

Course Objectives

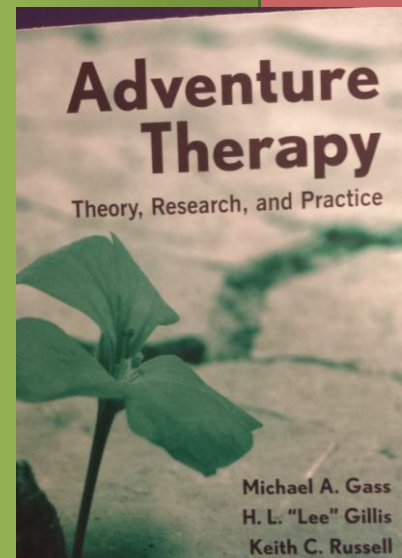
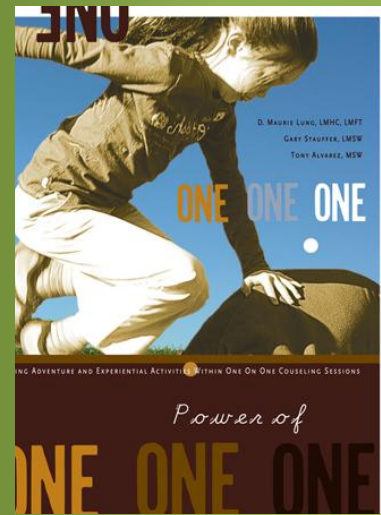
- ◆ Demonstrate an understanding of how adventure and experiential activities can be utilized in therapy with individuals, families, groups.
- ◆ Demonstrate an ability to practice within one's scope of practice and training
- ◆ Adapt adventure tools for use indoors, particularly in small office settings.
- ◆ Illustrate a level of familiarity with adventure and experiential therapy of specific relevance to the student.
- ◆ Discuss typical ethical concerns related to Adventure Therapy.



Course Description

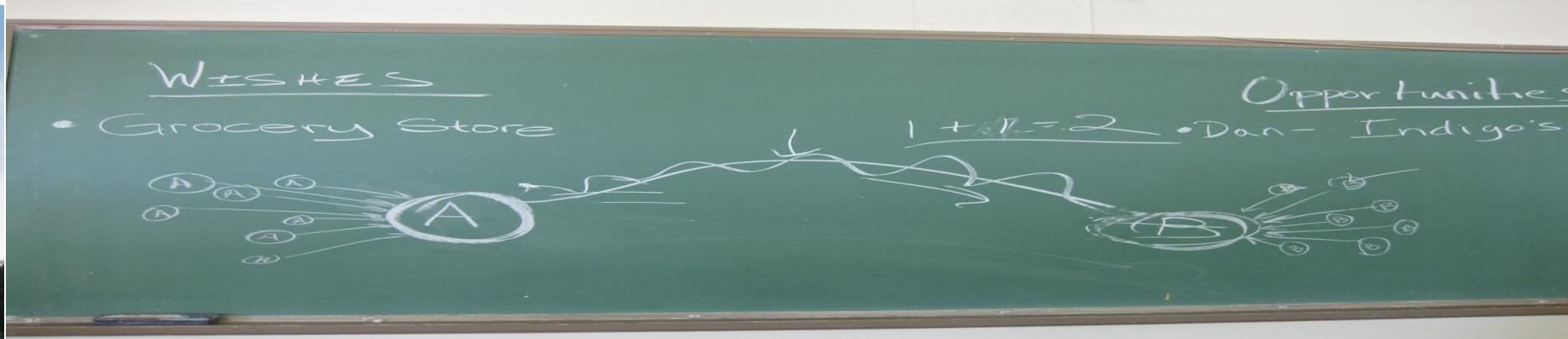
This class will focus on the use of adventure-based activities in therapy with individuals, groups and families. Students will be introduced to adventure through readings, discussions, and experiences. This one credit mini-course is designed to provide the student with a theoretical, philosophical and experiential understanding of adventure and experiential learning and its application to therapy. Course content includes the theoretical and philosophical foundations of adventure based practice, a discourse on the safe and appropriate use of adventure activities with different client groups, a demonstration on facilitating adventure activities, and use of adventure activities in assessment and intervention.

Course Texts



University of Michigan
School of Social Work
Adventure & Experiential
Therapy
A Mini Course
Tony Alvarez
2014





Session 1: Theory and Models of Experiential/Adventure practice and its application to social work practice

Experiential education theorists believe that in order for learning or behavior change to occur the client must be exposed to “direct experience”. As such, experiential education can be loosely defined as, “learning by doing with reflection” (King, 1988). The experiential education process is an active one which relies heavily on unique learning environments that place the learner as close to natural consequences as possible. The presence of these natural consequences requires that practitioners utilize a variety of strategies to ensure the physical and emotional safety of clients. The physical nature of many adventure activities and the clients’ exposure to real-life consequences has allowed practitioners from many different theoretical backgrounds to successfully use these activities with a variety of populations.



Topics:

- Definitions and history of Experiential/Adventure practice, therapy
- Foundations: Experiential learning cycle, The process of change
- Kurt Hahn, Outward Bound, Project Adventure, AEE

Session 2: The Start up: Assessing who showed up; assessing the environment

Diverse opportunities abound for clients to receive social work services from social work practitioners. In this session, we will learn and practice the use of several adventure/experiential tools, including the GRABBS tool, the 4-Corners tool, the Adventure Beliefs, the Adventure Contract and the Adventure Goal Sheet that will help us determine who has shown up in our practice and how we assess and attend to the physical and social context.

Topics:

- Assessing Point A
- Assessing/Addressing the Environment
- Engaging the client in the process
- Contracting as a tool

Sessions 3 & 4: Interventions: Matching, Implementing, Guiding

Once we have assessed the client, we take the steps to find the best tool to help guide them to their preferred outcomes. The process of matching assessment and outcome with the best tools, the implementation of the intervention and the process of guiding the client towards lessons will take the next two sessions

Topics:

- Evolution of Processing Adventure Experiences
 - Project Adventure's Processing Cycle
 - Levels of Processing; Methods of Processing; Processing Questions

Session 5: Evaluating Point B; Adventure with Special Populations

How do we know if we've taken the client to where they wanted to go in the first place? Is there a method to this madness? Do we have responsibilities to evaluate our work?

Topics:

- Assessing outcomes; Evaluate our work; Planning for next steps
- Applicability to diverse populations



Authors Referenced:

Tony Alvarez, Gary Stauffer, D Maurie Lung, Christian Itin, Michael Gass, Lee Gillis, Keith Russell, J. Luckner & R. Nadler, Simon Priest, D. Prouty, J. Schoel, P. Radcliff

Journal Referenced: Journal of Experiential Education

Find all readings on C-Tools