

Are you ready for certification?

Camp West 2008

Presented by Mike Anderson & Kennerly de Forest

Within the levels of ACCT certification there is something for every practitioner at every stage of experience level: from new facilitators to those seeking high levels of responsibility in the industry. Challenge Works provides certification at Level I and Level II. We work in partnership with Leahy & Associates to provide Challenge Course Manager certification.

LEVEL I:

Level I is an "entry level" credential that requires no previous challenge course experience prior to the first training and denotes a practitioner who is proficient with core technical and facilitation skills and can deliver routine programming. This certification lasts 1 year.

Requirements to participate in and complete a FULL Level I Certification:

- Must be at least 18 years or older.
- Be able to complete a 40 hour, 5 day training for a Level I Full certification
- Pass a written test with a score of at least 80%.
- Pass a practical skills test.
- No portfolio required.

LEVEL II:

Level II is an "intermediate" credential that shows that a practitioner has not only mastered the fundamentals but also has more specialized skills, the ability to handle the unexpected, and can provide leadership for less-knowledgeable staff. Level II is designed for the more experienced facilitator seeking a greater degree of responsibility with program delivery and staff supervision. This certification lasts 3 years.

Requirements to participate in and complete a FULL Level II Certification:

- Must be at least 18 years or older.
- Completed a Level 1 Certification
- Portfolio documenting at least 200 hours of facilitation experience as a Level 1 Facilitator
- Be able to complete a 40 hour, 5 day training for a Level II Full certification track.
- Pass a written test with a score of at least 80%.
- Pass a practical skills test.

Challenge Course Manager:

Challenge Course Manager (CCM) is the third level of certification designed to give a *CURRENTLY CERTIFIED FACILITATOR* ropes course specific management training in order to supervise others, write LOP's, perform internal inspections and maintenance, mentor staff, and develop plans for in-house trainings. *Every challenge course must have a Challenge Course Manager BUT it is not necessary that every company has a "Certified" Challenge Course Manager.* This certification lasts for 5 years.

Requirements to participate in and complete a Challenge Course Manager (CCM) Certification:

- Must be 21 years or older.
- Possess a current Level II certification.
- Completed a Level I Certification
- Portfolio documenting 500 hours of experience in order to certify at this level.
- Participate in a 30-hour training of which at least 16 hours will be specific to Challenge Course Management.
- Pass a written test with a score of 80%.
- Pass a practical skills test based SOLELY on Chapter 3, Sec. A of the 6th Edition of ACCT Standards.

Challenge Course "Challenge-In" - Level I

Challenge Works offers a "Challenge-In" option for those who have already participated in a 40-hour training and feel they are prepared to "test out". Prior to test day each individual will submit an experience portfolio that will be used to complete and verify all information required on the certification information form. This form will document training and experience described in the prerequisites. The individual must then pass a written and skills test. **This certification lasts for 1 year.**

Prerequisites:

- Portfolio documenting 40 hours of training
- Portfolio documenting at least 100 hours of hours delivering challenge course programs to clients.
- NOTE: Training hours must include hours received during an initial training from Challenge Works or an approved equivalent training from a Level 3 or 4 ACCT PVM.

"Challenge-In" - Level II

Challenge Works offers a "Challenge-In" option for those who have already participated in a minimum of 80 hours of training and feel they have the necessary technical and experience levels to "test out". This option is ONLY appropriate for those who have had a significant amount of experience in the challenge course field and may not benefit from taking a Level II Certification. Prior to test day each individual will submit an experience portfolio that will be used to complete and verify all information required on the certification information form. This form will document training and experience described in the prerequisites. The individual must then pass a written and skills test. This certification lasts for 3 years.

Prerequisites:

- Portfolio documenting 80 hours of training.
- NOTE: Training hours must include hours received during an initial training from Challenge Works or an approved equivalent training from a Level 3 or 4 PVM of ACCT.
- Portfolio documenting at least 400 hours delivering challenge course programs to clients.

SAMPLE TEST QUESTIONS: THESE QUESTIONS ARE FROM A DRAFT CHALLENGE WORKS LEVEL I CERTIFICATION EXAM.

Section 1 TRUE or FALSE				
Below are 5 questions. Please read each question and indicate whether the statement is true or false by circling either the T (True) or F (False) directly to the left of the question.				
#			Question	Standard
1	T	F	It is the facilitators' responsibility to judge participants based on medical history.	B 1.11
2	T	F	All programmatic decisions are best made before the program begins.	B 3.3.4
3	T	F	"What, So What, Now What" are all part of the Experiential Learning Cycle	B 3.4.5
4	T	F	Because ANSI standards change infrequently "certified" facilitators will not need to remain current on industry standards.	B 1.4
5	T	F	Ethics pertaining to challenge courses are open to interpretation and have not been published in any ACCT Standards documents.	B 2.1.10

Section 2 MULTIPLE CHOICE			
Please read each question and circle ONE of the choices listed below each question.			
#	Question		Standard
6	<p>The sky is darkening, it's getting windy, you see lightening and hear thunder. Your best plan of action is to</p> <p>A continue with the program until it starts raining</p> <p>B stop and count seconds between lightening and thunder to determine how far away the storm is</p> <p>C make sure everyone has rain gear and hand out insulating pads to sit on</p> <p>D begin course evacuation procedures and seek shelter</p>		B2.1.2
7	<p>A signed Release of Liability determines</p> <p>A Participants health history</p> <p>B Group and individual needs</p> <p>C Participant understands risk and chooses to participate</p> <p>D Level of safety</p>		B1.13
8	<p>Lobster claws should be</p> <p>A Attached to the harness with a girth hitch</p> <p>B Exactly the same length</p> <p>C Inspected before each use</p> <p>D all of the above</p>		B2.1.8
9	<p>When working on new course you should</p> <p>A Conduct only familiar activities</p> <p>B Familiarize yourself with site specific information / concerns beforehand</p> <p>C Expand your knowledge by trying new things</p>		B1.5

	D You should never work on a new course	
10	Inherent risk in challenge course activities include but are not limited to; A hazards in the environment B human hazards C attitude of the facilitator D A and B only E all of the above	B2.1.1

Section 3 FILL IN THE BLANK

Fill in the blank section of the following statements.

#	Question	Standard
11	A cable grab is a type of _____ ?	B2.3.14
12	Flip lines can be used for _____ ?	B2.3.11
13	Participants should remove the _____ from their pockets before participating in a challenge course program.	B2.1.11
14	A Giant Swing and Rappel Station are example of a _____ element?	B2.4.4 B2.4.5
15	A _____ and a _____ must be worn by all participants before climbing on a high challenge course element.	B2.1.12
16	You are climbing in a _____ when you climb above your anchor points.	B2.3.11
17	When engaged in a low cabled element it is critical to have participants _____ the person on the cable.	B2.2.1
18	Before a participant climbs a _____ must happen.	B2.3.6
19	When performing a belay transfer you must always _____ before you _____.	B2.3.8
20	A _____ provides client information which can assist you in program design	B1.6

Section 4 SHORT ANSWER

In the space provided, please answer the following questions. If more room is needed, use the back of the page. There will be one (1) point awarded per question. Either you get it right or not, there are no half marks!

#	Question	Standard
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21	Describe an effective spotting position for the Teams Wall.	B2.2.5
22	List 3 acceptable methods for a practitioner to access activities on a high course. 1. 2. 3.	B2.3.10
23	What dictate the type of belay method utilized on a high course?	B2.4.4
24	Describe the role of the following people: A) back-up belayer B) rope coiler C) ladder spotter?	B2.3
25	Who needs to wear a helmet?	B.2.1.6

Section 4 EQUIPMENT IDENTIFICATION

Correctly identify the items on the table by writing the name and the application of the piece of equipment next to the correlating letter in the spaces provided below.

#	Question	Standard
26	A: <i>SAMPLE</i>	
27	B: <i>SAMPLE</i>	
28	C:	
29	D:	
30	E:	
31	F:	
32	G:	
33	H:	
34	I:	
35	J:	

Challenge Works, Inc.

Sample Training Outline:

Level I

FULL Training
40 hours

Spotted Activity Training

1. Sample Activity Sequence and Group Experience
2. Philosophical and conceptual approaches to the challenge course
 - 2.1. Brief History
 - 2.2. Why do we do it?
 - 2.3. Goals of the challenge course
 - 2.4. The Experiential Learning cycle
 - 2.5. Group Development Theory (Tuckman model and ladder model)
3. Facilitating
 - 3.1. Previewing / setup
 - 3.1.1. Story lines
 - 3.1.2. Goal setting
 - 3.2. Team challenges
 - 3.2.1. Group Roles
 - 3.2.2. Handicapping
 - 3.3. Debriefing
 - 3.3.1. Philosophy of
 - 3.3.2. Do's and don'ts
 - 3.3.3. Introductory techniques and tools
 - 3.4. Sequencing
 - 3.4.1. Why it is important
 - 3.4.2. Basic sequence
4. Set-up and take down
 - 4.1. Ground and overhead hazards
 - 4.2. Cabled elements
 - 4.3. Ground based initiatives
 - 4.4. Portable elements
5. Spotting
 - 5.1. Concepts
 - 5.2. Body position
 - 5.3. When, where, why
 - 5.4. Keeping spotters active

6. Course components
 - 6.1. Poles / trees
 - 6.2. Cables and cable attachments
 - 6.3. Turnbuckles
 - 6.4. Hand lines / ropes
 - 6.5. Rapid links
 - 6.6. Wooden platforms
 - 6.7. Ground area

High Ropes Training

1. Philosophical and conceptual approaches to the challenge course
 - 1.1. Brief History
 - 1.2. Why do we do it?
 - 1.3. Goals of the challenge course
 - 1.4. Giving meaning to the experience
 - 1.4.1. Previewing / setup
 - 1.4.1.1. Goal setting
 - 1.4.1.2. Individual Challenge
 - 1.4.2. Encouragement / positive feedback
 - 1.4.2.1. Group involvement
 - 1.4.2.2. Personal accomplishment
 - 1.4.3. Debriefing
2. Course Operations
 - 2.1. Local Operating Procedures
 - 2.1.1. Facilities (bathroom, water, 'helmet zone,' etc.)
 - 2.1.2. General course precautions
 - 2.1.3. Individual elements
 - 2.1.4. Group management
 - 2.1.5. Basic emergency protocol
 - 2.2. Daily inspection / knowledge
 - 2.2.1. Environment / surroundings
 - 2.2.2. Cables / elements
 - 2.2.3. Course Hardware
 - 2.3. Equipment inspection / knowledge
 - 2.3.1. Harnesses / helmets
 - 2.3.2. Ropes
 - 2.3.3. Hardware
 - 2.4. Instructor Access
 - 2.4.1. Methods and Techniques (e.g. Cable Grab, Secondary Belay)
 - 2.4.2. Equipment
 - 2.5. Course Set-up
 - 2.5.1. Pole steps / ladders / access points
 - 2.5.2. P-cord / pulling ropes
 - 2.5.3. Knots
 - 2.5.4. Platforms / transfer stations
 - 2.5.5. Specialty Elements (see below for detail)
 - 2.6. Course Take-down
 - 2.6.1. Securing platforms / transfer stations
 - 2.6.2. Securing elements
 - 2.6.3. Pulling ropes / p-cord
 - 2.6.4. Storing equipment
 - 2.6.5. Rope logs
 - 2.6.6. Restricting access

3. Presenting the course
 - 3.1. Tour of elements
 - 3.2. Proper attire
 - 3.3. Participant Equipment
 - 3.3.1. Helmets
 - 3.3.2. Harnesses
 - 3.3.3. Carabiners
 - 3.3.4. Belay devices
4. Operating the course
 - 4.1. Pre-climb check – both climber and belayer
 - 4.2. Belaying
 - 4.2.1. Dynamic belay
 - 4.2.1.1. Belay devices
 - 4.2.1.2. Method / position
 - 4.2.1.3. Belay commands
 - 4.2.1.4. Back-up belayers / rope-handlers
 - 4.2.1.5. Lowering
 - 4.2.1.6. Traversing elements
 - 4.2.2. Static belay
 - 4.2.2.1. Commands / communications
 - 4.2.2.2. Equipment (lobster claws, static lanyards, locking snaps)
 - 4.2.2.3. Transfers
 - 4.2.3. Using spotters
 - 4.3. Platform Skills
 - 4.3.1. Transfers
 - 4.3.1.1. Dynamic to static
 - 4.3.1.2. Static to static
 - 4.3.1.3. Static to Dismount element
5. Specialty Elements – **AS APPROPRIATE TO TRAINING LOCATION**
 - 5.1. Zip Line
 - 5.1.1. Pulley / tether setup
 - 5.1.2. Return rope
 - 5.1.3. Transferring
 - 5.1.4. “All clear!” / commands
 - 5.1.5. Dismount (acceptable/unacceptable body positions – LOP)
 - 5.2. Giant Swing
 - 5.2.1. Clipping in
 - 5.2.2. Return
 - 5.2.3. “All clear!” / commands
 - 5.2.4. Dismount (body position)
 - 5.3. Flying Squirrel
 - 5.3.1. Set-up
 - 5.3.2. Clipping In
 - 5.3.3. Commands
 - 5.3.4. Haul team
 - 5.3.5. Raising and lowering
 - 5.3.6. Dismount
 - 5.4. Climbing Tower
 - 5.4.1.1. Set-up
 - 5.4.1.2. Instructor access
 - 5.4.1.3. Belay Systems
 - 5.4.1.4. Management of incoming and outgoing participants

- 5.4.1.5. Transfers
- 5.4.1.6. Dismount / Lowering
- 5.5. Rappel station
 - 5.5.1. Set-up – specialty knots
 - 5.5.2. Independent Systems
 - 5.5.3. Equipment
 - 5.5.4. Body and brake hand Position
 - 5.5.5. Lowering / Dismount
- 5.6. Leaping Elements
 - 5.6.1. Set-up Belay System(s)
 - 5.6.2. Equipment
 - 5.6.3. Clipping In
 - 5.6.4. Commands
 - 5.6.5. Belay Technique
- 6. Documentation
 - 6.1.1. Rope logs
 - 6.1.2. Incident / close call reports
 - 6.1.3. Release forms
 - 6.1.4. Time Sheets
 - 6.1.5. Portfolio / Facilitation Log
 - 6.1.6. Participant Forms
 - 6.1.6.1. Health info
 - 6.1.6.2. Releases

SAMPLE

CHALLENGE WORKS PRE-TRAINING SELF-ASSESSMENT FOR LEVEL I

The following questionnaire will allow you to assess your comfort level in performing the requirements for Practitioner Certification. Select the most appropriate number for you, based on the scale below, and discuss the information with your Certification Trainer/Tester upon completion.

- | | |
|--|---|
| <p>(1) I need much more time practicing this skill before I feel confident on my own</p> <p>(2) I think I understand this skill, but am not confident that I can perform it correctly</p> <p>(3) I would feel more confident with this skill if someone double-checked me</p> | <p>(4) I usually complete and/or understand this skill correctly but occasionally need some guidance</p> <p>(5) I am confident that I am consistent in this skill every time I perform it</p> |
|--|---|

CORE

	1	2	3	4	5
I am aware of the various standards in our industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can evaluate the proper setup of equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable in assessing hazards and adjusting programming accordingly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the concept of confidentiality and can employ it with my participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TECHNICAL

	1	2	3	4	5
I feel comfortable supervising spotting in all settings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable correcting participants who are spotting incorrectly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can properly assess when a belay system is necessary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can tie all required knots for the challenge course on the first try	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of the various practitioner access methods for the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my belay technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use all communication systems correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can list the specialty elements that are on my course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACILITATION

	1	2	3	4	5
I can communicate in a manner appropriate to the population I am working with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable in designing and providing basic programming that addresses the needs of the client	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in performing assessments of the individual and the group's ability throughout the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have the ability to change the program based on my assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand my home sites LOP's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand the need for processing, debriefing, reflection, or reviewing of the experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know some simple techniques for processing an activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can select and adapt activities that are appropriate for the group based on my assessment and/or the program objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



CHALLENGE COURSE PRACTITIONER TRAINING

HOSTED by Challenge Works

LEVEL I

Name: _____
Title: _____
Dates: _____
Location: _____
Lead Trainer: _____

COURSE DESCRIPTION

This course is a 40-hour course that will teach the methods, practices, and philosophies necessary to meet the Challenge Course Practitioner Level 1 certification standards. During the training, students will first experience what it is like to be a participant on a challenge course. Participants will then learn how to lead groups through the course. Students will learn how to facilitate, monitor safety, and debrief events as well as teach various high and low course skills; understand hardware, set-up, and breakdown of the course. Upon completion of the training, participants will receive an Assessment Report notifying you of your eligibility to participate in a certification examination. This training is the first step toward becoming a Challenge Course Practitioner Level 1 Facilitator.

SAMPLE
REGISTRATION AND CANCELLATION POLICY

To reserve a spot on the course, participants must pay a deposit equal to at least half of the cost of the course. No reservations will be made without a deposit. The balance of the course fee is due prior to the **FIRST DAY OF TRAINING**, if applicable.

No refunds will be given for participant cancellations. Credit for cancellations will only be issued if notification of cancellation is given prior to sign-up deadline date. Cancellations after this date will require the participant to forfeit full payment. No refunds will be given for cancellations due to weather conditions. Credit may be used toward upcoming trainings. A full refund will be issued if the training is cancelled by Challenge Works due to inadequate enrollment or other factors deemed appropriate by the Training Manager.

MEDICAL FORM AND INFORMED CONSENT ACKNOWLEDGMENT

Training participants should carefully read and complete the attached Medical Form and Informed Consent Acknowledgment as the completion of the form will affect your legal rights as well as medical care you might receive due to injury or illness on the trip. The form must be completed and returned to Challenge Works prior to the first day of class. If the participant is under 18 years of age, both the participant as well as both parents or guardians must read, sign, and initial the form.

EQUIPMENT

Challenge Works will supply all group equipment. Participants may bring personal equipment (helmet, harness, belay device) but it must be examined and approved by trainer prior to use.

POLICIES AND REGULATIONS

Challenge Works does not allow alcohol or illicit drugs on any activity. Participants that possess alcohol or drugs will be asked to leave the training, and the participant forfeits all payments. When appropriate, the participant's activities will also be reported to appropriate site administration or other legal or law enforcement agencies.

No pets will be allowed on any training sponsored by Challenge Works. Please note that this includes pets leashed, tied outside, or left in cars. Service animals are the one exception to this policy.

Training participants with disabilities should communicate with Challenge Works in regards to any reasonable modifications required in order to participate in training or certification.

You are required to be present at all scheduled trainings days. Participation begins with attendance, and includes contributions to the discussions that integrate your personal experiences and interpretation of supporting materials. Active participants also respect the integrity of other speakers. **It is mandatory to attend all training days and activities.**

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade; such acts also include assisting another to do so. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Don't cheat...it brings bad karma and also gets you kicked out of the certification session.

Participants are expected to respect the rights of others and their differing viewpoints. Conduct that disrupts the learning process will not be tolerated and may lead to removal from the training. You are expected to refrain from carrying on side conversations when the trainer's and/or other participants are addressing the class. You are also required to turn off cell phones and pagers. Please be respectful and courteous.

TESTING & RETESTING POLICY

The certification test is administered separate from the actual training. Both written and practical tests must be passed to receive certification at the desired level. The written test must be passed with a minimum score of 80%. Test will include true / false, multiple choice, fill in the blank, and short answer. Practical skills test must be passed. It is important to note that some specific practical skills are mandatory and must be passed to receive certification, for example: belaying. Reasonable accommodations will be made for persons with disabilities. Certification test is separate from training and is closed book and monitored. This applies to both the practical and written exams. Tests are administered individually.

Results are reviewed with practitioner.

Results are maintained as permanent record.

In the event that the written test is not passed, it is up to the participant make the necessary arrangements to re-take the written test. If the practical skills test is not passed, reasonable accommodations will be made to retest prior to the tester departing the site. Regardless of your test score, all results will be reviewed with you the practitioner. Your scores will be maintained as "permanent record" within the industry.

CONTACT INFORMATION

Please contact Mike Anderson, Director of Training & Certification in the Challenge Works training office at 914-393-9140 or email mike@challengeworks.com for any other information you might need.