#### **COURSE SYLLABUS**

Lewis & Clark College
Graduate School of Education and Counseling

Course Name: Wilderness Therapy Intensive

Course Number: CPSY 590-3 Term: Summer 2010

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

## **Course Calendar & Meeting Times:**

**Days:** August 23-27, 2009

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

Locations:

On campus: Rodgers Hall Room 105 August 23, 2010

• Field studies: Battleground Lake State Park August 23 (evening) - 27,

2009

## **Catalogue Description:**

Wilderness therapy (WT) in the 21<sup>st</sup> century can be seen as a specialized form of residential mental health treatment and can also be understood in the context of western and indigenous cultural traditions. This course will explore the application of mental health and substance abuse treatment in outdoor settings with adolescents (i.e., Outdoor Behavioral Health Care) and discuss therapeutic uses of wilderness experiences for recreation, personal growth and reflection, athletic challenge, 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 and sense of mastery, cognitive development, treatment of emotional and substance abuse disorders, and promotion of personal meaning.

The course will have classroom and field experiences, including an overnight camping component. The course is open to counseling and education students and qualified students in other Lewis and Clark programs. The course is also open to continuing studies students and may be helpful for individuals interested in exploring the health benefits of nature and those employed in outdoor-related fields. Experience with wilderness therapy is not required though some comfort with camping and hiking is encouraged.

A program fee of 300.00 is also 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.

#### **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 online Moodle dialog.

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 2<sup>nd</sup> attempt. The course may also be taken as a Credit/No Credit option.

#### **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: 7/29/10

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

• Drop off at the Counseling Office, Rogers 3<sup>rd</sup> Floor

# (2) Personal Description Due: 8/16/10 (the Monday 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 "Student Bio" forum.

#### (3) Engagement Paper Due: 8/20/10 (Friday BEFORE the class meets)

Chose <u>four</u> of the required readings and (1) briefly summarize each 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) In Class Oral Presentation Week of 8/23/09

Opportunities for oral presentations will happen multiple times during our class week. These will be primarily informal, including personal responses to the course material and activities.

#### (5) Research / Reflection Paper Due 9/3/10

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.

• Post the text of your paper <u>and an attachment of your paper</u> to the course Moodle Site "Final Paper Forum." Use the following format for the title of your attachment: your last name wt2010final (e.g., smithwtfinal2010).

#### (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).

## 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 Zieglar: 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). Journal of 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. Opotow (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.

## 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* (4<sup>th</sup> 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*. (2<sup>nd</sup> 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