

Developing Reflective Leaders

RPTM 397 Course Syllabus

Course Description:

This course explores the development of the individual leader through a process of reflection, feedback, training, and practice, all designed to hone group leadership skills. This course builds on foundations that students have already laid, in order to establish confidence and competence in “train the trainer” situations, as well as develop unique methods of delivering content to aspiring leaders. In this course, students will be encouraged to draw upon past leadership opportunities, coupled with new instruction and insight, to explore the process of training and developing of new leaders. Students are required to be driven and self-motivated, as much of this class will be exploratory in nature. Students will have freedom to engage each other, and students of RPTM 330, in unique leadership development and teaching scenarios both in and out of the classroom. Reflection will play a major role in this course, and journals will be kept throughout the semester to serve as a metric for student leadership growth, as well as a resource for future leadership endeavors.

Course Objectives:

- Practice leadership skills through leading small groups, reading discussion, and classroom lectures.
- Increase self-motivational skills by creating and developing engaging classroom content and small group materials to be used in class.
- Engage in reflection, both personal and professional, as a means to guide leadership growth and skill development
- Grasp an array of leadership topics and also train future leaders in how to develop those skills among themselves and in groups.
- Ability to understand concepts of risk management, LNT, vulnerability and empathy as it relates to leadership styles; furthermore building on that understanding through explaining and conceptualizing them in the classroom.
- Growth as a leader with an expansion of individual leadership skill set and increased understanding of own areas for growth.

Faculty:

Jennifer Emigh

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Office: Shaver's Creek Environmental Center

Campus: 701A Ford Building

Office hours: By Appointment on Zoom

Course Dates:

Required attendance at RPTM 330 Class

Thursdays 6pm-9pm

107 Forest Resources Bldg

Time TBD

Location TBD

Zoom Link if needed

<https://psu.zoom.us/my/jenemigh>

Required Texts:

- AMC Guide to Outdoor Leadership. Kosseff (2nd Edition), Boston, MA: Appalachian Mountain Club 2010.
- Readings posted to ANGEL
- Daring Greatly by Brené Brown

Course Requirements:

PARTICIPATION 15% & ATTENDANCE 5%

Attendance at all RPTM 330 classes, the out of class group meeting times, and the required RPTM 397 group meetings. This includes arriving to class or trip locations on time (points are deducted for tardiness), attendance and positive interactive participation in EVERY aspect of the course. This is a leadership course. Students are required to lead or participate in group discussions with insightful contributions to the dialogue. Participation also includes being prepared for each activity or activity as briefed by the instructor. Working within a small group is required throughout the course.

Attendance at retreat is mandatory

JOURNAL 30%

You will be required to keep a journal throughout the semester. There will be a total of 3 journal entries. You will be informed by the instructor when to do a journal entry.

READING DISCUSSIONS 20%

You are required to complete the readings that are assigned for each RPTM 330 and 397 class.

RPTM 330 (10%) – You will have a leadership role for one of the small reading discussion groups at the start of each class. You will be responsible for directing the discussion, asking relevant questions, and keeping your group on task. You are required to submit 2 questions/chapter prior to each class (via Canvas Discussions), which will be supplemented with additional questions from the other instructors.

RPTM 397 (10%) – You will have required readings for the group meeting times. Discussions will take place at the beginning of each class and your participation is vital. Do the readings before class and come prepared with questions and comments from the readings for our discussions.

127 HOURS MENTORS TEACHING ASSIGNMENT 15%

The whole 397 class will be responsible for teaching a segment of the RPTM 330 class about this film and how it relates to risk management. See assignment for more details.

LEADERSHIP STATEMENT 15%

As a final project in this class you will be asked to create a leadership statement. It is about who you will be as a leader. The video will include aspects from this class and your real-world experience thus far as a leader.

Penn State Policies

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

For further information, and the College of Health and Human Development's expanded policy, please follow [this link](#).

Student Disability Resources

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources Web site provides contact information for every Penn State campus:

<http://equity.psu.edu/sdr/disability-coordinator>. For further information, please visit the Student Disability Resources Web site: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<http://equity.psu.edu/sdr/applying-for-services>.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

[Counseling and Psychological Services at University Park \(CAPS\)](#)

(<http://studentaffairs.psu.edu/counseling/>): 814-863-0395

Counseling and Psychological Services at [Commonwealth Campuses](#)

(<https://senate.psu.edu/faculty/counseling-services-at-commonwealth-campuses/>)

Penn State Crisis Line (24 hours/7 days/week): 877-229-6400

Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

Reminder: These services are for non-emergencies only. If you or someone you know is experiencing a crisis situation, please call your local crisis center or 911.

Penn State Values

The Penn State Values, recently approved by the University, represent a core set of ideas developed by the university community.

Penn State Values

INTEGRITY: We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.

RESPECT: We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.

RESPONSIBILITY: We act responsibly, and we are accountable for our decisions, actions, and their consequences.

DISCOVERY: We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.

EXCELLENCE: We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.

COMMUNITY: We work together for the betterment of our University, the communities we serve, and the world.

Diversity

With our focus on the improvement of the quality of individuals' lives within their families and communities, the College of Health and Human Development naturally places the understanding of diversity in a central position in both its mission and vision. Through teaching, research, and outreach programs, we strive to communicate the importance of diversity to both College and community members. "Diversity" is broadly defined by the College as "human differences," including differences in age, social class, disability, race, ethnicity, immigrant status, gender, gender expression, religion, veteran status, and sexual orientation."

Report a Bias Incident

Penn State takes great pride to foster a diverse and inclusive environment for students, instructors, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated.

Students, instructors, or staff who experience or witness a possible bias motivated incident are urged to report the incident immediately through Educational Equity at the Report Bias webpage: <http://equity.psu.edu/reportbias/>

TEACH Act

The materials on the course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

University Emergency Procedure

In the event of a University-wide emergency, the course may be subject to changes. Exigent circumstances may require alternative delivery methods, class materials, and interactions with the instructor and/or classmates. In addition, there may be revisions to grading policies and the Calendar, including assignments and their due dates.

In the event of a University-wide emergency, please refer to the Canvas website at <https://psu.instructure.com> for specific information related to the course. For more general information about the emergency situation, please refer to the [Penn State website](#) at <http://www.psu.edu> or [Penn State News website](#) at <http://news.psu.edu>.

To register with PSUAlert, a service designed to alert the Penn State community when situations arise that affect the ability of a campus to function normally, please go to the [PSU Alert website](#) at <https://psualert.psu.edu/>. Subscribers can receive alerts by text message to cell phones, and also can elect to have alerts sent to an email address.

Syllabus Subject to Change

The class will likely adhere to the information outlined in this Syllabus, but adjustments may be made based on what actually transpires during the semester. Remaining in the course after reading this Syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

Date	RPTM 330 Topics	Readings/Viewings for RPTM 330	Readings and Assignments Due for RPTM 397	RPTM 397 Class Topics
Tuesday, January 10			2 RD Questions for each Ch. 1 & 2	
Thursday, January 12	Intro, Explanation of Class and Required Dates, Outdoor Leadership, Behavioral Styles	Kosseff: Ch. 1, 2		
Tuesday, January 17			Readings: Daring Greatly Chapters 1-3 2 RD Questions for each Ch. 3, 4, 5, 13	Book Discussion of Ch. 1-3 of Daring Greatly Explain Mentor Retreat Assignment & Roles
Thursday, January 19	Communication, Judgment, Decision Making, Trust, Empathy, Sympathy, Vulnerability	Kosseff: Ch. 3, 4, 5, 13	Journal Reflection 1	
Tuesday, January 24			Readings: Daring Greatly Chapters 4-5 2 RD Questions for Ch. 15	Lecture Discuss Retreat & 127 Hours Assignment
Thursday, January 26	Risk Management & Adam's Story (Talk about Retreat)	Kosseff: Ch. 15 Adam's Story		
Tuesday, January 31			2 RD Questions for each Ch. 11 & 12	Book Discussion of Ch. 4-5 of Daring Greatly
Thursday, February 2	Risk Management, Expedition Behavior	Ch. 11, 12 Be sure to plan when you Watch 127 Hours you will need to do an assignment		

		involving 127 Hours by Feb 10th		
Friday, February 3 - Saturday, February 4 till 5pm	Teambuilding Building Trust in Your Group Debriefing Reading Your Audience Leadership Ethics & Values Guest Speaker from Drew Lehnerd LNT Assignment Assigned			
Tuesday, February 7			2 RD Questions for each Ch. 6 & 10	Check In
Thursday, February 9	Discuss 127 Hours Individual Risk, Rugged Individualism Mentor Class	Ch 6, 10	Assignment - 127 Hours Journal Reflection 2	
Tuesday, February 14			Readings: Daring Greatly Chapter 6-7	Book Discussion of Ch. 6-7 of Daring Greatly
Thursday, February 16	Rewind & Digging Deeper Types of Adventure Programming Historical Perspective of AP Foundations/Philosophy Adventure Settings (urban, wilderness, ropes course, Clients (youth, at risk, higher ed, corporate, adult) In Class assignment of building own program			

Tuesday, February 21			Assignment – Leadership Statement	Lecture
Thursday, February 23	Conflict Management VOMP Exam Review		Journal Reflection 3	
Thursday, March 2	Exam			