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 2018
Department: Graduate School of Counseling
Instructor: Mitch Bacon, MA, LMFT
Phone/E-mail: 503-766-5255/ mitchbacon@lclark.edu; mitch@groundpdx.com
Assistant-Instructor: Jena Honeyman, MA

Course Calendar & Meeting Times:

Days / Times:
Monday August 13, 2018 at 9:00 AM – Friday August 17, 2018 at 5 PM.

Locations:

Initial Meeting: York Hall Room 101

Field Locations:
• Center at Heron Hill
  o 22018 S. Central Point Road
  Canby, OR 97013
  o 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.

**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.” Carpool 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. Backcountry
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
- Use of class Moodle page and forums
- Complete risk and release forms
- Personal Description – Post to Moodle
- Engagement & Integration Papers – Post to Moodle

Course Readings

Pre-Class Readings / See course Moodle page

Wilderness & Personal Experience (choose two):

- Berry, W. Essay: An Entrance to the Woods.

**Wilderness Therapy Theory and Findings**


**Films (Optional, encouraged):**


**Post Course Readings**


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

**Optional Post Course Readings**


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


- Chapter 4: Environment and identity
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: Due: 8/2/18

Look for emails about these. Please respond promptly.

(2) Risk and Health and Diet Questionnaires. Due: 8/2/18

Questionnaires and releases will be sent and available on Moodle. Please complete and drop off at CPSY office for Thomas Doherty (or scan and email).

(3) Brief Personal Description– Email to mitchbacon@lclark.edu by 8/2/18 and be prepared to discuss at first class meeting

Describe yourself (1) background and academic focus, (2) interests or experiences with wilderness therapy, adventure therapy, ecopsychology or related areas, and (3) goals you have for this course.
75 – 150 words. Title: (Your name) Personal Description

(4) Engagement Essay 2 pages —Email to mitchbacon@lclark.edu by 8/13/18

Answer the following four questions in 1-2 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, 1-2 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: August 31

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 2018

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  
90-92  = A- 
88-89  = B+  
83-87  = B  
80-82  = B- 
78-79  = C+ 
73-77  = C  
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 carpool, 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](http://www.lclark.edu/live/news/22982-top-10-tips-for-lewis-amp-clark-commuters)

### Supplemental Readings


Kraukauer, J. (1995) Loving them to Death. *Outside*


**Bibliography**


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


