

**Course Code & No. - Section:** PSYC 331 ODAL 331, Section 1  
**Course Title (Credits):** Adventure Therapy: Foundations, Theory and Application  
**Term & Year:** Spring / 2016  
**Course Ref. No. (CRN):** CRN 10085 and

**Instructor:** Dr. Michael Selby  
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**Office:** Off campus office  
**Office Hours:** TBD

**Class Meeting Time:** 7:00 PM – 9:45 PM Tuesday  
**Location:** PL 320

**"LIFE IS NO DRESS REHEARSAL"**

**–GABRIEL MARCEL**

## **COURSE DESCRIPTION**

Prerequisites: ODAL 201 and PSYC 322. This course is an introduction to the theories, ethics and techniques of adventure therapy and counseling. It covers the history of wilderness therapy and adventure based counseling. It focuses on experiential learning, facilitation, research on current adventure based therapy programs and the integration of theoretical perspectives. This course will explore the foundations, theory and application of Adventure Therapy through the lens of both a traditional academic approach as well as through various experiential methodologies.

The heart of Adventure Therapy is the marriage of actual participatory experience with expertly choreographed and critical reflection following the action. This evolutionary cycle of Action/Reflection mirrors how human beings learn in one of the most basic human learning theories. In order for this process to take place, the participant must become an actual active participant rather than a spectator in the therapeutic process. Further, therapeutic adventure activities require the client's engagement in terms of their output, involvement and responsibility to both themselves and their group. In order for these therapeutic activities to be effective there must be real and consequential effects based on their performance in any given activity and any functional change manifested must have personal relevance for both clients and their support systems in the present and in the future. Finally, students will understand the value of cognitive and behavioral tools and the relevance of these tools on the quality of their own and other's lives so that an evolutionary and transformative process may be facilitated.

## **STUDENT OUTCOMES**

At the conclusion of the Adventure Therapy course, students will have a working knowledge of Adventure Therapy and understand both its philosophical and operational tenets and their real world application. Furthermore, students will be able to design, develop and deliver basic therapeutic

Adventure Programming activities to a broad spectrum of participants and understand the process in such a way as to be able to provide a rationale for the approach.

## **METHODS OF ASSESSING STUDENT OUTCOMES**

Student outcomes will be assessed using the following:

1. Class and Field Experience attendance and participation (50 points)
2. Jigsaw Learning (100 points)
3. Midterm Exam (100 points)
4. Research Paper (100 points)
5. Personal Learning Journal (100 points)
6. Student Presentation (50 points)

There will be 500 total points available. 450 to 500 earns an A, 400 to 449 earns a B, 350 to 399 earns a C, 300 to 349 earns a D and below 300 earns an F.

## **INSTRUCTIONAL STRATEGIES**

Traditional approaches will include: lecture, guest lectures, discussion, readings from the textbook and other sources, a research paper and a student group presentation. The experiential elements of the course will include jigsaw learning and small group discussion, personal reflection in a journal and self-disclosure, classroom activities and two full-day field experiences

## **REQUIRED TEXTS AND MATERIALS**

*Michael A. Gass, et al "Adventure Therapy: Theory, Research, and Practice" 2012*  
*A dedicated journal is also required each day of class*

## **ATTENDANCE**

Attendance and participation are essential to the learning process. Students are expected to attend all scheduled meetings ON TIME and provide NO interruptions (e.g., cell phones, facebook, etc.). Attendance will be recorded at the *beginning* of each class. You are expected to be on time as well as stay for the entire period. If you choose not to attend class, arrive late or depart early, you will be at an academic disadvantage.

50 points are available based on your attendance and participation. You will lose points for any missed classes (or any portions thereof). Excessive tardiness and/or repeated disrespect of classroom rules (e.g., use of cell phones) will be penalized by a reduction of your final attendance/participation score.

Being late may cause you to miss important announcements and class material. If you arrive late, *it is your responsibility* to sign in and be sure you have been counted present for the day before leaving. Additionally, *you must see me before leaving class to be counted present for the day*. If/when you miss class, you remain responsible for notes and handouts (see a classmate for notes; see me for handouts). Owing to the fact that we are only meeting once a week, missing even one class session could significantly impact your grade.

**CLASS REQUIREMENTS**

1. **Attendance:** See Attendance section (*above*) and specific reference to attendance in the grading policy.
2. **Reading:** Students are expected to do the assigned reading *before* class meets to ensure preparation for discussion, jigsaw learning and activities.
3. **Participation:** Thoughtful questions, participation in discussions, and in-class activities may provide opportunities for students to earn participation points throughout the semester.
4. Students are required to take the exam and turn in all assignments on the scheduled dates. NO makeup exams will be allowed without prior consent from the instructor and no late assignments will be accepted.
5. ALL cell phones and I-Pod like devices are to be turned off or silenced prior to entering the classroom. Ear buds or headphones should be removed and put away. Cell phones are *not* to be used for any purpose (e.g., talking or texting). If I see a cell phone I will ask you to put it away; if I see the phone a second time, you can pick it up from me at the end of class and you forfeit your participation credit for the day. If there is a major emergency requiring cell phone use, please exit our classroom immediately and do not return during the class period. In this case, even if this occurs in the last 5 minutes of class, you will forfeit your attendance and participation credit for the day. This absence will be treated like any other; the student will not be excused from any work due to the missed class.
6. Computer use restricted to that pertinent to class *only* (i.e., no facebook, no twitter, YouTube, etc.).

**INFORMATION LITERACY STATEMENT**

Using the library's resources effectively (not just the Internet) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

**SANCTIONS FOR CHEATING AND/OR PLAGIARISM**

Plagiarism is defined as, "passing off a source's information, ideas, or words as one's own by omitting to acknowledge the sources." This refers to all sources of information; including the Internet.

To avoid plagiarizing, a good rule is to use quotation marks whenever a string of three or more words is copied from another source (e.g., when taking notes from a journal article). Simply paraphrasing and citing a source may not be enough to avoid plagiarizing, however. For example, one of the paragraphs in a paper might be a close paraphrase of a paragraph from another source. Even if the source is cited, the structure of the original source has been plagiarized! Starting with an outline of arguments to be included in a paper and then using information from other sources to back up these arguments should help one avoid plagiarizing in this manner.

Any form of cheating, plagiarism and/or unauthorized use of anything other than the student's own resources will not be tolerated. To be clear, unless explicit written or verbal instructions indicate otherwise, exams and assignments are to be completed individually (i.e., without any collaboration). Some examples of cheating include, but are not limited to, copying from a classmate's work during an exam, turning in work that is not your own, and using any unapproved aid during an exam.

*No cellular telephones, pagers, earbuds, headphones, extraneous paper, notes, etc. are permitted during any and all periods of assessment (e.g., exams, quizzes, in class assignments, etc.). If I spot one of these present (even if you are not using it) during an unapproved period, you will take an automatic 10% reduction on the assessment in question. In the case I witness the use of such unapproved apparatus, you will receive a 0. Yes, this means you will need to use a watch rather than your cell phone for the time.*

**THE HONOR CODE**

Our faculty believes students must be held to high standards of integrity in all aspects of college life to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as

themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

### **CONSEQUENCES OF VIOLATING THE STUDENT HONOR CODE**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3<sup>rd</sup> Offense: Student is expelled.

### **ADA ACCOMMODATIONS**

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 (x7534), [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu), or go to the OASIS offices on the third floor of Prim Library during the first week of the semester.

Please inform me as soon as possible if you have a professionally diagnosed and certified disability. Be sure to obtain the proper paperwork and inform me of any required accommodations at least 72 hours *before* scheduled exams, quizzes, papers, assignments, etc. Depending on the type of accommodation, time may be required for me to meet your needs (e.g., private room for exams).

### **THE SNC EMAIL SYSTEM**

The SNC email system is the official communication vehicle among students, faculty members and administrative staff. It is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college email accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC email account.

### **THE MISSION STATEMENT**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability.

### **THE CORE THEMES**

Liberal Arts   Professional Preparedness   Entrepreneurial Thinking   Sustainability

**CLASS SCHEDULE**

<b>DATE</b>	<b>TOPIC</b>	<b>READING</b>	<b>ASSIGNMENTS/ ACTIVITIES</b>	<b>OTHER</b>
1/19	Syllabus & Home Assignment			No class tonight!!!
1/26	Intro to Adventure Therapy Definitions	Preface/ Chapter 1, 2	Jigsaw Reading Journal Entry	
2/2	Adventure Therapy: History	Chapter 3	Jigsaw Reading Journal Entry	
2/9	Adventure Therapy Practice	-	Jigsaw Entry	
2/16	Adventure Therapy Models	Chapter 6		
2/23	Adventure Therapy: Foundations	Chapter 4	Jigsaw Reading Journal Entry	
3/1	History & Foundations Synthesis Exam	Review	Jigsaw Review	<b>Exam</b>
3/8	Action, Reflection, Awareness	Chapter 5	Jigsaw Reading Journal Entry	Exam Return and Discussion
3/15	Spring Break			
3/22	The Practice of Adventure Therapy	Chapter 8	Jigsaw Reading Journal Entry	<b>Turn in Journals for Review</b>
3/29	Ethics, Inst. Feedback & Supervision	Chapters 11 & 12	Jigsaw Reading Journal Entry	Journals Returned
4/5	Risk Management and Intro to Group Presentation	Chapter 9	Jigsaw Reading Journal Entry	
4/12	Group Presentations	-	Journal Entry	
4/19	The Future of Adventure Therapy	Chapter 14	Jigsaw Reading Journal Entry	<b>Research Paper Due</b>
4/23	All Day Field Trip			
4/26	Practice, Skills and Techniques	-	-	<b>Turn In Journals</b>
5/3	Knowledge Nexus	-		<b>Return Journals &amp; Papers</b>

\* WE WILL SCHEDULE AN ADDITIONAL FIELD TRIP BASED ON STUDENT SCHEDULES.

**MOST IMPORTANTLY**

This is much more “our” class than “my” class. I hope we can all adopt this philosophy and realize that our experience together is co-created and therefore, the quality of our educational time together is **all** of our responsibility. I sincerely hope that you come to class excited and properly prepared to enter into a Socratic discussion of the assigned material and bring your Best Self to each and every discussion in class. This course is about learning about the therapeutic benefits of adventure programming and facilitation, not about "doing therapy" for ourselves and peers.

This class, like most things in your life, can be an exhilarating adventure or a waste of our time. Your focus, energy and active participation are the only things that will make one or another of these potentials come to fruition.

NOTE: Syllabus is tentative and subject to change. Changes will be announced in class.