

COURSE SYLLABUS
Lewis & Clark College
Graduate School of Education and Counseling

Course Name: Wilderness & Adventure Therapy
Course Number: CPSY ____
Term: Summer 2011
Department: Graduate School of Counseling
Faculty Name: Thomas Joseph Doherty, Psy.D.
Faculty Phone/E-mail: 503-288-1213 / tdoherty@lclark.edu
Co-Instructor: Matthew McCarty (or other TBD)

Course Calendar & Meeting Times:

Days: August 15-19, 2011 (Week long course with one day on campus and 4 days in field)

Times: 9:00 a.m. – 8:30 p.m. (with breaks)

Locations:

- **On campus:** Rodgers Hall Room ___, Date: August 15, 2011
- **Field studies: Beacon Rock State Park, WA. (Confirm).** Date: August 15th evening – August 19, 2011

Catalogue Description:

This course explores the application of mental health and substance abuse treatment in outdoor settings and discusses therapeutic uses of outdoor challenge activities for recreation, personal growth and reflection, and to enhance counseling & psychotherapy. We will examine research on the benefits of green spaces and outdoor experiences on stress reduction, restoration of attention, enhanced self concept, cognitive development, treatment of emotional and substance abuse disorders, and promotion of personal meaning. Key areas of focus will be on cultural and socio-economic diversity in terms of attitudes toward and access to wilderness-like settings or outdoor adventure, and on practices of outdoor safety, low impact camping, and group facilitation. The course meets one day on campus and four days of overnight camping in a local state park. Experience with wilderness or adventure therapy is not required though some comfort with tent camping and hiking is encouraged. All equipment is provided.

A program fee of 300.00 is required for this course.

Credits: 2

Course Activities:

The WT Intensive is highly experiential with classroom sessions, outdoor activities, camping at a state park, day hiking, an afternoon river rafting trip, and a brief, facilitated solo experience. Challenge activities are voluntary and

recommended. We will balance didactic presentations with self-reflection, outdoor activities, video presentations, therapy role-plays, and guest speakers from the local community. The instructor will provide additional details about the course once students enroll.

Course Goals and Objectives:

The WT Intensive Course is part of the Ecopsychology Studies sequence that explores the psychology of human-nature relationships. In this course, we will target therapeutic uses of outdoor experiences and the restorative effects of natural environments.

The goals for our course include providing students with:

- (1) An introduction to wilderness therapy
- (2) An experiential sense of how this material relates to their life and identity
- (3) Ways to integrate WT into their academic and professional development.

Key Topics & Concepts

- Personal Safety & Responsibility
- Attention to Diversity in multiple forms
- Risk Management in Outdoor Programs
- Leave No Trace Camping Principles
- Therapeutic properties of natural settings (e.g., stress reduction and attention restoration theory, biophilia, personal meaning, cultural practices).
- History of Wilderness Therapy (WT)
- Media / Cultural Portrayals of human-wilderness relationships (e.g., movies)
- Facilitating "Office-based" and Ecotherapy Interventions in the outdoors
- Relaxation / Meditation in the outdoors
- Facilitating Initiative Games and Adventure Therapy Activities
- Sequencing Initiatives & therapeutic interventions
- The "Full Value Contract" in Adventure Activities
- Group Leadership
- Stages of Group Development
- Ritual/ Meaning Making / Spirituality
- Landscape Interpretation
- Use of Therapeutic Metaphors
- Therapeutic Interventions (e.g., journals, groups)
- Clinical & Diagnostic Issues
- Solo Experiences
- Rites of Passage
- Primitive Skills

- WT with Teens: Outdoor Behavioral Health Care (OBH)
- WT Case Studies
- WT Outcomes Research

Course Requirements:

- Attendance of class and field experiences
- Active participation in class activities
- Use of Class Moodle page and forums
- Informed participation in discussion of reading & assignments
- Personal description statement
- Brief Engagement Paper
- Oral presentation regarding one of the in-class exercises
- Research/Reflection Paper

Evaluation and Assessment:

Course evaluation is based on written papers, class participation and activities, and on optional online Moodle dialog. The final grade of this course is determined by a weighted average of the course assignments and activity grades. Given the experiential nature of the class, engaged participation is weighted heavily in assessment. For example, personal description and engagement paper = 20% of grade, class participation = 40% of grade, and final paper = 40% of grade.

Written and oral presentations will be evaluated on the basis of their clarity, thoughtfulness, and integration of themes and issues discussed in the class. A grade of A will be given to written, oral and class participation work that is clear, thoughtful, and tied to the themes of the course. B+ or B work will be missing one or more of these elements. C work will be returned for revision or a 2nd attempt. The course may also be taken as a Credit/No Credit option (advisor and instructor approval may be needed).

Moodle Login Instructions

Note: Continuing Studies Students who are not registered Lewis & Clark students will be manually enrolled in the Moodle system.

1. Go to the Wilderness Therapy Moodle course page.
2. When prompted, login to Moodle using your L&C login and password
3. Next you'll be prompted to enter the enrollment key for the course – use: **eco**

Once you've enrolled in the class, you can simply go to moodle.lclark.edu and the Wilderness Therapy Intensive in your My Courses list. You can also find it in the Graduate School - Counseling Psychology section on the LC Moodle web page.

If you have problems enrolling, the IT can help at x7225 (Help Desk), x6195 (Damian Miller, Grad IT consultant) or email consult@lclark.edu.

Assignments

(1) Risk and Health and Diet Questionnaires. Due: __

Questionnaires will be emailed to students. These will help with course and menu planning.

- *Drop off at the Counseling Office, Rogers 3rd Floor*

(2) Personal Description -- Due: __ (the Sunday BEFORE the class meets)

Short personal description (50-75 words): Describe yourself (e.g., age, background, and academic focus), your interests or experiences with wilderness therapy, ecopsychology or related areas, and any goals you have for this course.

- *Post this electronically to the course Moodle Site "Personal Description" forum.*

(3) Short Engagement Paper -- Due: __ (Monday the first day of class)

Chose **four** of the required readings and (1) briefly summarize the reading using direct references to the text, (2) describe your intellectual and emotional responses to each reading, and (3) how the content relates to your personal or professional experiences in the outdoors or wilderness settings.

Length: Two single spaced pages maximum.

- *Post this electronically to the course Moodle Site or email to instructor.*

(4) Class Participation / In Class Oral Presentation(s) Week of __

There will be multiple opportunities for participation and oral presentations during our class week. These will be primarily informal, including personal responses as we discuss course topics and debrief course activities. Students will also have an opportunity to discuss or present topics of their choice.

(5) Research / Reflection Paper Due __

Russell (2004) describes a three interacting therapeutic factors at work in wilderness therapy: The restorative natural environment, positive changes in the self, and the social benefits of group process. Using Russell's framework, describe your understanding of wilderness therapy. In your discussion of each

factor, reference (1) a course reading, (2) a class field activity or lecture, and (3) a personal experience. Length 4-6 pages.

- *Paste the text of your paper and an attachment of your paper to the course Moodle Site "Final Paper Forum." Use the following format for the title of your attachment: your last name & wt2012final (e.g., smithwtfinal2012).*

(6) Moodle Feedback

Students are expected to review other group members' postings on Moodle and provide supportive and constructive feedback (e.g., areas of agreement, alternative perspectives, and additional information).

*** Requirement:** Respond to at least one other student's post or paper.

Course Readings

The syllabus contains required and suggested readings. For students who have not taken the Foundations of Ecopsychology class or who are interested in background materials for the Ecopsychology Course Sequence, additional references are available from the instructor.

The course has two required texts (available at the LC bookstore) and additional readings available on the Lewis & Clark Moodle Site.

Texts:

Roszak, Gomes & Kanner (1996) *Ecopsychology* Sierra Club

Clayton & Myers (2009) *Conservation Psychology*. Wiley Blackwell

Readings

For your planning, the following readings are required **BEFORE** the first class meeting:

Thresholds to wilderness experiences (See Moodle)

- Wendell Berry: *An Entrance to the Woods*
- Maggie Ziegler: *Coming Home*
- Robert Greenway: *The Wilderness Effect and Ecopsychology*

Roszak, Gomes & Kanner (1996) *Ecopsychology* Sierra Club

Greenway, R. (1995). The wilderness effect and ecopsychology. In T. Roszak, M. E. Gomes, & A. D. Kanner, (Eds.) *Ecopsychology*:

Restoring the earth, healing the mind. (p. 122-135). San Francisco: Sierra Club books.

Harper, S. (1995) The way of wilderness. In T Roszak, M. E Gomes, & A. D. Kanner, (Eds.) *Ecopsychology: Restoring the earth, healing the mind.* (p. 183-200). San Francisco: Sierra Club books.

Sewall, L. (1995). *The skill of ecological perception.* In T Roszak, M. E Gomes, & A. D. Kanner, (Eds.) *Ecopsychology: Restoring the earth, healing the mind.* (p. 201 - 215). San Francisco: Sierra Club books.

Clayton & Myers (2009) *Conservation Psychology.* Wiley Blackwell

- Chapter 4: Environment and identity
- Chapter 5: Theoretical foundations for the human response to Nature
- Chapter 8: Wild Nature: Encounters with Wilderness

Additional Readings Available on Moodle

Restorative Benefits of Nature

Faber Taylor, A. & Kuo, F. E. (2006). Is contact with nature important to early child development? State of the evidence. In C. Spencer & M. Blades (Eds.). *Children & their environments.* (pp. 124-140). Cambridge, UK: Cambridge University Press.

Louv, Richard (2005). Last child in the woods. Chapel Hill, North Carolina: Algonquin Books of Chapel Hill -- Chapter 8: Nature deficit disorder and the restorative environment

Moffat, B. M., Johnson, J. L., & Shoveller, J. A. (2009). A gateway to nature: Teenagers' narratives on smoking marijuana outdoors. *Environmental Psychology*, 29 86–94

Reser, J. P. & Scherl, L. M. (1988) Clear and unambiguous feedback: A transactional and motivational analysis of environmental challenge and self-encounter. *Journal of Environmental Psychology* 8, 269-286.

Sommer, R. (2003). Trees & Human Identity. In S. Clayton & S. Opatow (Eds.). *Identity and the natural environment: The psychological significance of nature.* (179-204) Cambridge, MA: MIT Press.

Wilderness Therapy History & Theory

Bandoroff, S. & Newes, S. J. (2004). What is adventure therapy? In S.

Bandoroff and S. Newes Coming of Age: The evolving field of adventure therapy. Boulder, CO: Association for Experiential Education. 1-30.

Davis-Berman & Berman, D. (2008). *The promise of wilderness therapy*. Boulder, CO: Assoc. for Experiential Education. Chapter 2: A brief history.

Russell, K. C., & Farnum, J. (2004). [A concurrent model of wilderness therapy process](#). *Journal of Adventure Education and Outdoor Learning*, 4. 39-55.

Russell, K. C. (2006). Brat camp, boot camp, or...? Exploring wilderness therapy program theory. *Journal of Adventure Education and Outdoor Learning*, 6(1), 51-68.

Wilderness Therapy Techniques

Gass, M. (1991). Enhancing Metaphor Development in Adventure Therapy Programs. *Journal of Experiential Education*, 14(2) 6

Nadler, R. S. (1993) Therapeutic process of change. In M. Gass (ed.) *Adventure Therapy: Therapeutic applications of adventure programming*. Dubuque, IA: Kendall Hunt

Priest, S. (1995). Challenge course facilitator competence: A consensus. *Journal of experiential education* 18(3) 158-160.

Scheinfeld, D. E., Rochlen, A. B., & Buser, S. J. (2011). Adventure therapy: A supplementary group therapy approach for men. *Psychology of Men & Masculinity*, 12(2), 188-194. doi:10.1037/a0022041

Wilderness Therapy Outcome Research

Caulkins, M. C., et. al., (2006). The Role of Physical Exercise in Wilderness Therapy for Troubled Adolescent Women. *Journal of Experiential Education* 29, 18-37.

Marchand, G., Russell, K. C. & Cross, R. (2009). An Empirical Examination of Outdoor Behavioral Healthcare Field Instructor Job-Related Stress and Retention. *Journal of Experiential Education*, 31, 359-375,

Orren, P. M. & Werner, P. D. (2007) Effects of Brief Wilderness Programs

in Relation to Adolescents' Race. *Journal of Experiential Education*, 30 117-133

Russell, K. (2005) Two years later: A qualitative assessment and youth well-being and the role of aftercare in Outdoor Behavior Health Care. *Child & Youth Care Forum*, 33. 209-239.

Wilson, S. J. & Lipsey, M.W. (2000) Wilderness challenge programs for delinquent youth: A meta-analysis of outcome evaluations. *Evaluation and Program Planning*, 23(1) 1-12.

Background Readings Available on Moodle

Ecopsychology Overview

Roszak, T. (2001). *The Voice of the Earth: An Exploration of Ecopsychology*. Grand Rapids, MI: Phanes Press. – **Afterword: Ecopsychology Since 1992 (pp. 323-331)**

Doherty, T. J. (2009). A peer reviewed journal for ecopsychology. *Ecopsychology*, 1. 1- 7.

Fisher, A. (2002). *Radical ecopsychology: Psychology in the service of life*. New York: State University of New York Press. **(Foreword and Chapter 1. The project of ecopsychology -- p.p. ix-xi, 3-28).**

Ecotherapy

Macy, J., & Brown, M.Y. (1998). *Coming back to life: practices to reconnect our lives, our world*. Gabriola Island, BC: New Society Publishers. – **Chapter 2 and Chapter 5**

Environmental & Ecological Identity

Thomashow, M. (1995). *Ecological identity: Becoming a reflective environmentalist*. Cambridge, MA: MIT Press – **Chapter 1 (pp. 1-24)**

Plotkin, B. (2003). *Soulcraft: crossing into the mysteries of nature and psyche*. Novato, CA: New World Library. – **Prologue (pp.xxi – xxiv) & Chapter 8: Communing with the others (p 153-180).**

Restorative Benefits of Nature

- Goldenberg, M., Hill, E. & Freidt, B. (2008). Why Individuals Hike the Appalachian Trail: A Qualitative Approach to Benefits. *Journal of Experiential Education*, 30 277-281
- Kahn, P. (2001) The biophilia hypothesis: Empirical support & Amplifying evidence. In Kahn, P. *The Human Relationship with Nature*. Boston: MIT Press
- Kaplan, S. (1995). The restorative benefits of nature: Toward an integrative framework. *Journal of Environmental Psychology*, 15. 169-182
- Marsh, P. E. (2008). Backcountry Adventure as Spiritual Development: A Means-End Study. *Journal of Experiential Education*, 30, 290-293

Wilderness & Adventure Therapy

- Clark, J. et al. (2004). The effects of wilderness therapy on the clinical concerns (on Axes I, II, and IV) of troubled adolescents. *Journal of Experiential Education*, 27. 213-232
- Davis-Berman & Berman, D. (2008). *The promise of wilderness therapy*. Boulder, CO: Assoc. for Experiential Education. Chapter 4: Anecdotes & Theories
- Kraukauer, J. (1995) Loving them to Death. *Outside*
- Newes, S (Unpublished Doctoral Dissertation). Adventure based therapy: Theory Characteristics, Ethics & Research. A review of published literature through 1999.
- Galloway, S (2007). Experience and Medical Decision-Making in Outdoor Leaders. *Journal of Experiential Education*, 30, 99-116.
- Larson, B. A. (2007). Adventure Camp Programs, Self-Concept, and their effects on Behavioral Problem Adolescents *Journal of Experiential Education*, 29, 313-330.
- Ringer, M., & Gillis, H. (1995). Managing Psychological Depth in Adventure Programming. *Journal of Experiential Education*, 18(1) 41.
- Russell, K. C. (2001). What is wilderness therapy? *Journal of Experiential Education*, 24(2), 70-79.

Russell, K. (2003). A Nation-Wide Survey of Outdoor Behavioral Healthcare Programs for Adolescents with Problem Behaviors. *Journal of Experiential Education*, 25(3), 322

Wilderness Philosophy

Snyder, G. (1990). *The Practice of the Wild*. San Francisco: North Point Press. -- **Chapter 1: The etiquette of freedom (pp. 3-24).**

Wilderness Therapy Bibliography

Wilderness

Nash, R. (2001). *Wilderness & The American Mind* (4th Ed.). Yale University Press

Snyder, G. (1990). *The practice of the wild*. San Francisco: North Point Press.

Wilderness Therapy

Bacon, S. (1983) *Conscious use of metaphor in Outward Bound*. Author: Colorado Outward Bound School

Bandoroff, S. & Newes, S. (2003) (Eds.) *Coming of Age: The evolving field of adventure therapy*. Boulder, CO: Association for Experiential Education.

Cole, E., Rothblum, E. D., Tallman, E. (1994). *Wilderness Therapy for Women: The Power of Adventure*. Routledge

Davis-Berman, J., & Berman, D. (1994) *Wilderness therapy*. Dubuque, IO: Kendall/Hunt.

Ferguson, G. (1999). *Shouting at the Sky: Troubled Teens and the Promise of the Wild*.

Gass M. (Ed.) (1993). *Adventure Therapy: Therapeutic applications of adventure programming*. Dubuque, IA: Kendall Hunt

Gass, M. *Book of Metaphors II* Boulder, CO: Association for Experiential Education.

Itin, C. M. (Ed.) (1998, July). *Proceedings of the First International Adventure Therapy Conference: Exploring the boundaries*. Camping and Outdoor Education Association of Western Australia, Perth, Australia.

Loughmiller, C.. (1965). *Wilderness Road*. Austin, TX: Hogg Foundation for Mental health

Richards, K. (Ed.) (2003). *Therapy within adventure: Proceedings of the Second International Adventure Therapy Conference*.

Schoel, J., & Maizell, R. (2002). *Exploring islands of healing: New perspectives on adventure based counseling*. Beverly, MA: Project Adventure.

Schoel, J., Prouty, D., & Radcliffe, P. (1988). *Islands of healing: A guide to adventure based counseling*. Hamilton, MA: Project Adventure.

Ecopsychology

Plotkin, B. (2003). *Soulcraft: crossing into the mysteries of nature and psyche*. Novato, CA: New World Library

Roszak, T. (2001). *The Voice of the Earth: An Exploration of Ecopsychology*. Grand Rapids, MI: Phanes Press.

Winter, D. & Koger, S. (2004). *The psychology of environmental problems*. (2nd ed.). Mahwah, N.J.: Lawrence Erlbaum.

Ecological thought or environmental science

Harding, S. (2006) *Animate Earth: Science, Intuition and Gaia*. White River Junction, VT: Chelsea Green Publishing

Orr, D. (1992). *Ecological literacy*. Albany, NY: State University of New York Press.

Thomashow, M. (2002). *Bringing the biosphere home: Learning to perceive global environmental change*. Cambridge, MA: MIT Press