

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

Course Name: Wilderness & Adventure Therapy Immersion
Course Number: CPSY 596-03 / CECP 896
Term: Summer 2017
Department: Graduate School of Counseling
Instructor: Mitch Bacon, LMFT
Phone/E-mail: 503-766-5255 / mitchbacon@lclark.edu
Teaching Assistants: Jana Eilermann & Jena Honeyman

Course Calendar & Meeting Times:

Days / Times:

Monday August 14, 2017 at 9:00 AM – Friday August 18, 2017 at 5 PM.

Locations:

Initial Meeting: York Hall Room 101

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 Fee: 400.00

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.

Tentative Itinerary

Monday: Meet at Lewis & Clark at 9 AM for orientation. Sort gear and arrange car pools. Prepare for transition to group camping mode. Depart 10:30 AM for ropes course. Ropes course and lunch off site. Travel to Heron Hill Equine Center. Set up group and individual camps. Dinner and evening group.

Tuesday: Events at Heron Hill include equine therapy demo and archery, lectures, group discussion, free time and evening campfire group. Cook teams will prepare meals.

Wednesday: Break camp at Heron Hill. Travel to Clackamas River for afternoon rafting trip. Following rafting trip, travel to trailhead for backpacking portion of class. Prepare for transition to “back country.” Hike in approximately 2 miles to campsite. Set up group and personal camping sites. Dinner and evening group.

Thursday: Lectures, group activities and day hike. Students to solo camps in the evening.

Friday: Morning group and solo debrief. Lecture and group activities. Break camp and return to trailhead. Prepare for transition to “front country.” Carpools return to Lewis & Clark. Brief closing exercise and course evaluations.

Logistics Notes

Gear needs, carpools and other individual needs will be arranged in advance. See suggested gear list for personal items. All food will be provided and diet preferences will be noted. No pets or outside visitors. Technology use and phone and internet access will be highly limited on the course. Please contact the instructor with questions.

Course Activities:

This course is highly experiential (i.e., featuring hands-on activities and learning). and 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
- Classroom Instruction
- Day and overnight hikes
- Equine Therapy Activities: Horse feeding, grooming, and unstructured time, equine therapy demonstrations
- Friction Fire Making
- Gardening
- Group process
- Mindfulness and yoga
- Risk Management Training
- Solo Camping Experience
- Team Building Exercises
- Trail maintenance / Landscape restoration
- White water rafting
- Writing: Engagement Essay and Final Paper

Topics Covered (or Reviewed from other Ecopsychology Courses)

- 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 reading and essay
2. Classroom lessons and orientation
3. 1st Threshold (Leaving LC Campus, becoming a group or team)
4. Team Building & Ropes Course Challenge
5. 2nd Threshold (Leaving “Front Country” & daily technology for a retreat – like setting)
6. Camp Living and Group Process
7. Archery Demo
8. Equine Therapy Demo
9. White Water River Rafting Experience- Clackamas River (Blue Sky rafting Co.)
10. 3rd Threshold (Into the “Backcountry” & Self Contained Expedition Format)
11. Backpacking
12. Group Camping at Shell Rock Lake / Day hikes and activities
13. Solo Camping
14. Debrief Solo and backcountry experience
15. 4th Threshold (Re-entry to Front Country & Mindful Use of Technology and Consumer Items)
16. Post-course paper and course evals

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
- Complete risk and release forms
- Personal Description
- Engagement & Integration Papers

Course Readings

Pre-Class Readings / See course Moodle page

Wilderness & Personal Experience (choose two):

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

Wilderness Therapy Theory and Findings

1. White, W. (2012) A History of Adventure Therapy, in Gass, M. A., Gillis, H. L. & Russell, K. C. (Eds.) *Adventure Therapy: Theory, Research & Practice*. New York: Routledge.
2. 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.
3. Williams, K. & Harvey, D. (2001). Transcendent experience in forest environments. *Journal of Environmental Psychology*, 21, 249-260 (Note categories of transcendent experiences.)
4. 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 (Note: Scan this for key ideas.)

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

- 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

Optional Post Course Readings

- 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).

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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

Course Assignments

There is a selection of pre-readings and assignments to prepare for the course. It is recommended that you reflect on these before the course as you do other front country and outdoor activities. It is not recommended that students *cram just before the course begins*, as they will be focused on gathering gear and detaching from life, school and work activities for a week.

The pre-class readings look at wilderness and adventure therapy from different cultural and philosophical perspectives: (1) “romantic” views that focus on the depth, mystery and emotional impacts of wilderness experiences (e.g., Greenway), (2) “modernist” views that study people’s psychological responses to different places (e.g., Williams & Harvey), and “post-modern” views that look at wilderness and experiences as wilderness as social constructions, in a cultural and political context (e.g., Cronon). The personal essays look at the personal aspects of wilderness and adventure from the aspects of “restoration” (e.g., Ziegler, Berry), “transcendence” (e.g., Preston), and “redemption” (e.g., Strayed’s book and movie *Wild*). (The Preston chapter is from a book on the scientists who climb and study the great redwood trees of Northern California.) The selection on the history of adventure therapy (i.e., White) provides a good background on the wilderness therapy and summer camp movement in the US. This reading will be of interest to folks who have worked in camps and programs.

Movies are a fun way to get into course themes. *Wild* is a Hollywood treatment of a best-selling memoir. *Tracks* is a smaller scale Australian film. But, each features a strong young woman on a solo wilderness trek, searching for redemption after the death of a parent, and dealing with sibling and romantic relationships.

(1) Food preferences, carpool survey, and gear check in

Look for emails about these. Please respond promptly.

(2) Risk and Health and Diet Questionnaires.

(3) Brief Personal Description—be prepared to discuss at first class meeting

(4) Engagement Essay 1 page

Answer the following four questions in 1 paragraphs each:

1. Reflect on your personal experiences of camping, hiking or other backcountry experiences. Which appears to be most significant for you at this point in your life?
2. How do you define “wilderness” and “adventure”? Why would these be therapeutic?
3. What ideas or concepts stand out from the engagement readings?

4. What are some important group agreements or ground rules that you think are important for groups doing outdoor camping or adventure?

APA style, 1 pages, double spaced, no title or reference list needed. Title: (Your Name) Wilderness & Adventure Therapy Engagement Essay

(5) 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 meeting 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

(6) Reflection and Integration Paper Due: Sunday August 29 – email to mitchbacon@lclark.edu

Briefly summarize and integrate your learning from the course. Clearly label the five sections of your paper as detailed below. Be sure to add an introductory section that summarizes the paper:

1. Review your class journal or peer discussions to describe **key experiences and learning** in the course (provide actual quotes and concrete examples).
2. Apply **course concepts** to your key experiences (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 an **example of a program or population** for which you think WT / AT may be useful and create an intervention for them. Provide a clear rationale or program logic model (i.e., as described in Gass, Gillis & Russell, Chapter 6).

4. Discuss how the concepts of **environmental diversity or intersectionality** would apply to the program participants or populations you focus on.
5. Discuss **future plans**: personal wilderness or adventure experiences you would like to have; additional training you desire; ways that you would like to apply or advocate for WT / AT (for example, in terms of the protection of natural places, as an ecotherapy, or to help underserved populations).

APA Style, double spaced, reference list, no separate title page needed. Include your name and Introduction section. Clearly label sections. Suggested length: 5 pages. Title: *(Your Name) Wilderness Therapy Reflection and Integration Paper 2016*

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>

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. C. (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