Chapter 7

Lessons from the river: Utilizing whitewater critical incident and accident case studies to inform decision-making frameworks in outdoor leadership

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Chapter Summary

A primary competency for aspiring and practicing outdoor leaders alike is the ability to make sound decisions. Risk management efforts are directly linked to active decision-making on the part of the leader. In some instances, decision-making and risk management come in the form of accident and incident response. Despite being so central to the practice of outdoor leadership, the decision-making literature in outdoor adventure education is surprisingly sparse. Students and practitioners expect that scholarly literature and formalized training programs will inform their professional practice. A review of the outdoor adventure education literature and notable training programs reveal a privileging of more linear and deterministic decision-making models and curriculums. There is little research that examines how outdoor leaders make decisions in practice.

The research study that forms the basis for this article sought to understand the decision-making process of individuals involved in whitewater critical incidents and accidents (Dussler, 2014). Participants drew on a variety of internal and external sources of information that are not wholly represented in more linear and deterministic conceptions of decision-making including: intuiting and instincts, training and education, and mentorship. Participants also indicated that while training and education were beneficial in making critical decisions, there were instances where prior training and education failed to inform their current reality.

There is an opportunity to revisit decision-making in theoretical and in practical terms. More space needs to be created for naturalistic conceptions of decision-making. Case studies represent an opportunity for students, professors, and practitioners to engage with complex situations and contend with decision-making scenarios that are difficult and require creative and diverse ways of knowing and problem solving.

Pedagogical innovations stemming from this research included the development and incorporation of a river accident case study assignment for an undergraduate water pursuits course. Students analyze real accident data and contend with complex situations that often do not have definitive solutions or decision points. Research indicates that intuition can be enhanced and trained through the use of case study (Klein, 1999; Watters, 1996). If outdoor leaders are reporting that they are tapping into their intuition to formulate critical decisions, what are we doing to facilitate the development of intuitive abilities? Case studies are rooted in lived experience and provide a distinct opportunity to influence how we think about and execute effective decision-making.
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Learning Objectives:

At the end of this case study, the reader will:

1. Broaden personal and programmatic reflections and discussions on decision-making;
2. Review case studies and increase awareness of assumptions and complexities in critical decision-making processes;
3. Be able to utilize personal experience with decision-making as a means to inform professional practice.

The Issue, Opportunity or Trend

Many outdoor participants and professionals turn to the words and wisdom of Paul Petzoldt, founder of the National Outdoor Leadership School, to bring a real world clarity to the tasks, duties, and spirit of outdoor leadership. It was Petzoldt who claimed that “rules are for fools” as he continually pushed for outdoor leaders to let the truth of personal experience and reflection provide the basis for their judgment and decisions (as cited in Gookin, 2012, p. 69). Petzoldt (1984) further clarifies and simplifies the responsibilities and goals of outdoor leadership into three distinct categories- safety, environmental preservation, and enhancement of participant experience and enjoyment (p. 34). These goals would appear to be intuitive and clear even to someone who is not involved in the field of outdoor leadership. However, these simple processes and ideas can become cloudy, constraining, and contentious as educators, researchers, and practitioners try to define dynamic and complex processes.

None will argue with Petzoldt that leaders need to make good decisions and provide safe experiences and enhance the enjoyment of the participants. Yet, there can be inconsistencies between what is communicated in theory and what is experienced in professional practice. Schon (1983) discusses the “crisis of professional confidence” where tensions and problems exist for professionals when their training and education fail to inform or mirror what they are encountering in their professional endeavors and challenges. Furthermore, practitioners who adopt a narrow technical view of their responsibilities as professionals, and who adhere to the idea that rigorous professional practice is exhibited by a singular, defined way of knowing and acting, find themselves in a quandary. Schon (1983) suggests, “in the varied topography of professional practice, there is a high, hard ground where practitioners can make effective use of research based theory and technique, and there is a swampy lowland where situations are confusing “messes” incapable of technical solution” (p. 42). Risk management efforts and decision-making in essence are attempts on the part of outdoor professionals to eliminate or mitigate the “swampy lowlands” that are representative of unknown and unforeseen realms and circumstances and perhaps partly the consequence of poor academic and professional preparation.

Students in leisure services academic programs, such as outdoor recreation or outdoor leadership, expect the literature of the field to inform their professional endeavors – that theory informs practice. Furthermore, it is assumed skills training will also mirror what a student will encounter in their careers and that both literature and training are congruent.

An essential skill of any outdoor leader is the ability to exercise sound judgment and make good decisions. Experience based judgment is a term that is often used to describe how extensive experience can help provide a foundation from which critical leadership decisions are made. Classic analytical decision-making models are notably prevalent in outdoor education textbooks and training programs and provide leaders with a basis to examine and explore decision-making and guide students’ personal decision-making processes. These models incorporate an analytical, linear and logical process in arriving at optimal
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decisions (i.e. Priest & Gass, 2005). Such models portray a decision-maker who has all of the relevant information at hand and a systematic process to arrive at an optimal decision to meet the demands of the situation.

Less prevalent in the outdoor education literature are natural decision and creative decision-making models, which can also inform critical leadership decisions (i.e. Martin, Cashel, Wagstaff, & Breunig, 2006). According to Kosseff (2003), these models are non-linear and suggest that leadership decisions involve “systematic thinking, common sense, intuition and experienced-based judgment” (as cited in Martin et al., 2006, p. 77). These decision-making models attempt to address the complexity of critical decisions and suggest that leaders must assess situational variables in a dynamic way and draw from varied sources of information to inform their decisions. These sources of information can include content that is not easily explained or diagramed and transcends purely cognitive and analytical thinking and reasoning.

Outdoor leadership is directly and critically linked to experience and the ability to make sound decisions and limit risk, yet there is little research in the field concerning how outdoor leaders actually make critical decisions and which types of decision-making processes and models are most accurate in portraying the actual practice. By examining case studies of outdoor leaders who were involved in a critical decision making process, their stories may illustrate the complexity of the process and highlight the variety of informational sources that contribute to the leader’s judgment, process and decisions. Case studies represent an opportunity for students, professors, and practitioners to engage with complex situations and contend with decision-making scenarios that are difficult and require creative and diverse ways of knowing and problem solving.

The Innovation

Case Context

Decision-making is a central competency for aspiring and current outdoor leaders alike. I am an Assistant Professor and Chair of Outdoor Leadership at a private liberal arts college in Georgia, USA. I always give pause when I encounter the decision-making literature in the outdoor leadership texts. I have difficulty using the decision-making chapters to teach my students, as I cannot seem to find myself in the literature. The theories and models are not representative of my outdoor adventures, particularly in whitewater boating, and more specifically during critical incidents and accidents that I have encountered. I feel that the responsibility and utility of the outdoor leadership literature, and any body of professional literature for that matter, is rooted in its ability to inform training and educational programs and professional practice.

I have made space for and mobilized the findings of this research and am currently using accident and incident case study analysis with my students. The cases of mention are not contrived vignettes that ask to students to explain what they would do in such situations. Rather, the cases are reports of actual river accidents and incidents and most include narratives from those who were directly involved in the cases. Students also develop case studies related to their personal accidents and incidents and analyze their decision-making processes. Using personal and contextual factors as a framework to investigate case studies, students begin to contend with the complication of critical decision-making. Students take stock of their decision-making effectiveness as well as areas where they are vulnerable. Students are able to share their personal stories and their analysis of their own cases and cases of other individuals to develop a deeper understanding of decision-making – in practice.
The research that forms the basis for this chapter sought to illuminate the process of decision-making of individuals who were involved in a critical incident or accident while whitewater boating (Dussler, 2014). Studying individuals in a critical, time sensitive environment, afforded the opportunity to understand decision-making at deeper levels of meaning and effectiveness beyond more casual, non-consequential decision-making. The study utilized qualitative interviewing as a means to capture data and provided the case studies for analysis.

To clarify, the term critical decision refers to a decision that is made in terms of a limited time frame wherein an emergency scenario is in effect and may be magnified without an effective leadership response. Common examples of emergency situations involving critical decisions would be situations in which the mental and physical well being of the participants and leaders is greatly compromised such as a medical emergency, rescue scenario and evacuation. A critical incident is a “near miss” where the full risk of an activity was nearly avoided. An accident is an undesirable, unplanned or unforeseen event or circumstance that does result in a loss and the realization of risk.

There were three central questions that guided this research:

1. What is the process by which individuals make decisions in whitewater critical incidents and accidents?
2. What personal and contextual factors inform the decisions that individuals make in whitewater critical incidents and accidents?
3. How do individuals describe decision-making in whitewater critical incidents and accidents?

The participants in this study included six men and three women, all of who live in the southeastern United States. The ages of the participants ranged from 26 to 43 years of age. Six participants have earned undergraduate degrees, three of which are degrees in outdoor leadership or a related field. Three of the nine participants have earned a graduate degree. All participants have received formal instruction in whitewater boating and swift water rescue (SWR). Notably, these trainings were in American Canoe Association (ACA) programs including kayaking (K-1) and open canoe (OC-1). Two participants have training or certification in Wilderness First Aid (WFA), six in Wilderness First Responder (WFR), and one as a Wilderness Emergency Medical Technician (WEMT). Currently, five participants are in outdoor leadership professional roles or other industries related to outdoor recreation or whitewater sports in particular.

The interviews were transcribed and coded using the constructivist grounded theory methodology (Charmaz, 2006). The grounded theory methodology is a viable choice for researchers who are interested in understanding the meaning of a process or phenomenon that is shared by a large number of individuals. The intent of a grounded theory study is, in addition to providing a phenomenological description of an experience, to develop a theory that “might help explain practice or provide a framework for further research” (Cresswell, 2007, p. 63). This grounded theory research yielded a substantive theory of decision-making in whitewater critical incidents and accidents. The individual cases of the nine participants were grounded in lived experience and indicate that decision-making in this context was difficult and required participants to draw on various internal and external sources of information to formulate a decision and course of action. These findings indicate processes and struggles that are not represented in more linear and deterministic conceptions of decision-making, in theoretical or practical models. This research reveals opportunities for innovation in pedagogical practice and curricular development as they relate to adventure education and outdoor leadership training.
Findings from this research study suggest that decision-making in whitewater critical incidents and accidents involves a distinct process that is informed by a variety of personal and contextual factors. Some of the more pronounced personal and contextual factors influencing decision-making were training and education, intuitions and instincts, and mentorship.  

Training and education was a pronounced theme in this study and was represented in all nine cases. The assumption was that training and education would be discussed as something that informed decision-making in a positive way. Most participants referred to their paddle skills training and education as having a positive impact on their judgment and decision-making abilities. However, there were numerous instances in the data where participants actually cited training and education as being problematic in negotiating and making decisions.  

Jason comments: “I had a lot of rescue skills and tips and tricks up my sleeve and in feeling responsible to help this person I was willing to probably try some of those tricks and put myself at greater risk than was necessary.”

Jason refers the impulse to immediately employ the skills that he had even though the situation perhaps merited further consideration. It is a temptation that is easily understood. If you have the ability to rescue someone, then wouldn’t you? The assumption is that the skill set you possess is the appropriate set and measure for the rescue, at any given moment. Do whitewater training and education programs promote creative thinking? Meaning, do the curriculums account for the possibility that the trainee’s acquired skills may not meet the demands of certain rescue situations? Is there an avenue in these programs that tends to judgment and when the employment of the skills may cause added risk and problems?

Further, Russell discusses how his training and education as a WEMT helped provide him with a platform and process for assessing and tending to Jackson, who had suffered a broken back while kayaking over a large waterfall in a steep wilderness gorge. However, Russell was confronted with a difficult decision of whether it would be best to evacuate Jackson without the use of a litter and spine stabilization or leave him in the gorge while he ran for help. The problem with immediate evacuation was the potential to further damage Jackson’s spine in the process. His training informed him that he was never to move a spinal patient. However, there were factors that posed significant problems if he was to stay with Jackson. Russell clarifies, “that was part of the assessment you know, he’s in this spray [from the waterfall and] in the water…within an hour, he would have been hypothermic, and have gone into shock.”

Russell discusses his decision to immediately evacuate Jackson, who had also agreed to be evacuated immediately:

Yeah I wrestled with it because it’s totally counter indicating of what I’d been trained. You don’t ever move a spinal patient- ever…..But, the decision [included] all of the factors involved, and his input was, I think, really the deciding factor [to move him].

This is another instance of professional training and education failing to mirror what trainees may actually encounter in practice. It is unrealistic to think that training and educational programs may provide a program of study that will effectively mirror every possible scenario that one may encounter. Regardless, there is a distinct need an opportunity to open up the literature and training programs to include intentional space for the complexity of leadership in action.

Intuition was reported as another primary factor in negotiating complex river rescues and decision-making. In Russell’s situation, his professional training and the related WEMT protocols ceased to inform how he should proceed with the treatment of Jackson’s spinal injury. When asked what sources of information informed his decisions after his training protocols fell short, he referenced experience and intuition. Russell expands:
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Oh yeah that’s all experience based at that point. I mean I’m still following a logical like almost engineering progression of my decision-making but at that point, it becomes experience-based. I’ve spent a lot of time in the mountains, I know...the path of least resistance and can read terrain and then it becomes just all experience and feel...and intuition based and listening to [Jackson].

Russell appears to still be following a methodical process for decision-making and problem solving while the sources of information that are processed are now less related to a prescribed protocol. He is now heavily relying on his past experience, intuition and listening to Jackson. If participants such as Russell were suggesting that they drew heavily on these factors in their decision-making, what are training and educational programs doing to develop those abilities? In reviewing prominent outdoor leadership and paddling curriculums, such as the American Canoe Association’s Swift Water Rescue curriculum, there is a tendency to privilege technical skill development. The assumption is that technical skills are the primary vehicle to facilitate effective action. Alas, many decisions have to be negotiated in and around the use of technical skills, and the skills themselves have limitations. Klein (1999) found intuition to be a central informant in making decisions in crisis situations and that intuition could be trained through the use of case study (pp. 42-43). Klein’s findings clarify strategies that lend themselves to the utilization of case study to assist in the development of outdoor leaders’ decision-making abilities. Mentorship also had a powerful influence on how the participants carried themselves on the river, their sense of responsibility, and influenced their decision-making process. Shane points to mentorship as an influential component to his river sense and ethics. Shane reflects on his instructor’s influence on him, “she spent a lot of time talking just as much about the head stuff and about decision-making as we did about paddling and boats...and gear.” Shane’s instructor prompted the class to consider practically how they would address a stranger who approached them and asked to paddle with them that day and “what is the series of questions you need to ask?” The asking of the questions demonstrates an ethic of care for all involved. Shane suggests, “I don’t know if a lot of people are indoctrinated into the sport in that kind of way to say ‘hey you need to check your ego, you need to be able to say no to people, you need to be able to make good decisions.’” The findings suggest whitewater training and educational programs can benefit from the use of case studies as a means to critically reflect on experiences and to ultimately hone the decision-making abilities of aspiring leaders and practicing professionals.

The use of case studies can empower instructors to access and utilize the wealth of their personal experience – bringing to life their stories and the lessons of experience. Mentorship was a key informant in how participants formulated and implemented decisions. Enlivening instructor’s stories within training curriculums facilitates reflection, learning and mentorship. Watters (1996) suggests, “experience is always the best teacher, but short of being involved or being on hand during actual river accidents, the next best way to prepare is through the study of river accidents” (p. 159). Case study is the connection between theory, experience, and practice.

Stakeholders Involved

There are three key stakeholders related to this research – outdoor leadership students, instructors, and practitioners. Certainly, those who were fortunate enough to survive a whitewater accident and all outdoor recreationists who spend time on rivers are distinct stakeholders in efforts to promote solid whitewater safety, rescue and decision-making. Students in outdoor leadership curriculums spend considerable time practicing technical skills, attending nationally recognized training programs for skill development, and reading and discussing literature related to the field of study. Within these areas of focus, there is much discussion and attention given to risk management efforts, safety and preparedness, and rightly so.
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Risk is at the core of adventure and adventures are a primary vehicle to achieve the educational and developmental aims of outdoor education. These aims fall squarely on human growth and development and authentic learning and decision-making experiences (Ewert & Sibthorp, 2014). Students relish the opportunity to engage with curriculum that has personal relevance and is novel and authentic. Such ownership of learning, and the immersive nature of adventure experiences, indicates a balance of risk, challenge, emotional investment, support, and life relevance that are central to optimal learning and experience. It is the charge of the outdoor leader to cultivate a rapport with participants in adventure environments and activities. Decision-making is at the fore of the outdoor leader’s actions as they decide how they might contribute to an optimal learning environment, mitigate risks, and in some instances, respond to a critical incident or accidents.

Students and instructors need spaces to authentically explore who they are as decision-makers and study, analyze and contend with cases and stories that are genuine and exhibitive of some of the challenges they may face in their professional lives’. Outdoor leaders have extensive experience that can be powerful in establishing a mentor relationship with students. Mentorship was a prominent theme in this study and contributed to attitudes and decision-making abilities as seen in the data above. The opportunity to mentor students can be enhanced through the use of case study and reflection. Furthermore, enlivening case study within organizations as a means to assess program effectiveness and risk management efforts is a practice, which ultimately helps shape policy and instructor training curriculums (Anjago, 2000).

Unfortunately and surprisingly, the outdoor education literature on decision-making is sparse. Many outdoor education texts provide discussions and mention of decision-making, risk management and leader responsibilities, and some provide analytical and creative decision-making models and discussions (e.g. Ewert & Sibthorp, 2014; Kosseff, 2003; Martin, Cashel, Wagstaff, & Breunig, 2006; Miles & Priest, 1999; Priest & Gass, 2005; Prouty, Panicucci, & Collinson, 2007; and Stremba & Bisson, 2009). All told, there is a distinct opportunity to create more focused space for analyzing case studies, accident data, and reflective learning in outdoor leadership classroom and field instruction.

Approach Used and the Impact

The results of this study indicate several salient points, which inform pedagogical opportunities for reflective learning in outdoor leadership curriculums and beyond. While this study and article have been centered upon outdoor leadership decision-making frameworks- students, scholars and practitioners of leisure services can benefit from the use of case studies to contend with difficult and complex situations that they may, or have, encountered in their personal and professional lives’. A case study in essence is the attempt to understand a phenomenon through careful consideration of stories of individuals who have experienced and contended with the phenomenon first hand. Writing one’s own case study in relation to a phenomenon is a reflective practice that can assist one in connecting directly to the phenomenon of interest. Reflecting on experience creates space for authentic learning to occur (Dewey, 1938). The giving and receiving of story is a powerful way to learn about the self and others in relation to specific experiences.

Adventure and risk are used as educational vehicles to attain human growth and developmental aims in outdoor education programs. Outdoor leaders need to make numerous decisions that can have a distinct impact on the safety and wellbeing of their participants and in certain instances, some decision-making may be directly related to accident or incident response. Case studies present an opportunity for students and instructors to engage with difficult scenarios and develop decision-
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making abilities that relate directly to some of the challenges they may experience in their professional lives. Intuitive abilities, which influence decision-making, can be enhanced and trained through the use of case study as Klein (1999) suggests: The part of intuition that involves pattern matching and recognition of familiar and typical cases can be trained. If you want people to size up situations quickly and accurately, you need to expand their experience base. One way is to arrange for a person to receive more difficult cases...another training strategy is to compile stories of difficult cases and make these the training materials (pp. 42-43).

Could there be discussions and possible practice in developing skills and heightened awareness in outdoor leadership courses and trainings? What can be done to develop students’ intuition and instincts? I have created space in my outdoor leadership courses for students to examine accident reports from a variety of sources including The River Safety Anthology, a publication from the American Canoe Association. The case studies within the book document a variety of critical incidents or accidents providing the readers with a basic report of findings generally including a description of the setting, the participants, the sequence of events and cause of death if applicable. I ask my students to pick cases that intrigue them and also ask that they choose cases from rivers that we have paddled, or will paddle on during the duration of our course. Students are able to evaluate the various decisions that are described in the text and analyze the decisions based on current risk management practices that we learn in our program and that are part of larger nationally recognized curriculums such as the American Canoe Association’s swift water rescue curriculum.

In my experience student analysis many times comes from a distant place of knowing and their critiques and solutions can be underdeveloped and often do not include a discussion of the intricacies and depth of challenge that many individuals in the case studies may have experienced. It is powerful for students to paddle the same rivers and see the rapids and locations where the case studies were situated. Many times these locations are underwhelming at first glance and students struggle to understand how an accident could have occurred in these locations. Upon further inspection and discussion their focus begins to shift from their imaginations upon reading the cases a few days earlier, and more acutely to specific input and detail – the bend in the river, the width of the current, the temperature of the water, the remoteness of the setting. Students begin to understand some of the challenges to rescue and subsequently the challenges to making critical decisions in this context. Essentially, they become more aware of their surroundings, they sit up in their boats a little higher, they begin to understand their responsibilities and vulnerabilities more fully.

Moving a step further, we again revisit the case studies in the formal classroom and begin to tease out the complexity of the cases and ultimately see if students can identify with the cases on emotive and tactile levels. ‘What are some difficult decisions you have had to make in your life?’ is a question that naturally arises and students begin to search their own life history for ways to identify with and make sense of difficult cases – in others’ lives and in their own. Many of their personal cases do not involve whitewater critical incidents and accidents yet there are insights that are transferable and thusly this practice increases the value of their personal experience to other contexts – with the aid of intentional and focused reflection. Often, there are explanations for certain decisions that are not fully formed or are curious to the student, both in relation to the extraneous case studies, or in their personal cases. Many college level students desire concrete explanations and courses of action. It is a valuable practice to contend with the unknown and difficult realms of their life and chosen profession. Miller and Pedlar (2006) remark, “reflective practice recognizes that there is simply no one-size-fits-all solution, especially in those disciplines where we are constantly dealing with the unknown, the uncertain, and the unstable” (p. 35). Outdoor leadership, and many leisure services for that matter, are surely these types of disciplines.
This research was included in a presentation to the Safety Education and Instruction Council of the American Canoe Association in 2015. The mission of the SEIC is “to develop and implement effective paddlesports safety, education and instructional programs and materials that inform, train and serve the public at all skill levels and in all aspects of paddlesports” (“SEIC Mission Statement,” n.d., para. 2). The suggestions to the SEIC included making space in the curriculum for the utilization of the whitewater incident and accident case studies to develop and enhance mentorship opportunities between instructors and students, and for the curriculum to move beyond technical skills into processing how the skills were or may have been utilized in difficult cases. Opportunities for students and instructors to explore the limitations of some of the skills in the curriculum in addition to that value of enhancing intuitive abilities and creative problem solving, were also suggested as possible curriculum amendments.

**Implications & Lessons learned**

Participants in this study clearly indicated that training and education had considerable influence in their decision-making process. All of the participants in this study had formal training in whitewater paddling and rescue, with seven of the nine participants having served in instructional roles. In addition, the personal and contextual categories including intuiting and instincts, group dynamics, and ethics, mentorship and responsibility, revealed data that underscored the challenges and difficulties of making decisions in whitewater critical incidents and accidents. These categories also lend themselves to training and education. Training and education is where the utility of theory may be realized.

Data suggested that there are several key implications for the audit and possible amendment of training and educational curriculums related to whitewater rescue. Whitewater training and educational programs need to contend with the following potential realities as revealed in this study:

- Training and educational programs can positively influence one’s ability to make decisions and negotiate rescue efforts in whitewater critical incidents and accidents
- The skills acquired in training and educational programs, in addition to the sense of responsibility one may feel as a result of participating in a training and educational program, may limit one’s ability to make sound decisions in whitewater critical incidents and accidents in both professional and solo recreational boating
- Training and educational programs may not provide all of the information that one will need to negotiate certain whitewater critical incidents and accidents
- Individuals involved in whitewater critical incidents draw on multiple sources of information to make decisions, such as intuition and instincts, which may not be represented in training and educational programs
- The skills learned in training and educational programs have a “shelf life” and need to be practiced on a continual basis to have future relevance in an actual critical incident or accident
- Training and educational programs have access to instructors with intimate familiarity of whitewater paddling and rescue. Including their stories in the programs can enliven and develop intimate knowing and connection to the curriculum
- Positive instructor mentorship and role modeling can have a significant impact on the behaviors and attitudes that students develop and is strengthened through extended program exposure

The implications and lessons learned from this research are relative to the study and practice of outdoor leadership specifically and generally to leisure services. Case studies are a way to critically reflect with elements of our profession that are not wholly captured through some theoretical conceptions. Such intentional reflection and analysis can create...
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conversations that help students, instructors and practitioners, access the value of their personal experiences more fully. In closing, Schon (1998) aptly encourages:

Let us then reconsider the question of professional knowledge; let us stand the question on its head. If the model of technical rationality is incomplete in that it fails to account for practical competence in “divergent” situations, so much the worse for the model. Let us search, instead, for an epistemology of practice in the implicit in the artistic, intuitive processes, which some practitioners do bring to situations of uncertainty, instability, uniqueness and value conflict. (p. 49)

Discussion Questions

1. What is a complex and challenging case that you and your colleagues contend with in your profession?
2. How does the professional body of literature in our field discuss, analyze and problem solve in regards to key critical issues?
3. How has or how might the use of case study, including your personal cases, lend insight to new ideas, perspectives and strategies related to critical issues in your profession?

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