

Course Statement

Course Name
SW 790: Adventure Therapy
Number of Credits
1
Course Description
<p>This one credit course will focus on the use of an experiential and adventure practice approach (theories, models, tools and techniques) for therapeutic purposes with individuals, groups and families.</p> <p>Students are expected to come with a foundational understanding of clinical work (in particular, some knowledge of clinical group facilitation), and experiential learning.</p> <p>Theoretical models of clinical experiential and adventure practice will be offered and discussed in tandem with clinical social work theories and models of practice. Evidence-based literature will be reviewed that promote nature-based, experiential and adventure interventions that build on strengths and resources of individuals and their families, and that integrate components of other evidence-based practices into the experiential and adventure methodologies.</p> <p>Inclusive and accessible practices will be discussed and demonstrated, especially due to the outdoor and natural setting involved and the physicality of many of the tools used in the approach.</p>
Course Objectives
<p>Upon completion of the course, the students will be able to:</p> <ul style="list-style-type: none">• Describe models and techniques to practice as an Adventure Therapist• Demonstrate skills in the tasks of treatment- assessment, intervention and evaluation- through activities• Learn ways to use diverse settings appropriately for therapeutic gains (nature and the outdoors, in playgrounds and gyms, in the office)• Learn many of the activities used in this practice approach through participation• Demonstrate ways to adapt activities to accommodate diverse client populations and their social identities• Discuss typical ethical concerns related to an experiential/adventure-based therapeutic approach.
Course Design
<p>The class relies on active engagement and participation. Activities used for assessment and intervention will be demonstrated. Diverse settings, including the</p>

outdoors will be used.

The nature of this approach invites action and participation, which also invites appropriate touching and attention and management of physical boundaries.

Learning to manage this is critical in the use of this approach.

Other classroom teaching strategies may also be used, including lecture, multimedia presentations, small and large group discussion, presentations by students and guest lecturers.

Students' experiences in the field will be utilized as much as possible in assignments and case presentations and discussions.

Course Relationship to P.O.D.S.

- *Multiculturalism and Diversity* will be addressed through careful analysis of how these models can be applied and modified to fit the special needs of various groups.
- Students will learn to recognize the existence of differences in a number of areas (such as nonverbal communication, individual and family values, preferred and acceptable responses to touch and to active engagement) and how these may impact intervention relationships with individuals and their families.
- Social change and social justice issues will be addressed by recognizing that historically poor and oppressed clients have been excluded from adventure and experiential programs. This course will also examine how socioeconomic exclusion arises in screening criteria that exclude clients because of intelligence, verbal ability, insight, and motivation. Advocacy for individuals, especially children and youth whose families and communities are particularly impacted by social inequality and social injustice, will be emphasized at individual, family levels.
- Promotion and prevention will be addressed through a focus on intervention models and procedures that can be used to prevent and treat psychosocial problems of all individuals including children, youth and adults.
- Social science knowledge is presented as the necessary basis for conducting empirically grounded assessment, intervention and evaluation practice at all levels of intervention. Course materials draw from current research on the brain and on trauma.

Ideas for Shared/Standard Assignments