

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

Course Name: Wilderness & Adventure Therapy Immersion
Course Number: CPSY 596-03 / CECF 896
Term: Summer 2015
Department: Graduate School of Counseling
Instructor: Thomas Joseph Doherty, Psy.D.
Phone/E-mail: 503-866-1323 / tdoherty@lclark.edu
Assistant-Instructor: Brandon Houston
Phone/E-mail:

Course Calendar & Meeting Times:

Days / Times:

Monday August 17, 2015 at 9:00 AM – Friday August 21, 2015 at 5 PM.

Locations:

Initial Meeting: York Hall Room 116

Field Locations:

- Center at Heron Hill
 - 22018 S. Central Point Road
Canby, OR 97013
 - <http://goo.gl/maps/xUmG1>
- OES Ropes Course / Synergo
- Clackamas River
- Shell Rock / Rock Lakes Trail - Mt. Hood National Forest

Catalogue Description:

This course provides an opportunity to explore ecopsychology concepts and practices in the context of a multi-day outdoor experience. Topics include backcountry safety, outdoor leadership, wilderness philosophy and conservation, benefits of immersion in natural settings and retreats from modern technologies, multicultural rites of passage, and techniques for mental health and substance abuse treatment. The course typically features an off-campus weeklong or multi-weekend residential format with activities such as tent camping, day or overnight hiking, mindfulness and team building exercises, rock climbing and river rafting. Equipment provided. Outdoor experience not required. There is course fee.

Prerequisites: CPSY 501.

Credits: 2

Course Goals and Objectives:

The Wilderness & Adventure Therapy (WT / AT) Immersion Course is a key part of the Ecopsychology in Counseling Certificate sequence. The course provides an introduction to the therapeutic uses of camping and outdoor adventure activities and an extended outdoor experience in which to explore ecopsychology and ecotherapy in a small group setting.

Course Activities:

This course is highly experiential (i.e., featuring hands-on activities and learning). The course uses the “challenge by choice” principle: Beyond a basic level of participation in activities, the level of challenge that students choose for themselves is voluntary.

- Archery
- Campsite creation
- Ceremony and ritual
- Challenge & High Ropes Course
- Day hikes
- Equine Activities: Horse feeding, grooming, and unstructured time, equine therapy demonstrations
- Fire Making
- Gardening
- Group process
- Mindfulness and yoga
- Solo Experience
- Team Building
- Trail maintenance / Landscape restoration
- White water rafting

Topics Covered (or Reviewed)

- Personal Safety & Responsibility in the Backcountry
- Attention to Multicultural Dynamics and Diversity (includes attitudes toward nature, wilderness and the wild)
- Risk Management and Safety in Outdoor Programs
- “Leave No Trace” Camping Principles
- Backcountry Living Skills (modern and traditional)
- Therapeutic properties of natural settings (e.g., stress reduction and attention restoration theory, biophilia, personal meaning, cultural significance).
- Group Leadership & Stages of Group Development
- Ritual/ Meaning Making / Spirituality
- Rites of Passage

- Relaxation / Meditation in the outdoors
- Facilitating Initiative Games and Adventure Therapy Activities
- Sequencing Initiatives & therapeutic interventions
- Appropriate Challenge Level and the “Full Value Contract”
- Use of Therapeutic Metaphors
- Therapeutic Interventions (e.g., journals, groups)
- Facilitating “Office-based” Interventions in the outdoors
- Solo Experiences
- Natural History and Landscape Interpretation
- History of Wilderness and Adventure Therapy
- Cultural Discourses about the nature and “Wilderness”
- WT / AT with Teens: Outdoor Behavioral Health Care (OBH)
- Clinical & Diagnostic Issues
- Assessment and Outcomes Research

Sequence of Activities

1. Pre-course work
2. Classroom meeting and introductions
3. 1st Threshold (Leaving LC Campus, becoming a group or team)
4. Team Building & Ropes Course Challenge
5. 2nd Threshold (Leaving “Front Country” & Usual Technology for a Retreat Setting)
6. Camp Living and Group Process
7. Archery Demo
8. Equine Therapy Demo
9. River Rafting
10. 3rd Threshold (Into the “Backcountry” & Self Contained Expedition Format)
11. Backpacking
12. Group Camping
13. Solo Camping
14. Debrief
15. 4th Threshold (Re-entry to Front Country & Mindful Use of Technology and Consumer Items)
16. Post-course work

Course Requirements:

- Attendance of classroom and field activities
- Active participation in class activities
- Contribute to safe and cohesive group process and camp community
- Informed verbal participation in class discussions
- Use of class Moodle page and forums
- Complete risk and release forms

- Personal Description – Post to Moodle
- Engagement & Integration Papers – Post to Moodle

Course Assignments

(1) Risk and Health and Diet Questionnaires. Due: 8/17/15

Questionnaires and releases are available on Moodle. Please complete and bring to first day of class.

(2) Personal Description & Goals – Post to Moodle by 8/7/15 and discuss at first class meeting

Describe yourself (1) background and academic focus, (2) interests or experiences with wilderness therapy, adventure therapy, and ecopsychology or related areas, and (3) any goals you have for this course.

Post to Moodle Forum: 75 – 150 words. Title: (Your name) Personal Description

(3) Pre-class Readings & Engagement Essay -- Due: 8/17/15 (the first day of class, post to Moodle)

APA style, 2-4 pages, double spaced, no title or reference list needed. Title: (Your Name) Wilderness & Adventure Therapy Engagement Essay

Answer the following questions:

1. Reflect on your personal experiences of camping, hiking or other backcountry experiences. Which appears to be significant for you, at this point in your life?
2. How do you define “wilderness” and “adventure”? Why would these be therapeutic?
3. Scan the engagement readings: What ideas or concepts stand out? How do the reading(s) illustrate key individual or group processes associated with outdoor or wilderness recreation?
4. Expedition group culture: What are some important group agreements or ground rules that you think are important for groups doing outdoor camping or adventure?

(4) Class Participation

- There will be multiple opportunities for verbal and non-verbal participation during our class.

- Course Journal: Keep your own daily notes or sketches for the course, and retain for final assignment
- Peer interviews: Spend at least 10 minutes interviewing each classmate. Discuss their personal history and cultural background, key determinants of their environmental identity, and their values regarding nature and the wilderness.
- Group Culture: Be mindful of contributing to safe and cohesive group processes and a vibrant camp community
- Challenge by choice: Reflect on how the course structure or activities may be an opportunity to move out of your comfort zone.
- Restoration: Notice opportunities for you to relax, “unplug” or reflect on your personal or professional selves

(5) Reflection and Integration Paper Due: Friday August 28 – Post to Moodle

Briefly summarize and integrate your learning from the course. Reference readings, lessons and events from the course. Reference previous ecopsychology courses (optional, encouraged). Suggested sections below:

1. Review your journal or peer discussions to describe key experiences and learning in the course (provide actual quotes, concrete examples or scanned excerpts).
2. Apply key concepts, theory and findings related to WT/ AT (clearly reference course texts, or material from previous ecopsychology courses). Examples may include Russell’s Three Level Concurrent Model, Research on Transcendent Experiences in Nature, Greenway’s concept of the “wilderness effect,” and Adventure Therapy practices such as front-loading, sequencing and de-briefing.
3. Describe examples of programs or populations for which you think WT / AT may be useful (reference course discussions and create program logic models as described in Gass, Gillis & Russell Chapter 6)
4. Future plans: Discuss personal wilderness or adventure experiences you would like to have; additional training you desire; ways that you would like to apply AT / WT; or how you might advocate for WT / AT (for example, in terms of the protection of natural places, as an ecotherapy, or to help underserved populations).

Post To Moodle Forum. APA Style, double spaced, reference list, no separate title page needed. Include Introduction and Closing. Clearly label sections. Suggested length: 5 pages. Title: (Your Name) Wilderness Therapy Reflection and Integration Paper 2015

(6) Moodle Feedback – Due Monday August 31, 2014

Review at least one other group members' paper posted on Moodle and provide supportive and constructive feedback (e.g., areas of agreement, alternative perspectives, and / or additional information).

Course Evaluation and Assessment:

Course evaluation is based on your attendance, written work, verbal and non-verbal class participation and observed level of effort, and online Moodle dialog.

Written and oral work will be evaluated on the basis of its clarity, thoughtfulness, originality, effort, and integration of themes of the class. A grade of A will be given to exemplary work. A grade of A- will be given to satisfactory work that meets all basic requirements. B+, B, and B- work will be missing one or more elements. C+, C, C- work will have unsatisfactory aspects and /or have not met basic requirements.

Grading

| | |
|------------|------------|
| 93-100 = A | 80-82 = B- |
| 90-92 = A- | 78-79 = C+ |
| 88-89 = B+ | 73-77 = C |
| 83-87 = B | 70-72 = C- |

Disability Services: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify the instructor of the accommodations for which you are eligible.

Diversity, Culture & Accommodations: The instructor will make efforts to recognize diversity, culture and individual differences in the classroom and to create a safe and collegial learning environment for all students. Please contact the instructor regarding any special needs or accommodations required.

Sustainability: We are all encouraged to consider personal and environmental impacts associated with this course. This includes reducing or mitigating high impact behaviors by practicing alternate or communal forms of transportation (e.g., using carpools, biking; see commuter tips below). This also includes being efficient with use of energy and resources (e.g., turning off lights, computers and power strips when not in use). The use of recycled paper is encouraged as well as double-sided printing or printing on the blank side of previously used papers

(clearly draw a line through non-course content). LC Commuter tips:
<http://www.lclark.edu/live/news/22982-top-10-tips-for-lewis-amp-clark-commuters>

Course Readings

Pre-Class Readings (see Moodle):

Wilderness & Personal Experience:

- Preston, W. (2008). *The Wild Trees*. New York: Random House. – Chapter: Detonation Zone
- Ziegler, M. (2009). Coming Home. *Ecopsychology*, 4, 199-201.
- Strayed, C. (2012). *Wild*. New York: Knopf – Selected Quotations
- Optional, encouraged: Berry, W. Essay: *An Entrance to the Woods*.

Wilderness Therapy Theory and Findings

- Greenway, R. (1995) The wilderness effect and ecopsychology. In Roszak, Gomes & Kanner *Ecopsychology: Restoring the earth, healing the mind*. (pp. 122-135). San Francisco: Sierra Club Books
- Williams, K. & Harvey, D. (2001). Transcendent experience in forest environments. *Journal of Environmental Psychology*, 21, 249-260
- Cronon, W. (1995). The Trouble with Wilderness; or, Getting Back to the Wrong Nature. In W. Cronon (Ed.). *Uncommon Ground: Rethinking the Human Place in Nature*, New York: W. W. Norton & Co., 1995, pp. 69-90 (Scan for key ideas)
- Optional, encouraged: Gass, M. A., Gillis, H. L. & Russell, K. C. (2012) *Adventure Therapy: Theory, Research & Practice*. New York: Routledge. -- Chapter 2: A History of Adventure Therapy

Films (Optional, encouraged):

- Curran, J. (2013, Director). *Tracks*. <http://www.imdb.com/title/tt2167266/>
- Vallee, J. M. (2014, Director). *Wild*. http://www.imdb.com/title/tt2305051/?ref_=fn_al_tt_1

Post Course Readings

Russell, K. C., & Farnum, J. (2004). A concurrent model of wilderness

therapy process. *Journal of Adventure Education and Outdoor Learning*, 4. 39-55.

Gass, M. A., Gillis, H. L. & Russell, K. C. (2012) *Adventure Therapy: Theory, Research & Practice*. New York: Routledge.

- Chapter 4 Foundations of Adventure Therapy
- Chapter 6 Adventure Therapy Models

Roszak, Gomes & Kanner (1995) *Ecopsychology: Restoring the earth, healing the mind*. San Francisco: Sierra Club books.

- Greenway, R. The wilderness effect and ecopsychology (p. 122-135).
- Harper, S. The way of wilderness (p. 183-200).
- Sewall, L. The skill of ecological perception (p. 201 - 215).

Optional: For Review

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

Supplemental Readings

Branch, J. (2012). Snow Fall: The Avalanche at Tunnel Creek. New York Times Online. http://www.nytimes.com/projects/2012/snow-fall/?_r=0#/?part=tunnel-creek

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.

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

Duerden & Witt (2010) The impact of direct and indirect experiences on the development of environmental knowledge, attitudes, and behavior. *Journal of Environmental Psychology*, 30, 379-392

Galloway, S (2007). Experience and Medical Decision-Making in Outdoor Leaders. *Journal of Experiential Education*, 30, 99-116.

Garcia, D. (2010) Of Equines and Humans: Toward a New Ecology. *Ecopsychology*, 2, 85-89

- 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
- Kraukauer, J. (1995) Loving them to Death. *Outside*
- Larson, B. A. (2007). Adventure Camp Programs, Self-Concept, and their effects on Behavioral Problem Adolescents *Journal of Experiential Education*, 29, 313-330.
- 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,
- Marsh, P. E. (2008). Backcountry Adventure as Spiritual Development: A Means-End Study. *Journal of Experiential Education*, 30, 290-293
- 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
- Orren, P. M. & Werner, P. D. (2007) Effects of Brief Wilderness Programs in Relation to Adolescents' Race. *Journal of Experiential Education*, 30 117-133
- Priest, S. (1995). Challenge course facilitator competence: A consensus. *Journal of experiential education* 18(3) 158-160.
- 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. (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.
- 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.
- 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. (2003). A Nation-Wide Survey of Outdoor Behavioral Healthcare Programs for Adolescents with Problem Behaviors. *Journal of Experiential Education*, 25(3), 322

Scheinfeld, D.E., Buser, S. J. & Rochlen, A. B. (2001). Adventure Therapy: A Supplementary Group Therapy Approach for Men. *Psychology of Men & Masculinity* 12, 188–194

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.

Bibliography

Abram, D. (2010). *Becoming Animal: An Earthly Cosmology*. Pantheon

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

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.

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

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

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

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

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

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.

Kellert, S. R. & Wilson, E. O. (1993). *The Biophilia Hypothesis*. Washington, DC: Island Press

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

Louv, Richard (2005). *Last child in the woods*. Chapel Hill, North Carolina: Algonquin Books of Chapel Hill

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

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

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

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

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

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

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.

Selhub, E. M. & Logan, A. C. (2012). *Your brain on nature*. Mississauga, ON: John Wiley & Sons, Canada

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

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

Thomashow, M. (1995). *Ecological identity: Becoming a reflective environmentalist*. Cambridge, MA: MIT Press