

FOR 477: Adventure Therapy

Oregon State University – Cascades Campus
Tuesdays, 6-8:50 PM, 3 credits

[Note: Dates, times, and instructor based on Fall 2005 offering as FOR 499]

INSTRUCTOR

Catherine Turpin
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OFFICE HOURS

Available immediately following class or by appointment.

COURSE DESCRIPTION

This course provides students with an overview of adventure therapy, including its history, theory, current status and future trends. Content will include program design, ethical issues, and best practices in the field.

LEARNING OBJECTIVES

This course provides an introduction to adventure therapy for therapists and field instructors who work with therapists. Upon completion of the course students will be able to:

- Describe the theoretical approaches to adventure therapy.
- Apply theory to adventure therapy practice.
- Apply best practice techniques in the field.
- Understand and articulate the various agents of change in adventure therapy.
- Describe and critically evaluate ethical issues.

REQUIRED TEXT AND MATERIALS

- Bandoroff, S, and S. Newes. (Eds) (2004). *Coming of Age: The Evolving Field of Adventure Therapy*. Boulder, Colorado: The Association of Experiential Education.
- Assorted required readings to be distributed in class.

OPTIONAL TEXTS

- Furguson, G. (1999). *Shouting at the Sky: Troubled Teens and the Promise of the Wild*. New York, New York: St. Martin's Press.
- Gass, M.A. (Ed) (1993). *Adventure therapy: Therapeutic applications of adventure programming*. Dubuque, IA: Kendall/Hunt.

STUDENTS WITH DISABILITIES

Students should speak with the instructor if they have any documented disabilities requiring accommodations, or if they have any emergency medical information the instructor should know of. As noted on the OSU web site, “accommodations are collaborative efforts between students, faculty and Services for Students with Disabilities (SSD). Students with accommodations approved through SSD are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through SSD should contact SSD.”

ACADEMIC DISHONESTY AND CONDUCT

This course conforms to the Oregon State University Administrative Rules Relating to Student Conduct. Put simply, you are expected to do your own work. Please read the following web page: <http://oregonstate.edu/admin/stucon/achon.htm>. For those seeking additional guidance, the following comes from OSU documents:

Academic integrity – students are expected to be honest and ethical in their academic work.

Academic dishonesty is defined as an intentional act of deception in one of the following areas:

- cheating: use or attempted use of unauthorized materials, information or study aids
- fabrication: falsification or invention of any information
- assisting: helping another commit an act of academic dishonesty
- tampering: altering or interfering with evaluation instruments and documents
- plagiarism: representing the words or ideas of another person as one's own (e.g., copying during an exam or copying from articles or the web without adequate referencing).

Example: you must write your own term paper in your own words. “Cutting and pasting” blocks of text from other sources is considered plagiarism. Of course, you may quote from source material, but the quote must be brief (usually less than a paragraph), enclosed within quotation marks, and correctly cited in the text and in the reference section. Please ask in advance if you are uncertain regarding the appropriate use of material from other sources.

COURSE REQUIREMENTS

Reflection papers (in total, 20% of grade). These papers will be 1-2 pages in length and will be written reflections on assigned reading materials. They are due at the beginning of each class.

Midterm exam (20% of grade). A midterm exam will be given, covering material from beginning to middle of course. Please bring a blue book for the exam.

Final paper (40% of grade grade). Students will write a paper that either expounds on one of the reflection papers or covers another area of interest within the field. The paper will be 8-10 pages in length and will include at least five primary references.

Students will make a 20 minute presentation of their final paper. Multimedia and experiential presentations are welcome, as long as the material is presented in an organized and coherent manner.

Class Participation (20% of grade). Significant class time will be spent in discussions, and it is vital that students participate in an informed and involved manner.

American Psychological Association (APA) standards are essential in this class, and an APA reference book can be located at the library (main floor). For example, these standards will inform the font style, font size, page layout, spacing, citing and references. For guidance on writing, refer to the paper or web versions of *The Elements of Style* by William Strunk, Jr. (<http://www.bartleby.com/141/>), material on the OSU Writing Intensive Curriculum (WIC) web site (http://wic.oregonstate.edu/wic_stdnt_writ_help.html), and/or other sources.

The COCC/OSU Cascades library holdings are not prepared in many cases to help you immediately acquire journal articles and texts. Some articles are available on-line in full-text; however, I recommend that you begin your research early to allow time for inter-library loans.

GUEST SPEAKERS AND OPTIONAL FIELD TRIP

There will be at least one guest speaker, in order to give students a diversified perspective from practitioners in the field. An optional field trip to a local adventure therapy program will be arranged for a non-scheduled class day and is optional. We will discuss potential dates and times at the beginning of the course.

COURSE SCHEDULE AND TOPICS

Text readings are chapters in Bandoroff and Newes. Other readings will be handouts.

MEETING	TOPIC	MATERIAL
September 20	Introductions; review syllabus; student expectations; rationale and context of course.	
September 27	Historical and Philosophical foundations.	Text pp. 1-30
October 4	Theory and Practice of Adventure Therapy: What is the importance of theory in the practice of adventure therapy? Influence of traditional psychotherapy in adventure therapy	Hoyer S . Text pp. 56-72
October 11	Theory & practice of adventure therapy: Essential elements of adventure therapy programs	Text Ch. 14
October 18	Theory and Practice of adventure therapy: Agents of change in adventure therapy programs.	Gass and Gillis Nadler and Luckner
October 25	<i>Midterm exam.</i> Program Design	TBD
November 2	Adventure Family therapy	TBD
November 9	Ethical Issues in Adventure Therapy: Discussion of ethical dilemmas and best practices.	Text pp. 209-223 Ringer and Gillis
November 16	Research in Adventure Therapy Future Directions in the field	Text pp. 137-155
November 30	Final Student Presentations	
December 6	Final Student Presentations	