Access and Diversity
OED 279-01

Instructor: Cindy Dillenschneider
Phone: ext 1314
Office: Wheeler Hall 314

Class Location: Wheeler Hall 209
Class Times: TR 2:30-4:20
Community Time: T 4:30-6:30  Confirmed for September 26-October 31 with Challenge Center. Andrea is your contact at Challenge – 715.394.2771

Off Campus Trip: October 7th and 8th Confidence Learning Center, Brainerd, MN. Contact Bob Slaybaugh 218.828.2344

Final Exam Schedule December 15th 2:00 p.m.-4:00 p.m. Do not schedule to leave before the final exam time is over.

Text:

Course Description
Areas of study include development of inclusive attitudes toward people with disabilities and other power-down members of society. Topics include an introduction to barrier-free outdoor programs, characteristics and needs of a variety of populations, and the use of activities to promote self-actualization.

Enduring Understandings
1. Viewing individual difference from various perspectives, impacts acceptance and access in outdoor programs.
2. Structures in society underlie issues of access to outdoor education experienced by diverse groups.
3. Inclusion is a goal we should work towards in outdoor education.
4. I can be an agent of change regarding access and diversity issues in outdoor education.

Learning Outcomes
Successful completion of the course will be demonstrated by the following:

- The ability to describe, provide relevant examples of, and explain historical and sociological perspectives of specific access barriers faced by persons in marginalized groups in our society.
- The ability to provide persuasive arguments for inclusive outdoor programs and to describe realistic methods for enhancing inclusion in a variety of outdoor education settings.
- The ability to empathize with the perspectives of people of diverse backgrounds and abilities by describing the differences of perspective and determining a range of functional supports that enhance inclusion and self-regulation in outdoor education environments.
- The ability to create barrier-free and inclusive outdoor programs by designing and implementing a two-hour outdoor education program inclusive of people with varied abilities and by critical analysis of your and others’ designs.
- The ability to critically reflect on and share information in an articulate and professional manner about topics related to access and diversity through writing and speaking.
- The application of professional skills such as thinking critically, designing activities, coordinating logistics, interacting and relationship building with community members, planning and participating in universally accessible recreational/educational activities.
Consistently respectful treatment of participants in your educational experience; including but not limited to your classmates, professors, teaching assistants, guests, volunteer community participants, facility managers, instructors, and professional outdoor educators.

Please note: This course engages in both classroom and community-based learning requiring considerable time for participation in community-based activities. You are required to participate in the scheduled events and will be expected to reflect on your experiences through writing and class discussion. Please note the dates and times of the Tuesday labs and the weekend trip as indicated below; you are required to attend all sessions.

Disability Support: If you need accommodations to help you achieve the learning outcomes of this course please contact the coordinator of services for students with disabilities Judi Holevatz, R.N., @ ext. 1340, Rm. 206 of the Ponzo Center.

Program Mission

The Northland College Outdoor Education program prepares socially responsible, ecologically informed professional educators to teach within, about, and for the outdoors.

Educational Philosophy

We believe:

- Through a highly innovative and experiential undergraduate curriculum, our graduates are prepared to teach environmentally-based, socially-integrated, and effective educational experiences to a wide range of audiences for educational, therapeutic and/or recreational purposes.
- Socially responsible teachers value, include, and integrate diverse populations into the field of outdoor education regardless of age, ability, gender, sexual orientation, nationality, religious belief, ethnicity, racial, or socio-economic background.
- Ecologically informed teachers, capable of engaging students in effective and affective education, are an essential ingredient in achieving sustainable interdependency between humanity and nature.
- Exposure to wilderness, wild lands, and their associated values are critical in the development of ecologically informed teachers. This exposure acts to nurture and guide our students and faculty while providing stark contrast to trends in contemporary society.
- Outdoor education professionals share the common responsibilities of building and maintaining competency in content knowledge and technical skills of the field, becoming and continually improving as effective educators, providing ethical and competent leadership, managing risk appropriate to the goals of the experience, and maintaining personal fitness appropriate to his/her duties.
- Cognitive, affective, social, and psychomotor teaching proficiency includes awareness building, knowledge and content acquisition, critique and synthesis, examination of attitudes and behaviors, and pre-professional practice within the classroom and the broader community.
- Teachers and students share responsibility within the higher-education environment for the preparation of the student for career or graduate education possibilities.

Tentative Schedule

September 7  First Class Video- No Barriers short clip at beginning of class
Pass around contact sheet.
Introductions.
Name Game.
Introduction to Access and Diversity class content, purpose and teaching style.
Introduction to Experiential Learning Process.

Personal Pies and Pair Pies.
How do we define ourselves and how do others define us? What is important about your findings. Disability Pie

(5 minute writing) Describe one significant formative experience have you had with diversity and/or diverse populations. How has that experiences affected your attitudes and actions? How will that experience help or hinder you in your future.
Pairs share/Group Discussion

What does access mean and how does it show up in daily life? How does diversity relate to access in our society?
Defining individual difference- Introduction to Diversity Awareness

Individual Difference as normal or typical and the Bell Shaped Curve defining the norm.
Example-visual acuity activity.
Line up by visual acuity from totally blind—absolutely perfect vision….Similar acuity form perpendicular line

Divide on Bell Curve—mathematical model that shows where 100 or more students will score if given a standardized test. 68% Normal or Average, 13% on either side, 3% on each end

Important thoughts from today…
100% of the population experiences individual difference
How I view someone is not the same as they view themselves
Normal is a mathematical model construct

Logistics Assignments for Picnic
Chose leaders for picnic- food preparation (4) _____________________________, bocce coordinators (2) _____________________________,
kite flying coordinators (3) _____________________________,
Transportation Coordinators(2) _____________________________

Distribute Paperwork

Read before next class: the Introduction in No Pity and one selected short reading from Race, Class and Gender in the United States. In library on room reserve.

Assignment: Bring completed paperwork. Please wear comfortable and weather appropriate clothing for the picnic.

September 12 Collect Paperwork. Take attendance. Reminder of afternoon Lab.

Access- Introduction to Marginalization and Power
What does access mean and how does it show up in daily life? How does diversity relate to access in our society?
What practices, events, situations, beliefs limit access in our society?

Lessons in creating access: six broad categories of barriers to access: Economic/resource availability, Status/power held, Physical built /Environmental natural, Communication methods, network/support availability, Attitude/Beliefs intrinsic and extrinsic

Practical experiences with inclusion
Information about our community education and recreation programming time. Who are the community members we will be spending Tuesday afternoons with and what are we trying to accomplish? Sharing your experience/background, reservations and excitements.

Lessons in creating access- How to interact with people with disabilities.

Community Time 4:30-6:30 pm

Assignment: Use a computer to discover the origins of universal design. How is the concept of universal design applied.
Assignment: Written Evaluation of Community Events Due at class after the event that your group runs.

September 14 What is Universal Design and Applications of Universal Design beyond physical access.
Discussion of Community Time event and assignment.
How can universally designed activities impact the effects of marginalization and marginalizing attitudes?

Lessons in creating access- Creating Universally Accessible Experiences and Environments. What basic structures must be present in our activities and our attitudes in order to have a positive rather than a negative effect?

Assignment 1: Activity Plan due Sept. 19: Describe your planned activity. Identify how you will modify the activity to accommodate a wide range in the following areas of function - balance, coordination, speed, judgment, understanding of complex or multiple directions, communication skills, strength. List all needed props, describe how the activities will be introduced and facilitated, Identify who is responsible for what aspects of the activity.

Assignment 2: Wear loose fitting pants and shirt and closed-toe shoes for our lab time. You will be asked to remove
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jewelry for lab time. Preferably do not wear a dress or skirt on Sept. 19; if you wear a skirt or dress please wear shorts or pants underneath.

September 19  Working with Universal Design continued.
Lessons in access and diversity Functional categories, utilizing strengths
Discussion of activity plans.
Lab 4:30-6:20 Universal Design Experience- at the Climbing Wall in the gym.
Read: No Pity pgs 12-74 Tiny Tims, supercrips, and the End of Pity

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September 21  Activity update 5 minutes.
Video: Waging a Living. Economics and youth
What is marginalization? Describe some real-life effects of marginalization.
What is the paradigm shift we are experiencing about disability? Give examples of paradigm shifts that have impacted the marginalization of specific groups. Think of a Paradigm Shift as a change from one way of thinking to another. It's a revolution, a transformation, a sort of metamorphosis. It just does not happen, but rather it is driven by agents of change. Can move in a positive or negative direction.

Assignment 1 Paper Due Oct. 5th: Write a short paper (5-6 pages) in which you describe, provide relevant examples of, and explain historical and sociological impact of specific access barriers faced by persons in a marginalized group in our society. You may choose the barriers and the population to discuss. Paper will be due on October 5th. I expect the quality of this paper to be worth 10% of your final grade. Choose your references wisely.

Read: No Pity pgs 75-104 Separate Culture Deaf Culture

September 26  Defining Children at Risk and Program Design Video one
Lessons in creating access - language.
Community Activity #1 4:30-6:30 1st student run event
Written Reflection Assignment due Sept. 28 (30 minute writing) Write about how you experienced your own thoughts and feelings about interacting with your community partner. Identify and discuss what you anticipated prior to the first partnered interaction and how your experience supported or changed your expectations. Do not judge your feelings as good or bad, but try to identify what they were and how they evolved. Reflect on what influenced your expectations prior to the interaction and identify those influences as promoting negative or positive expectations of the interaction. What are your current feelings and how are these feelings affecting your future expectations.

Read: No Pity pgs 289-321 Crossing the Luck Line

September 28  Discussion of experience and reading.
Identifying who holds power in our society.
Power Shuffle. What is the reality and experience of the power differential in US society?
(25 minute writing) Describe your thoughts/feelings that came up as you participated in the activity “the power shuffle”? How can these feelings/thoughts help you understand the issues of diversity and power more personally?
Activity update 5 minutes.

Read: Read Handout about wheelchair use and other “simulation” type experiences. Read From Charity to Independent Living pgs 41-74 in No Pity.

October 3  Working with At-Risk Populations Program Design Video 2
What is the difference between Therapeutic and Universal Design?
CLC video
Community Activity #2 4:30-6:30

October 5  Papers Due.
Learning from the past, learning from each other, applying learning to the future. Activity update 5 minutes.
Reflections, new understandings, and future applications from the Community Activity.
Trip Information.
Activity update 5 minutes.
October 7-8  Trip to Confidence Learning Center

Written Reflection Assignment Due October 10. Write a thoughtful reflection of what you expected, what you experienced, and changes or differences you have noticed in your thinking, your observations or your attitudes as a result of the weekend at CLC.

October 10  Learning from the past, learning from each other, applying learning to the future. Activity update 5 minutes.

Behavior Management with At-Risk Youth

Reflections on trip to CLC, new understandings, and future applications from the Community Activity.

Community Activity #3 4:30-6:30

Read: pgs 258-288 *No Less Worthy a Life* in No Pity and short selected reading from Race, Class and Gender.

October 12  Learning from the past, learning from each other, applying learning to the future. Reflections, new understandings, and future applications from the Community Activity.

Assistive Technology in Outdoor Education Part 1

Exploring Architectural Barriers- wheelchair use and safety. Sign-up for use. Discussion or wheelchair use possibilities and pitfalls.

Activity update 5 minutes.

October 17  Assistive Technology in Outdoor Education Part 2

Discussion

Community Activity #4 4:30-6:30

October 19  Learning from the past, learning from each other, applying learning to the future. Reflections, new understandings, and future applications from the Community Activity.

Assistive Technologies Part 3

Activity update 5 minutes.

October 24  Video- Big Enough

Discussion

Assignment Exam November 7 Prepare to describe the differences of perspective of a given population and determining a range of functional supports that enhance inclusion and self-regulation in outdoor education environments.

Community Activity Day #5 4:30-6:30

October 26  Learning from the past, learning from each other, applying learning to the future. Reflections, new understandings, and future applications from the Community Activity.

Activity update 5 minutes.

October 31  Americans with Disabilities Act - Guest Speaker

Community Activity #6 Last community event. Halloween.

Certificate of Appreciation Celebration

November 2  Learning from the past, learning from each other, applying learning to the future. Reflections, new understandings, and future applications from the Community Activity.

Final Written Reflection Assignment - 30 minute writing to provide a final summary of your thoughts about insights, changes, reflections, and considerations on application from your Community Activities.

Elements in Changing Perceptions a sociological perspective.

No lab- Election Day- please vote.

Read: pgs 142-210 *Integration: Out of Shadowland* and *People First* in No Pity

November 7  Exam: Describe the differences of perspective of a given population and determine a range of functional supports that enhance inclusion and self-regulation in outdoor education environments.

Read: pgs 211-236 *The Screaming Neon Wheelchair* and pgs 237-257 *Up from the Nursing Home* in No Pity.

November 9  Changing and Perpetuating Perceptions

Video-Beyond the Barriers

November 14  Video- When Billy Broke His Head
November 16  Cultural diversity in outdoor programs. Race, ethnicity, and culture.

November 21  Therapeutic Wilderness Programs- Guest Speakers Career Opportunities with Children at Risk and Adjudicated Populations in outdoor programs. Corrections and Therapeutic Interventions

Debate teams assigned. To debate for and against inclusive outdoor programs. Each team must be prepared to provide persuasive arguments for and against inclusive outdoor programs and to describe realistic methods for enhancing inclusion in a variety of outdoor education settings. This will be your final exam. Prepare to describe the differences of perspective of a given population and determining a range of functional supports that enhance inclusion and self-regulation in outdoor education environments.

November 23  Thanksgiving break- no class

November 27  No lab

November 30  Ethical issues in Outdoor Education. Preventing discrimination of gay, lesbian, bisexual and transgender persons in outdoor programs.

No lab

December 5  Debates
December 7  Debates

Final Exam December 15  Debates for and against inclusive outdoor programs. Each team must be prepared to provide persuasive arguments for and against inclusive outdoor programs and to describe realistic methods for enhancing inclusion in a variety of outdoor education settings. 2:00 p.m.-4:00 p.m.

Graded Experiences: (45% of your final grade)

Class Participation  26 points  (26% of your final grade) (1, 0, or -1 point/ day). Daily Grade. Students who are actively engaged in the class will earn participation points. Students who arrive late, are disruptive or disrespectful can lose up to 1/2 point each class period. Students who choose to be present but not actively participate will not earn or lose points.

Community Activities  (19% of your final grade)

Weekly Activities:  10 points  (2, 0, or -2 points/day). Students who are actively engaged and act responsibly and ethically towards all participants earn 2 activity points per event. Students who arrive late, are unsafe, disrespectful, or act in an unprofessional manner can lose up to two points per activity. Anyone who acts in a deliberately unsafe or unprofessional manner will be removed from all future activities and lose two points per activity. Students who are present, but neither worthy of earning or losing points will earn 0 points per activity.

Confidence Learning Center Weekend:  4 points  (2, or -2 points/day). Students who are actively engaged and act responsibly and ethically towards all participants, peers, and supervisors earn 2 activity points per day. Students who arrive late, are unsafe, disrespectful, or act in an unprofessional manner lose up to two points per activity. Anyone who acts in a deliberately unsafe or unprofessional manner will be removed from all future activities and lose two points per activity.

Leadership of Activities:  5 points  (5, 0, or -5 points) Points are assigned based on the leadership skills demonstrated by the coordinators. Examples of leadership skills are equitable sharing of work within leadership team, organization, effective communication, logistics coordination, reasonable appropriate activity choices, inter and intra agency coordination, budget management.

Points can be lost through lack of cooperation with coordinating peers, lack of sharing of responsibility with coordinating peers, or abdicating responsibilities.

Graded Writing Assignments  (55 % of your final grade):

Community Experience Reflection  September 28  3 points
Paper on Barriers to Access  October 5  15 points

CLC Experience Reflection  October 10  3 points
In-Class Exam  November 7  15 points
Final reflections  November 7  4 points
Debates  December 5  15 points

Grade Ranges:  93- 100 points= A,
90-92 = A-
87-89= B+
83-86= B,
80-82 = B-
Risk Philosophy
The Outdoor Education program engages students in educational environments and outdoor pursuits activities involving perceived and authentic risk. We embrace the reality of risk found in many of the class activities and outdoor field trips and believe that the teaching of competent outdoor educators requires us to expose our students to the activities, environments, and populations they will be called upon to address as professionals and recreational users of outdoor environments. We embrace and justify the presence of these risks for their potential in developing educational, personal, and professional growth in our students. Our risk philosophy is based on the following beliefs:

- Outdoor Education is a profession where risk is inherent in the acts of immersing students in outdoor environments and unpredictable environmental conditions, teaching outdoor and adventure based skills, increasing proficiency of student skill levels, engaging in outdoor and adventure activities with students of varied levels of commitment, proficiency and ability, engaging students in unpredictable social environments, and providing student teaching experiences in real life contexts.
- Risk management requires “what if” thinking. This is the practice of continuously anticipating unexpected problems and mentally rehearsing emergency responses while engaging in program activities with the intent of identifying and thereby preventing “worst case” incidents.
- Risk management requires maintaining a “safety margin” between the level of skill being taught and the level of skill possessed by the instructor(s), the physical energy required and the physical energy possessed, and the knowledge required and the knowledge possessed by the instructor(s).
- Risk management requires retaining the right of the instructor(s) to discontinue or modify any activity or schedule to maintain the welfare of students or staff.
- Risk Management in an educational setting requires ensuring that evacuation or rescue is possible and reasonable in any activity.
- Students must be encouraged to understand and evaluate authentic risks of activities. With this information at hand, students are expected and able to exercise personal decision-making responsibility pertaining to their level of involvement in program activities; this concept is known throughout the industry as Challenge by Choice™
- Students must be encouraged to assume personal responsibility for their own welfare and the welfare of all group members.
- Students should be taught appropriate emergency response skills for the activity and the level of risk anticipated.
- The educational experience must model those real and perceived risks our students will encounter in their professional settings and personal lives. Through actual opportunities to interact with risk, practice assessing and intentionally managing risk in accordance with ethical educational practices, our students will enter the field of outdoor education with better risk management skills and strategies.
- Engaging in perceived and authentic risk taking in the Northland College Outdoor Education program provides metaphors for our students’ lives, which may help them, develop more fulfilling interactions within our society. By setting and reaching goals involving risk and attempting to understand them in a larger context, students may understand and acknowledge the presence of risks involved in maintaining healthy personal and professional relationships, in choosing a career path, in furthering their sense of self, and in continuing the development of their intellectual, physical, emotional, and spiritual lives.

Program Ethics

Program Integrity

- Program sponsored courses, activities, and events should be reflective of the mission of the program and the college.
- Program sponsored courses, activities, and events should be reflective of the standard of care within the field of outdoor education.
- Program providers have a professional obligation to inform, consult with, refer to, and cooperate with their colleagues, other professionals and institutions to the full extent needed to serve the best interests of program participants or the college.

Professional Integrity

- Program providers are expected to maintain high levels of professional competence in the areas in which they teach.
- Program providers are expected to work within the scope of their expertise based on education, training, supervision, practice, and experience.
- Program providers are expected to act in ways that promote professionalism of the Outdoor Education program.
- Program providers are expected to avoid relationships and/or activities with participants or other staff that impair professional judgment.

Social Responsibility

- Program providers are expected to conduct experiences with respect for the rights, dignity and well-being of participants, staff, and others they come in contact with in the course of carrying out functions of the program or college.
• Program providers are expected to choose and manage activities in ways that demonstrate respect for social and cultural diversity.
• Programs should be made accessible to participants with disabilities except when the activity cannot be modified or changed without undermining the fundamental nature, purpose, or goals of the activity.
• Program providers are expected to provide socially and physically integrated experiences for all participants, which focus on transcending rather than compensating for any lack of ability.

Concern for Welfare

• Program providers are expected to use good personal judgment when situations arise where no policy exists or when following policies or protocols appears to jeopardize the well being of participants or staff.
• Program providers should manage risk appropriate to the goals of the activity and skill of participants and staff.

Informed Consent

• Program providers have the obligation to inform participants of the nature and scope of activities included within the program.
• Program providers have the obligation to inform participants of the types of risks they will engage in or be exposed to while actively participating in program sponsored activities.
• Program providers have the obligation to inform students of consequences of personal participation choices where the level of participation affects student grades within a course.

Challenge of Choice

• Program providers have the obligation to allow participants to choose their level of participation within an activity unless this choice raises the risk of harm to the individual or others within the program.

Environmental Responsibility

• Program providers are expected to choose and manage activities responsibly to minimize the environmental impact on the given environment.
• Program providers are expected to teach and model accepted practices that minimize impact on the surrounding environment.