

HESI 318R

Applied Contextual Leadership: Foundations and Applications of Challenge Course Theory and Instruction

Foundations and Applications of Challenge Course Theory and Instruction

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Office hours Wed from 4:00-6:00pm and by prior arrangement

- Course meets Wednesday evenings from 6:00pm -9:00pm in the Outdoor Recreation Center located in Eppley Recreation Center (Building 068) Level 0.

Course Objectives

Course Objectives for HESI 318R

Knowledge/Cognitive Learning Goals

- Discriminate between popular challenge course, models, & theories
- Technical familiarity with systems designed for ropes course operation

Personal Development Learning Goals

- Gain knowledge about self
- Develop consciousness of self; self-efficacy; feelings of mattering; manage personal emotions; values clarification
- Develop critical thinking skills
- Hone effective written and oral communication skills
- Apply leadership theory in group environments

Group/Organizational Learning Goals

- Understand group roles, group dynamics, and group decision making
- Learn to develop common purpose in groups
- Focus on collective efficacy and group potency for change

Course Description

This course is designed to help students develop the technical and intrapersonal skills necessary for leading themselves and participants through challenge course related activities and programs. This course will focus on the necessary technical skills and personal leadership skills required to safely execute and facilitate team building leadership programs in a challenge course setting and explore how challenge course programs translate to various diverse environments.

Course Textbook and Fees

HESI 318R

The following manual(s) will be the primary text(s) for this course.

UMD Challenge Course Manual and LOP's – Distributed in ELMS
UMD Challenge Course Activity Guide – Distributed in ELMS.

Articles related to course material will be posted on ELMS– all readings will be assigned in advance of class sessions.

Expectations of Students

Atmosphere

Class members are encouraged to demonstrate an open attitude toward dealing with views presented by fellow students. Class members are expected to act in a supportive manner with respect to fellow class members' participation in class activities and discussion. Class members are expected to be open to learning the acceptance of alternate cultural perspectives, values, positions, and lifestyles. This open posture to diversity is considered imperative for work around issues of leadership. In order to foster an atmosphere of learning free from distractions, students are asked to turn off all mobile phones, personal pager devices, and personal data organizers during class time.

Class Expectations

- Students will come to class prepared for active participation. A quality learning experience in this leadership course rests heavily upon interaction and exchange of ideas among students and the instructors. Your ability to contribute to class discussions thoughtfully and to integrate course readings will be heavily weighted in determining your final grades.
- The classroom will be an authentic environment for exploring ideas and challenging assumptions. It is an expectation of this course that students will take the necessary action to respectfully listen to the voices of others and share their own opinions and values and voice. Students and the instructors are expected to treat each member with respect.
- Students are expected to approach assignments with thoughtful consideration and to be thorough in their completion. In all class written assignments, students will be expected to present solid content and to convey their message using appropriate grammar, syntax, punctuation, and language.
- Students should be prepared to experience learning through many different avenues and participate in each to his or her fullest capacity.
- Usage of electronic and multimedia devices (e.g., cell phones, iPods, laptops) is not permitted during class time, unless permission was obtained from the instructors.
- Students must come to class prepared for the physical considerations associated with experiential learning in an outdoor environment. This includes wearing comfortable clothes, closed-toed shoes (no sandals), and bringing a water bottle to class.

Expectations for Instructors

Students can expect their instructors will arrive on time and be prepared for class, respond in a timely fashion to student work, and take students' interests and experiences into consideration when preparing for class. Instructors will be available to students outside the class period and be willing listeners with regard to student concerns. Students are encouraged to make extensive use of instructors in and outside class sessions to provide additional help or support.

Attendance Issues

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences (available at <http://www.president.umd.edu/policies/docs/V-100G.pdf>). The general attendance policy is available at <http://www.testudo.umd.edu/soc/atedasse.html>. The information contained in this syllabus adheres to both these policies.

Unexcused absences and absences from a portion of a class session (ie, late arrivals or early departures) will be factored into your participation grade.

Medically necessitated excused absence from a single class section

For a medically necessitated absence from a single class session, students may submit a self-signed note to me. Such documentation shall be honored as an excused absence unless the absence coincides with a Major Scheduled Grading Event (noted with a MSGE in the course calendar).

Any student who wishes to be excused for an absence from a single class session due to a medically necessitated absence shall:

- Make a reasonable attempt to inform the instructor of his/her illness prior to the class; and,
- Upon returning to class, present their instructor with a self-signed note attesting to the date of their illness. Each note must also contain an acknowledgment by the student that the information provided is true and correct.

Non-consecutive medically necessitated absences from more than a single class session

For this course, I will treat these in the same manner as absences from a single class session for a medically necessitated absence (see above), unless the number of absences exceeds two. At that point, I will treat the absences as a Prolonged Absence from Classes (see below).

Prolonged Absence from Classes and/or Absence from a Major Scheduled Grading Event

- A prolonged absence is defined as multiple consecutive absences from a course during a semester due to the same illness.
- Students who experience a prolonged absence(s), as defined above or an illness during a Major Scheduled Grading Event (noted with a MSGE in the course calendar) shall be required to provide written documentation of the illness from a health care provider. In cases where written verification is provided, the Health Center or outside health care provider shall verify dates of treatment and indicate the time frame that the student was unable to meet academic responsibilities. No diagnostic information shall be given.

Excused absences will only be provided on a limited basis for illness (self or dependent) (see information above), religious observations (where the nature of the observance prevents the student from being present during the class period), participation in university activities at the request of university authorities (this often applies to scholarship athletes), or compelling circumstance beyond the student's control. **Absences will only be excused when the student has made a reasonable attempt to inform the instructor prior to class, except in case of emergency.**

Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

For both excused and unexcused absences, students are still responsible for coursework missed and for turning in assignments on time. Additionally, occasional in-class assessments may occur, sometimes without advance notice. These assessments will not be available for make-up due to an unexcused absence and are not considered Major Scheduled Grading Events.

Other Attendance Issues

Religious Observations

Because we are a diverse community and enroll students with many spiritual beliefs, we will be sensitive to students' requests for excused absences and make-up test requests due to reasons of religious observances. Be mindful that it is the student's responsibility to inform instructors of any intended absences for religious observances in advance. Notice should be provided by the end of the drop/add period.

Course Cancellations/Delays:

Please check with 301-405-SNOW or the university website (www.umd.edu) for any cancellations or delays due to inclement weather or emergencies. You may also sign up for the free university text messaging system, UMD Alerts, and receive text messages with alerts such as cancellations or delays. (alert.umd.edu). This course will comply with any university cancellations or delays accordingly.

Academic Integrity

In all class work and assignments, we expect the highest personal and professional standards that reflect the objectives of the University of Maryland. Students will be held accountable for violations of standards of academic integrity in writing and presentation of scholarly and professional ideas through University of Maryland procedures. Proper citations, paraphrasing and proper quotations are essential in all work. Also,

submitting work that implies participation where none occurred, or where more than one individual worked on an individualized project will be viewed as violations of these standards. Any suspected violations of the Code of Academic Integrity such as cheating; fabrication, plagiarism, and facilitating academic dishonesty will be reported to the Student Honor Council and have a direct impact on your grade in this course.

Students with Disabilities

Students with disabilities are encouraged to contact the instructors so reasonable accommodations can be made to assist learning and evaluation in the class. In addition, students should contact the Office of Disability Support Services (DSS) to document their disability and identify appropriate accommodations. DSS (301-314-7682) provides a variety of services to students with disabilities; staff are available to consult with students at any time. (www.counseling.umd.edu/DSS). It is the student's responsibility to notify the instructor at the beginning of the semester of any documented disabilities.

Students in Need of Assistance

Consider including the following information for students who may need additional resources:

The University of Maryland offers a variety of services for students in need of either educational or psychological assistance. **Learning Assistance Services (LAS)** - offers services and programs on writing skills, English as a second language, study and time management skills, math skill, and issues for students over 25 years of age. They also offer a range of handouts, available on-line. If you need other educational services or support, please contact your instructor for additional resources.

If you are experiencing personal stress that is interfering with your ability to succeed, please consider contacting the **Counseling Center** or the **Mental Health Service at the University Health Center** for an appointment. The Counseling Center also offers on-line resources on a series of topics.

Learning Assistance Services (LAS)
2201 Shoemaker Hall
Email – LAS-CC@umd.edu
Phone – 301-314-7693
Website – www.counseling.umd.edu/LAS

Counseling Center
Shoemaker Hall
Phone – 301-314-7651
Website – www.counseling.umd.edu

University Health Center, Mental Health Service
2nd Floor, University Health Center (across from The Stamp Student Union)
Phone – 301-314-8106
Website - www.health.umd.edu/services/mentalhealth.html

Participation

Overall Participation Option

Class members are expected to participate actively in class sessions. Class members will benefit most when the class atmosphere is one characterized by active and honest discussion. Leadership skill development in those areas described in the class objectives is maximized by frequent and active participation in group exercises. Since the experiential aspects of the class are important, class members are expected to cooperate and comply with directions and feedback from instructors during these activities. An overall participation grade will be assigned by instructors upon completion of the class, which is based on attendance, engaged contributions to class discussion, active listening and involvement, and other factors that contribute to the positive development of class community.

Attendance-Based and Overall Participation Option

Your participation grade is based on several factors:

1. Attendance –If you are more than ten minutes late for a class period, your attendance for that class will not count. Attendance is approximately half of your class participation grade and will suffer as a result of unexcused absences or tardiness.

2. Raising and answering questions
3. Sharing ideas, observations, and personal experiences
4. Pointing out relationships to earlier discussions
5. Helping others develop their views and ideas

The quality of the discussion in class will depend on how well prepared you are, and how willing you are to share the results of your preparation with the class. Thus, your participation can be based on contributions to in-class discussions, sharing your ideas and experiences, asking questions of the instructors and other students, and directing the instructors and class to new and relevant material.

Course Evaluations

While we hope to create a learning environment in this course that allows students to provide timely feedback to instructors, there are more formal ways we will engage in evaluation as a class. One of these is the university's campus-wide online course evaluation system, CourseEvalUM. CourseEvalUM will be open for students to complete their evaluations at the end of the semester and can go directly to the website (www.courseevalum.umd.edu) to do so. Students will be alerted via their official University e-mail account when the website is active for this semester. Students who complete evaluations for all of their courses in the previous semester (excluding summer), can access the posted results via Testudo's CourseEvalUM Reporting link for any course on campus that has at least a 70% response rate. More information regarding this system is available at www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml.

Teaching Techniques:

Methods of instruction will include: classroom lecture, group activities, technical skills evaluation, and experiential learning techniques. Students will need to be prepared with all readings for discussions in class.

Class Session Topics

<u>Week #</u>	<u>Topics</u>	<u>Assignment Due</u>
9/2/15	Introductions & Overview of Class, Team elements from a participant perspective	
9/9/15	Climbing elements from a participant perspective	
9/16/15	Individual Values: Commitment to theory of challenge by choice and comfort zone discussion and reflection: Leap of Faith	Challenge Course Adventure Leadership Paper ,
9/23/2015	Course Equipment, Application of the Experiential Learning Cycle, Stages of group development	
9/30//2015	Challenge Course Field Session: Low element operation, Rules and operating procedures, Knots	Reflection Journal #1
10/7/2015	Challenge Course Field Session: Belaying, Participant Safety, Alpine Tower	
10/14/2015	Personal Leadership: Group presence and role of the facilitator during a program	
10/21/2015	Challenge Course Field Session: Facilitation in practice – Sample presentations	Reflection Journal #2
10/28/2015	Group Values: Managing Group Conflict, Tower group belay, rescues	
11/4/2015	Presentations - Graded	Individual Presentation Reflection Journal #3
11/11/2015	Challenge Course Field Session: High Course dynamically, Putting it all together, Program design	
11/18/2015	Technical Skills/Soft Skills Review	

11/25/15	NO CLASS	
12/3/2015	Technical Skills assessment	Review LOP's and Activity Manual
12/10/15	Written Final	

Assignments & Grades:

Reflections Journals	15 points
Adventure Leadership Paper	15 points
Individual Presentation	10 points
Active Class Participation	30 points
Skill Assessment	15 Points
<u>Final Exam</u>	<u>15 points</u>

100 Points

Note on Reflection Papers and Journals: Be mindful of the examples you choose to utilize when relating course material back to personal examples of past leadership. If you chose to describe or mention examples specially relating to abuse, neglect, or similar such examples happening currently or within your past, I will have to report these instances to the proper authorities. This is due to the State's mandatory reporting protocol, and this does not take into account when the incident (s) occurred or what the result of any past judicial decisions or findings may have been.

Caveat for Changes

Please note that this syllabus is subject to change at any time during this course. All students will be notified if any changes occur.

This course has been developed through the collaboration and partnership of the Department of Counseling and Personnel Services within the College of Education and The Adele H. Stamp Student Union Center for Campus Life.