Leadership in Adventure Programming, Third Edition, does. The first edition of this book helped define the body of knowledge for an emerging profession. Two editions later, this groundbreaking text—now in full color—provides adventure leaders with the tools and evidence they need to show that their outdoor programs are effective and have a lasting impact on their participants. Internationally renowned authors Simon Priest and Michael Gass have significantly updated the content, based on the latest research, issues, and trends in the field of adventure education and leadership. They have reorganized chapters to conform to their new model of building core competencies. In addition, this third edition includes the following features: • ***Material on technology, social justice, cultural adaptation, sustainability, and facilitation techniques*** • ***An online instructor guide that offers activities, discussion questions, and assessments compiled from a group of acclaimed instructors*** • ***A digital field handbook that offers quick reference to key models, concepts, and checklists covered in the text*** • ***An expanded version of global perspectives, valuable for long-standing programs as well as those just beginning to enter the field*** ***Effective Leadership in Adventure Programming details both the art and science of adventure leadership, helping a new generation of outdoor leaders develop their skills. The text extends the focus on evidence-based models, theories, and best practices, showing that science and research are as important to the profession as the natural beauty of the environment. The book describes the core competencies of outdoor leadership, providing a framework that helps leaders connect with participants in meaningful ways, based on mutual goals. The focus on the science side is invaluable to new leaders and less-experienced leaders, and it is a great refresher for leaders with more experience. This new edition offers a more detailed look at diversity and cultural competencies, preparing leaders to effectively manage diverse populations of participants. In addition, the content is in line with the updated accreditation standards from the Association for Experiential Education. The opening chapters of Effective Leadership in Adventure Programming supply a solid foundation in the research, philosophy, ethics, and history of outdoor leadership. Numerous chapters explore the skills leaders need, with topics that include technical activity, safety and risk management, environment, organization, instruction, and facilitation. The authors also examine leadership styles and conditional leadership issues, communication, sound judgment, decision making, problem solving, and the trends and issues in adventure programming. Effective Leadership in Adventure Programming will help readers understand the four adventure program areas—recreation, education, development, and therapy—and how they influence the delivery of outdoor leadership. The book is a valuable resource for the training and education of future outdoor leaders. It will help readers know why they should work in the profession and understand how they can make a difference by being an effective outdoor leader.***

Diversity in the Outdoors

NOLS Winter Camping

NOLS Wilderness Medicine

Christian Outdoor Leadership

NOLS Wilderness Educator Notebook

2nd Edition

The first teaching manual ever for the "Wilderness First Responder" course, this title represents the cutting edge in medical training for wilderness rescue and self care. The schools affiliated with Tilton's program include the Wilderness Medicine Institute, a subsidiary of NOLS, and SOLO.

AMC Guide to Outdoor Leadership

Lander, Wyoming, September 1989

Proceedings--National Wilderness Research Conference, Current Research

A Thesis Submitted in Partial Fulfillment ... for the Degree of Master of Science in Resource Planning and Conservation ...