

HESI 318T: Foundations & Applications of Adventure Leadership Instruction
Wednesdays 6-9 PM
Spring 2015

Instructor:

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Course Description: This course is designed to help students develop the necessary adventure leadership skills for leading participants and groups in various outdoor adventure recreation activities. The course will focus on developing technical skills, leadership abilities, and overall knowledge of best practices for recreating in the natural environment.

Course Objectives: The goal of this course is to prepare students to be knowledgeable, prepared and responsible when leading adventure recreation activities in the natural environment. Course instructors are committed to teaching technical competence, environmental ethics, and adventure leadership so students can be visible leaders and stewards for the environment when in the field. Through active participation in this course, students will:

- Demonstrate how to properly pack and prepare for day trips and overnight trips in any weather condition
- Demonstrate technical competence in backpacking, camping, coastal kayaking, and rock climbing
- Demonstrate an ability to use general outdoor gear such as stoves, tents, maps, and compass
- Demonstrate and practice the Leave No Trace philosophy
- Demonstrate and practice responsible decision making and leadership when participating in adventure activities
- Demonstrate proper risk management in assessing environmental conditions, group and participant abilities, and participant comfort levels

Text Book/Reading Materials:

- Required: Kosseff, Alex (2010). *AMC guide to outdoor leadership*. Boston, MA: Appalachian Mountain Club Books.
- Recommended: O'Bannon, Allen (2001). *Allen & Mike's Really Cool Backpackin' Book*. Guilford, CT: Falcon Guide.
- Articles related to course material will be posted on ELMS – all readings will be assigned in advance of class sessions.

Assignments & Grades:

Reflection Papers	20%
Quizzes	15%
Field Lessons	15%
Active Participation	15%
Trip Proposal	10%
Final Skill Presentation	10%
Final Exam	10%
Additional Assignments	5%

Teaching Techniques:

Methods of instruction will include: classroom lecture, field discussion, group activities, and experiential learning techniques. There will be assigned readings. Students will need to be prepared for discussions in class and in the field.

Field Sessions:

Field sessions are an integral part of the course. You will arrange food with your selected groups. Having the proper equipment and clothing is important. MAP will supply tents, stoves, and other group gear. You may check out personal gear such as sleeping bags, sleeping pads, backpacks, etc. on a first come, first serve basis. You are responsible for your personal outdoor clothing and accessories. Detailed equipment lists will be provided prior to each field session.

Class Meeting	Topics	Notes/Assignments
Jan. 28	Overview of Class, Adventure Leadership Fundamentals, History of Adventure Education	
Feb. 4	Leadership Fundamentals	Ch. 1, 2, 5 (Kosseff)
Feb. 11	Participants, Comfort Zones, Group Development, Expedition Behavior	Ch. 10, 11, 12 (Kosseff)
Feb. 18	Environmental Ethics, Leave No Trace, Backpacking Basics	Ch. 16 (Kosseff)
Feb. 20-22	Expedition #1: Backpacking	LNT Lesson
Feb. 25	Judgment, Decision Making, Communication	Ch. 3, 4, 13 (Kosseff), Backpacking Quiz, Reflection Paper #1
March 4	Field Safety, Risk Management, Crisis	Ch. 7, 8, 15 (Kosseff)
March 11	Trip Planning	Ch. 14, Risk Management Case Study
March 18	Spring Break: No Class	
March 25	Rock Climbing Basics	
March 28-29	Expedition #2: Rock Climbing	Knot Lesson
April 1	Trip Proposals	Rock Climbing Quiz, Reflection Paper #2, Trip Proposal Presentations
April 8	Coastal Kayaking Basics	<i>Natatorium</i>
April 11-12	Expedition #3: Kayaking	
April 15	Teaching & Facilitation	Ch. 6 (Kosseff), Kayaking Quiz, Reflection Paper #3, <i>Challenge Course</i>
April 22	Skill Presentations	Students 1-4 Skill Presentations
April 29	Skill Presentations	Ch. 17 (Kosseff), Students 5-8 Skill Presentations
May 2-3	Final Expedition	
May 6	Final Exam	Final Reflection Paper Due

Code of Academic Integrity

Students will conduct themselves with the highest standards of academic integrity. The UMCP Code of Academic Integrity defines academic dishonesty as “cheating,” “plagiarism,” “fabrication,” or “facilitating academic dishonest.” Academic dishonesty is a serious offense, which will not be tolerated in this class and may result in suspension or expulsion from the University. For more information, contact the Office of Student Conduct at 301-314-8204; or visit their website at <http://www.jpo.umd.edu/>. In addition, students will handwrite the following honor pledge on the cover of papers, assignments, and tests: *I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. – Sign your name*

Religious or Cultural Observances

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let the instructors so we can make appropriate arrangements.

ADA Statement

Both in compliance with and in the spirit of the American with Disabilities Act (ADA), the instructors would like to work with students who have a disability that impacts learning in this class. Students with a documented disability should contact the instructors within the first week of the semester to discuss academic accommodations. Additional information and support is available through Disability Support Services at 301-314-7682 or <http://www.counseling.umd.edu/DSS/>.

Academic Assistance

If you are experiencing difficulties in keeping up with the demands of your classes and schedule, please contact Learning Assistance Services, 2201 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, note taking, and exam preparation skills.

Child Abuse Reporting

The University of Maryland takes seriously its responsibilities regarding the mandatory requirements in Maryland law that govern the reporting of suspected cases of child abuse and child neglect. As a professional employee of the University of Maryland, I will report my suspicion when I have reason to believe that a child has been abused or neglected, following the stated policies and definitions as outlined at <http://www.president.umd.edu/policies/docs/VI-150.pdf>. Information that students share in class discussions, course assignments, or during other instructor contact that indicates past or current abuse will be reported following the policy guidelines.