

HESI 318T: Foundations & Applications of Adventure Leadership Instruction
Wednesdays 6-9 PM
Fall 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 adventure recreation activities. The course will focus on developing technical skills, leadership abilities, judgement and decision-making 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 leadership practices 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, canoeing, coastal kayaking, mountain biking 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

Teaching Techniques: Methods of instruction will include classroom lecture, field sessions, group activities, experiential learning techniques and reflection. 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. The Adventure Program 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.

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%): After each field session you will be given a prompt for a reflection paper. Your reflection paper should demonstrate critical thinking, integrate course material and use specific examples from each field session. Reflection papers are due one week after the date you return from each field session.

Quizzes (15%): On the Wednesday following each field session there will be a quiz over the technical skills learned in the class prior to and during the field session.

Field Lessons (15%): Throughout the semester you will teach three 10 minute lessons during our field sessions. Lessons for the canoeing expedition and the rock climbing expedition will be assigned prior to the expedition. Lessons should include instruction, interactive/experiential learning and discussion; you should also upload a lesson plan to ELMS prior to departing for the expedition. Your final field lesson will be assigned the morning of your final expedition; as a result you do not need to upload a lesson plan.

Active Participation (15%): Class members are expected to actively participate in class sessions both in the classroom and in the field. This includes contributing to in-class discussions, participating in group exercises, contributing to reflections during field sessions, sharing your ideas and experiences, providing constructive feedback to your peers and asking questions of the instructors and other students. An overall participation grade will be assigned based on attendance, engagement in class discussions, active listening and involvement, and other factors that contribute to the positive development of class community.

Trip Proposal (10%): To gain experience in trip planning you will research and plan a weeklong backcountry adventure trip for our class that would take place during Spring Break. You will present a 10 minute informational session on your proposed weeklong backcountry adventure. After each student presents their trip proposal, the class will chose one trip to carry out as their Capstone Expedition during Spring Break.

Final Skill Presentation (10%): You will prepare and present a 20-30 minute instructional presentation of an adventure recreation skill or leadership topic (i.e. model, theory, case study, etc.). The presentation should include instruction, interactive/ experiential learning and discussion.

Final Exam (10%): The final exam will be a cumulative written exam that focuses on leadership practices, group management, risk management, and judgement. There will also be questions revisiting some of the technical skills learned throughout the semester.

Additional Assignments (5%): Additional assignments throughout the semester include class discussions via the discussion board on ELMS and a risk management case study.

Course Outline

Class Meeting	Topics	Notes/Assignments
Sept. 2	Overview of Class and Adventure Education, Adventure & Wellness	
Sept. 9	Leadership Fundamentals	Ch. 1, 2, 5 (Kosseff)
Sept. 16	Participants, Comfort Zones, Group Development, Expedition Behavior	Ch. 10, 11, 12 (Kosseff)
Sept. 23	Environmental Ethics, Leave No Trace, Canoeing & Camping Basics	Ch. 16 (Kosseff)
Sept. 25-26	Expedition #1: Canoeing	LNT Lesson
Sept. 30	Judgment, Decision Making, Communication	Ch. 3, 4, 13 (Kosseff), Quiz
Oct. 7	Coastal Kayaking Basics	
Oct. 10-11	Expedition #2: Coastal Kayaking	
Oct. 14	Field Safety, Risk Management, Crisis, Trip Planning	Ch. 7, 8, 14, 15 (Kosseff), Quiz
Oct. 21	Teaching & Facilitation	Ch. 6 (Kosseff), Challenge Course, Risk Management Case Study Due
Oct. 28	Rock Climbing Basics, Mountain Biking Basics	ELMS discussion Due
Oct. 31-Nov. 1	Expedition #3: Rock Climbing & Mountain Biking	Knot Lesson
Nov. 4	Trip Proposal Presentations	Quiz, Trip Proposals due
Nov. 11	Skill Presentations	Students 1-4 present
Nov. 18	Identity, Diversity & Leadership	Guest Lecturer – Wallace Eddy
Nov. 25	Thanksgiving Break: No Class	ELMS Discussion Due
Dec. 2	Skill Presentations, Backpacking Basics	Ch. 17 Kosseff, students 5-8 present
Dec. 5-6	Backpacking Expedition	
Dec. 9	Final Exam	

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*

Attendance

Class attendance is essential and expected. The university has instituted a new attendance policy related to medically necessitated absences which is 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>. Unexcused absences and absences from a portion of a class session (e.g., late arrivals or early departures) will be factored into your participation grade.

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.