

Syllabus PSY 667 ADVENTURE THERAPY Spring 1997

Catalog Description: Prerequisites: PEM 551, PEM 552, PSY 664, PSY 652 + Admission into Adventure Therapy Track. An in depth analysis of the theory and practice of adventure therapy including its history, current status, and future direction. Students will be expected to facilitate groups using adventure activities in a therapeutic context.

Major Course Objectives:

To expose students to the history and systems of adventure therapy.

To allow students to have practical experience using adventure in a therapeutic context.

Instructor: H. L. "Lee" Gillis, Ph.D.

Office hour: 8:30-10 Mon, Tue & Wed

Class time: 10-12 AM M&W

Required Texts & readings:

Gass, M. (1993). *Adventure Therapy: Therapeutic applications of adventure programming*. Dubuque, IA: Kendall Hunt.

1- Foundations of adventure therapy Gass
2- The wilderness challenge model Kimball & Bacon
5- Programming applications of adventure therapy Gass
13- The wilderness as therapy: The value of using adventure programs in therapeutic assessment Kimball
23- Enhancing metaphor development in adventure therapy programs Gass
Handley, R. (1992). The wilderness within: Wilderness enhanced programs for behaviour disordered adolescents A cybernetic systemic model. Port Kembla, New South Wales, Australia: A paper presented to the fourth national conference on children with emotional or behaviour problems.
Pinkard, J. (1996). Mapping out the territory: Beyond isomorphs and metaphors in adventure based programs. <i>The Journal of Adventure Education and Outdoor Leadership</i> , 13, (1), 1114.
Gass, M. (1995). <i>Book of Metaphors, Vol 2</i> Dubuque, IA: Kendall Hunt.
38- Ethical principles for the therapeutic adventure professional group Gass
15- A group development model for adventure therapy programs McPhee & Gass
Gillis, H.L. & Thomsen, D. (1996). A research update(1992-1995) of adventure therapy: Challenge activities and ropes course, wilderness expeditions, & residential camping programs. Unpublished manuscript.
Davis-Berman, J. & Berman, Wilderness Therapy History

26- The evaluation and research of adventure therapy programs
Gass

Cason, D. & Gillis, H.L. (1994). A meta-analysis of outdoor adventure programming with adolescents. *Journal of Experiential Education*, 17(1), 40-47.

30- Of wilderness and circles: Evaluating a therapeutic model for wilderness adventure programs Wichmann

31- Three approaches to evaluation: A ropes course illustration
Braveman, Brenner, Fretz & Desmond

Gass, M. & Gillis, H.L. (1995). Focusing on the "solution" rather than the "problem": Empowering client changes in adventure experiences. *Journal of Experiential Education*, 18(2), 6369.

Gass, MA & Gillis, HL (1995) CHANGES: An assessment model using adventure experiences. *Journal of Experiential Education* 18 (1), 34-40.

Berman, D. & Davis-Berman, J. (1995). Adventure as psychotherapy: A mental health perspective *Leisurability* 22 (2) 21-28

Gillis, H.L (1995). If I conduct outdoor pursuits with clinical populations, am I an adventure therapist? *Leisurability* 22 (2) 5-15

4- Therapeutic process of change Nadler

11- Programming principles for successfully implementing adventure therapy Gass

Davis, E., (1995). Fishing. *Bridge It* (December 1995). Hamilton, MA: Project Adventure, Inc.

Ringer & Gillis, HL (1995). Managing psychological depth in adventure programming. *Journal of Experiential Education*. 18(1), 41-51.

Gillis, H.L. (1995). Performing an emotional rescue. *Ziplines* Vol __ No. __

3- Wilderness as healing place Miles

Morgenstern, J. (1995, January 15). A death in the wilderness. *Los Angeles-Times Magazine*, 1418.

Griffin, K. (1995, May/June) Dangerous discipline. *Health*, 9(3) 95-99.

Custer, G. (1994). Adventure therapy can help self esteem. Hamilton, MA: Project Adventure, Inc.

14- Risk management in adventure programs with special populations: Two hidden dangers Stich & Gaylor

Ringer, M. (1995) Viewing the group as a whole: Working with the central concern (unpublished manuscript)

10- The theoretical foundations for adventure family therapy Gass

Gillis, H.L. & Gass, M. (1993). Bringing adventure into marriage and family therapy: An innovative experiential approach. *Journal of Marital and Family Therapy*, 19(3), 273-286.

Itin, C. (1995). Adventure therapy and the addictive process *Leisurability* 22 (2) 29-37

24- Paradox and double binds in adventure-based education Bacon

	20- The evolution of processing adventure therapy experiences Gass
	22- Designing processing questions to meet specific objectives Knapp
	Schoel, J., Prouty, D., & Radcliffe, P. (1988) <i>Islands of Healing</i>. Hamilton, MA: Project Adventure, Inc.
	33- The future of the profession of adventure therapy Gass
	Gillis, H.L. & Gass, M. A. (1995). Top ten seeds for producing functional change in adventure experiences, Proceedings Journal of the Annual Association for Experiential Education Conference Lake Geneva, WI.
	Gass, M. A. & Gillis, H.L. (1996). The therapist with the most adventure activities from the smallest bag of props and done in a "traditional" group or family therapy room/office wins! Proceedings Journal of the Annual Association for Experiential Education Conference. Spokane, WA.
	Rohnke, K., 1995 Top Tricks.
	Gillis, H.L., Gass, M. A., Bandorhoff, S., Clapp, C., Rudolph, S., & Nadler, R. (1991). Family adventure questionnaire: Results and discussion. In C. Birmingham (Ed.), Proceedings Journal of the 19th Annual Association for Experiential Education Conference, 29--39.
	Gillis, H.L. & Bonney, W.C. (1986). Group counseling with couples or families: Adding adventure activities. <i>Journal for Specialties in Group Work</i> , 11(4), 212-220.
	Greenaway, R. (1993). <i>Playback: A guide to reviewing activities</i> . Caflander, Scotland: Callander Printers.
	Project Adventure (1995). <i>Legacy: "Learning Empathy, Gaining, Acceptance, Changing Yourself"</i> [Pamphlet]. ProjectAdventure,
	Terry, T. (1995). Universal adventure programming: Opening our programs to people with physical disabilities <i>Leisurability</i> 22 (2) 16-20
	Ringer, M (1994) <i>Adventure therapy: A map of the field. Towards a definition of adventure therapy</i> . (unpublished manuscript)
	Tobler, N.S. (1986). Meta-analysis of 143 adolescent drug prevention programs: Quantitative outcome results of program participants compared to a control or comparison group. <i>Journal of Drug Issues</i> , 16(4), 537-567.
	Zieg, J. K. (1992). The evolution of psychotherapy revisited. In K. Zieg (Ed.). <i>The Evolution of Psychotherapy: The Second Conference</i> (pp. xixvi). New York, NY: Brunner/Mazel Inc.

Attendance Policy Attendance You are responsible for everything that occurs in class and all assigned readings. No make up tests will be given. You are responsible for reading assigned chapters before coming to class.

Unless you make **prior** arrangements:

If you miss 2 class session, the *highest* grade you can make is a **B** (I will subtract **10** points from your final average.)

If you miss 3 class sessions, the *highest* grade you can make is a **C** (I will subtract **20** points from your final average.)

If you miss 4 class sessions, the *highest* grade you can make is a **D** (I will subtract 30 points from your final average.)

If you miss 5 class sessions, you will have earned a grade of **F**

Note: If you come into class late (after roll is called) or you fail to return after break, you will be considered absent unless you can sufficiently explain yourself to me at the end of that day's class.

The current catalog has an extensive statement concerning academic dishonesty. This policy is taken very seriously!

- **Grades** are on a 10 point scale (e.g., 90% of final available points is an A) **Final grades will not be "rounded up". (e.g. a 89.9999% is a B)**
- **Exam.** One 'roll the dice' exam on all assigned readings = **100** total pts
- **Prospectus:** You will write the intro, review section and methodology for your thesis prospectus during the quarter.

Draft grade may range from **0-100 points**, Revision grade may range from **0 (100draft grade)**

Your total final grade will be draft+revision. 100 total pts.

Turn in the corrected draft with the final typed copy (or lose points)!

- **LAB: Experiential Portion:** You will be involved with delivering an AT program. **rite-ups** of each sessions are required; follow SOAP format . **100 points total for writeups and attendance**