



OUTD 4611 FA
Adventure Therapy & Therapeutic Recreation
Fall 2019

Instructor Information

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or by appointment

Course Identification

Course Number: OUTD 4611 FA
Course Name: Adventure Therapy & Therapeutic Recreation
Lecture: Wednesdays 2:30PM - 4:30PM RB 3026
Practicum: Thursdays 10:30am – 12:30pm AT 2019

Course Description/Overview

Adventure Therapy & Therapeutic Recreation provides opportunities for advanced investigation of the theory, methods and concerns of inclusive and specialized recreation, especially those utilizing the out-of-doors as the primary medium. Theoretical and applied aspects of the topic area will merge during visits to institutional and community programs. Drawing on service-learning as a delivery method, students will experience therapeutic recreation/nature-based therapy through a local community service provider.

Prerequisites: OUTD 3610 (Specialized and Inclusive Therapeutic Recreation)

Course Details

This course incorporates theoretical seminars and practical experiences. It is the students' responsibility to come to classes and practicums punctually, fully prepared and ready to participate in discussions, and ensure that all practical responsibilities are appropriately fulfilled. The course will demand a great deal of self-responsibility, independent and cooperative work.

Course Learning Objectives

Upon successful completion of the course, students will be able to:

1. Define and differential between adventure therapy and therapeutic recreation and their associated scopes of practice.
2. Outline core components and philosophical underpinnings of adventure therapy.
3. Critically review theories and contemporary thinking specific to therapeutic recreation and nature-based therapy practices.
4. Research and evaluate methods of outdoor recreation and adventure programming for therapeutic outcomes.
5. Demonstrate an understanding of the therapeutic uses of nature-based activities for specific populations.

6. Apply theories of therapeutic recreation and nature-based therapy through personal practice and observation.
7. Critically evaluate programming methods utilized by selected local service agencies.
8. Demonstrate facilitation skills in therapeutic recreation and nature-based therapy.
9. Demonstrate an understanding of contemporary events affecting therapeutic services in Canada and abroad.
10. Describe major challenges facing the adventure therapy field.

Additional Course Information

Students should be aware of the following important academic dates:

Final Date to Register (Add)	Monday, Sept 16, 2019
Final Date to Withdraw (Drop)	Friday, Nov 8, 2019
Examination Period	Thursday, Dec 5, 2019 - Sunday, Dec 15, 2019
Exam Contingency Date	Monday, December 16, 2019

Course Resources

Course Website: There is a Desire2Learn companion site for this course accessible through myCourseLink. Students are expected to access it consistently and frequently throughout the course. Course readings and notetaking guides, and supplemental course information and announcements are made available through this site. Assessment submissions are also facilitated through this site with student's marks and feedback subsequently available for review.

Required Texts: There is no required textbook for this course.

Required Readings: Course readings will be available on-line through Lakehead University's electronic journals or the Desire2Learn site for this course. Other internet sites and hard-copy material on reserve in the library may also be assigned as mandatory readings for this class. A comprehensive list of required readings, and their associated read-by dates, can be found at the back of this syllabus.

Course Schedule and Detailed Course Outline

This schedule is subject to change at the discretion of the instructor and/or based on the learning needs of the students. Inclement weather may also impact the schedule. Any changes to said schedule will be discussed in class and posted on Desire2Learn.

Course Schedule					
Week	Date	Topic	Readings	Assignments	
1	Sept 4 th	Course Welcome Day	Course Syllabus	<i>Student Interest Inventory</i>	
2	Sept 11 th	Adventure Therapy History, Foundations and Therapeutic Principles	RR: Harper, Peeters & Carpenter. (2014).		
3	Sept 18 th	Evidence-Based Practice and Guiding Models in Adventure Therapy	RR: Richards, Carpenter, & Harper. (2011). RR: Hoyer. (2004).		
4	Sept 25 th	Flipped Day: Practicum	Site Visit: Thunder Bay Therapeutic Recreation Association	<i>CSL Proposal Due</i>	
5	Oct 1 st	Social and Cultural Contexts of Adventure Therapy and Engagement with Wider Systems	RR: Harper, et. al. (in press). RR: Harper, Gabrielsen & Carpenter. (2017).		
6	Oct 9 th	Staffing Adventure Therapy Programs, Staff Competencies, and Risk Management working in Multidisciplinary Teams	RR: Harper & Scott. (2006). RR: Stumbo & Pegg. (2017).		
7	Oct 16 th	No Class - University Closed Fall Semester Break			
8	Oct 23 rd	Populations and Groups served by Adventure Therapy	RR: Kim & van Puymbroeck. (2011).	<i>CSL Organization Overview and Current Applications Due</i>	
9	Oct 30 th	Therapeutic Aims, Intentions and Outcomes in Adventure Therapy	RR: Stumbo & Pegg. (2010). RR: Wise. (2018).		
10	Nov 6 th	Needs Assessment and Client Readiness in Adventure Therapy	RR: Anderson & Heyne (2013).		
11	Nov 13 th	Therapeutic Modalities and Adventure Activities I	RR: Gass, Gillis & Russell. (2012). - Ch 6		
12	Nov 20 th	Therapeutic Modalities and Adventure Activities II	RR: Gass, Gillis & Russell. (2012). – Ch 8	<i>CSL Analysis and Reflection</i>	
13	Nov 27 th	Future Directions in Adventure Therapy	RR: Keller. (2013).		
14	Dec 4 th	No Class - University Wide Pre-Exam Study Period			

Practicum Schedule				
Week	Date	Practicum	Topic	Assignments
1	Sept 5 th 2019	No Practicum – First Week of Semester		
2	Sept 12 th 2019	Practicum Orientation	Understanding the Practicum and its Role in the Course	<i>Practicum Orientation</i>
3	Sept 19 th 2019	Practicum 1	In-Class Activity: Nature-Based Art Therapy	
4	Sept 26 th 2019	FLIPPED DAY – Lecture: Therapeutic Settings and their Relationships with Nature	RR: Taylor, Segal & Harper. (2010). RR: Harper, Carpenter & Segal. (2012).	
5	Oct 2 nd 2019	Practicum 3	Experiential Learning: Erin May / The Body Mind Center – Yoga	
6	Oct 10 th 2019	Practicum 4	Site Visit: Hogarth Riverview Manor Therapeutic Garden	<i>Practicum 1 – 3 Critical Reflection Due</i>
7	Oct 17 th 2019	No Practicum - University Closed Fall Semester Break		
8	Oct 24 th 2019	Practicum 5	In-Class Activity: Therapeutic Journaling	
9	Oct 31 st 2019	Practicum 6	Experiential Learning: Ajahn Punnadhammo / Arrow River Forest Hermitage – Buddhist Mindfulness Walking Meditation	
10	Nov 7 th 2019	Practicum 7	Guest Speaker: Dr. Christopher Mushquash - Wellness Lessons from the Bush	<i>Practicum 4 - 6 Critical Reflection Due</i>
11	Nov 14 th 2019	Practicum 8	Guest Speaker: Lauren Burke – Camp Quality	
12	Nov 21 st 2019	Practicum 9	Guest Speaker: Jeff Jones / Bob Hookum – Wilderness Discovery	
13	Nov 28 th 2019	Practicum Debrief	The Challenges of “Returning Home” and Practicum Debrief	<i>Practicum Debrief Practicum 7 - 9 Critical Reflection Due</i>
14	Dec 6 th 2019	No Practicum - University Wide Pre-Exam Study Period		

Assignments and Evaluation

A variety of evaluation methods will be used in this course to gauge student performance and learning relative to the course's aims, objectives and learning outcomes. Details on each evaluation method are provided in the Assignment Descriptions below. Additional details regarding expectations for in-class assignments will be delivered in class.

Assessment	Due Dates	Weight
<i>In-Class Activities (15%)</i>		
Student Interest Inventory	Sept 4 th 2019	5%
Participation	On-Going	10%
<i>Community Service Learning Project (35%)</i>		
CSL Proposal	Sept 25 th 2019	5%
CSL Organization Overview and Current Applications	Oct 23 rd 2019	10%
CSL Analysis and Reflection	Nov 20 th 2019	20%
<i>Practicum Assignments (50%)</i>		
Practicum Orientation	Sept 12 th 2019	10%
Practicum Critical Reflections	3 x 10% as per Syllabus	30%
Practicum Debrief	Nov 28 th 2019	10%
Total		100%

Grading:

The letter grade assigned to each student will reflect the description of the grade outlines below. Grades will be based on the following scale:

A+	90 to 100%	
A	80 to 89%	1st class standing
B	70 to 79%	exten
C	60 to 69%	
D	50 to 59%	
E	40 to 49%	Failed
F	1 to 39%	Failed
F	0	Academic Dishonesty

Note:

Unless otherwise specified, final grades will be calculated to 0.01 decimal points.

Late Assignments:

All assignments are due on the date specified, at the time specified, unless prior arrangements have been made with the instructor, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner excusing the student is provided. As per Lakehead University policy, **late assignments will be assessed at a 10% deduction per day late to a maximum of 3 days at which point assignments will no longer be accepted** without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm on the due date.

- For the purpose of determining a late penalty, weekends will count as 2 days.
- No late assignments will be accepted after graded assignments have been returned to students.
- This policy applies to individual, group and practicum assignments as will the application of late penalties.

Assignment Descriptions

Course Assignments (Cumulatively worth 15% of your final grade)

Student Interest Inventory (5%)

Sept 4th 2019

The purpose of this in-class activity is to set the stage for the rest of the semester, while allowing me to understand your academic, professional, and personal background as it relates to the course content. There are no right or wrong answers, and no studying is required. Information provided by students will be confidential, and will be used to ensure that future in-class activities, and case studies, match your areas of interest and align with your future career goals. It will also assist me in structuring the course, including lectures and associated activities in a way that meets everyone's individual learning needs. **If students enroll in the course after the first day of the course, they must book a meeting with the Instructor to catch up on the missed information, and complete the required Student Interest Inventory.**

Participation (10%)

On Going

Students' attendance at, and engagement in, theory classes will form the basis of their participation marks. Marks will be allocated based on attendance (sign in sheet) and participation (Socratic seminars, and in-class activities).

Participation will be assessed using the following scale:

- 0.0 = Did not attend
- 2.0 = Attended, but did not participate.
- 2.5 = Attended, superficial participation.
- 3.0 = Attended, satisfactory participation.
- 4.0 = Attended, substantial participation.
- 5.0 = Attended, excellent participation.

NOTE: Attendance will be taken at all theory classes; students will be expected to individually sign in on the sheet provided. Participation will be evenly weight across the twelve (12) theory classes.

CSL Project (Cumulatively worth 35% of your final grade)

This is your *ticket* to a new and meaningful learning experience - take advantage of it! Participate as a volunteer in a local agency offering nature-based / adventure or wilderness therapeutic recreation programming, one that is *novel for you*, for a **minimum of 12 hours of direct contact time**. It is critical that you seek out a placement that will meet *your needs, build on your existing competencies and provide insights into your future career plans*. Prior approval is required for all volunteer placements, and that volunteer hours for OUTD 4611 cannot be completed at the same organization as hours for OUTD 3610 or OUTD 4920. The Community Services Learning Project assessment is broken into the following three sections: a Proposal, an Organization Overview and Current Applications, and an Analysis and Reflection.

Proposal (5%)

Sept 25th 2019

Students are to write a 2 page description of their proposed volunteer experience, including a) listing the organization's name and the contact information for the program facilitator, c) their proposed timeline for volunteering, and c) a brief (1 – 2 paragraph) description of their intended placement activities, including dates and times, to support the program / organization. References from the organization's website may be included however, references to academic sources / journal references are not required for this section of the CSL project.

Organization Overview and Current Applications (10%)

Oct 23rd 2019

Students are to write a 5 - 7 page paper that a) identifies their organization and program, including the service user population and interventions used at each site, b) identifies current therapeutic applications in use broadly in the field, and c) researches which theories or evidence based practices explain why the intervention would be effective for its specific target population of service users by using TR journals and / or evaluative research.

This phase of the CSL project is your opportunity to learn more about the organization you are volunteering at, including the specific challenges faced by program and service users. This phase must include a brief discussion on the background of the specific population. Specifically describe the challenges, some theoretical background, theory to practise, and provide a description of the considerations useful for working with this population. Focus on what recreation specialists need to know and consider when working with this group. A minimum of three (3) supportive journal references are required, in addition to use of relevant required readings for this course; references from the organization's website may also be included by do not count towards the required sources. *Students are strongly encouraged to draw on Harper, Rose & Segal (2019) – Chapter 2, 4, 5, 6, and 10 – (see Course Reserves at the Chancellor Paterson Library) when crafting their Overview and Current Applications Paper.*

Analysis and Reflection (20%)

Nov 20th 2019

Students are to write a 8 - 10 page paper that entails a) a reflective summary of your experience noting what you as a volunteer contributed to the population's quality of life and what you learned and are taking away from it, b) the impact that this volunteer experience has had on how you see yourself and a practitioner in the field c) an analysis of the effectiveness of the programs implementation of their identified therapeutic interventions and whether the intended outcomes of the program were achieved, and d) recommendations for future programming aimed at improving the organizations capacity to meet program and service user's needs. A letter from the agency you worked for confirming your participation for a minimum of 12 hours must also be attached. A sample of this letter, which can be used as a template for your organization, can be found on myCourseLink. This letter must be provided on organization letterhead, and signed by your volunteer supervisor.

This phase of the CSL project is your opportunity to critical reflect on your experience volunteering in the field, the implications of the experience for your professional practice, and to integrate theory into practice through an assessment of the efficacy of the organizations programming. Focus on what you learned as a volunteer recreation specialist through your practicum experience working with this group and organization and the implications for your professional practice, the effectiveness of the program from an evidence-based perspective and how the program could improve. A minimum of five (5) supportive journal references are required, in addition to use of relevant required readings for this course; references from the organization's website may also be included by do not count towards the required sources. *Students are strongly encouraged to draw on Harper, Rose & Segal (2019) – Chapter 2, and 7 and, Appendix A: Developing a Nature-Based Therapy Practice (see Course Reserves at the Chancellor Paterson Library) when crafting their Analysis and Reflection Paper.*

Practicum Assignments (Cumulatively worth 50% of your final grade)

The practicum component of this course provides students with opportunities for advanced investigation of the theory, methods and concerns of inclusive and specialized recreation, especially those utilizing the out-of-doors as the primary therapeutic medium. Theoretical and applied aspects of the course content will merge during visits to institutional and community

programs and experiential programming as well as guided critical reflection. This is accomplished through several formats, including: small group activities; site visits; guest talks (where travel to sites is difficult due to distance) and, experiential learning as well as associated reflection.

Practicum Orientation (10%)

Sept 12th 2019

The purpose of this in-class activity is to ensure students understand and are prepared for the practicum component of the course. Students will be assessed based on attendance, and engagement in the day's activities as well as their submission of a critical reflection and practicum planning sheet completed in-class.

Participation will be assessed using the following scale:

0 = Did not attend.

4.0 = Attended, but did not participate; did not complete Critical Reflection and Practicum Planning Sheet.

5.0 = Attended, superficial participation; did not complete Critical Reflection and Practicum Planning Sheet.

6.0 = Attended, satisfactory participation; superficial completion of Critical Reflection and Practicum Planning Sheet.

8.0 = Attended, substantial participation; satisfactory completion of Critical Reflection and Practicum Planning Sheet.

10.0 = Attended, excellent participation; thorough completion of Critical Reflection and Practicum Planning Sheet.

Attendance and full engagement in the Practicum Orientation is pivotal to students success on practicum assessments. **If students enroll in the course after the practicum orientation, they must book a meeting with the instructor to catch up on the missed information, and complete the required Critical Reflection and Practicum Planning Sheet.**

Practicum Critical Reflections (30%)

On Going

The purpose of this combined in-class activity and written assignment is twofold. At the end of each practicum session, students will be provided with a worksheet to use to guide their reflection on and summary of the practicum activity (e.g. experiential learning activity, small group learning activity, guest speaker presentation, and / or site visit). As practicum sessions are divided into three sections, students will then critically reflect upon the three grouped practicum sessions in a larger critical reflection, due one week following the last of the three practicum sessions. For example, the Critical Reflection for Practicums 1, 2, 3 is due the week of the 4th practicum session.

Drawing on their in-class reflection and summary of the practicum activity, students will write a 3 - 5 page paper that entails a) a summary of the three practicum activities, and an exploration of how the three activities are interrelated, b) draws on theories or evidence based practices from TR journals and / or evaluative research to explain why these interventions would be effective for a student-chosen target population of service users, and c) critically reflects on their experience of participation in the practicum session (e.g. experiential learning activity, small group learning activity, guest speaker presentation, and / or site visit) as well as the competencies they would require to deliver a related program to their chosen target population of service users. A minimum of four (4) supportive journal references are required, in addition to use of relevant required readings for this course; references from the organization's website may also be included but do not count towards the required sources.

Practicum Debrief (10%)

Nov 28th 2019

This in-class activity serves as an important reflective debrief of student's practicum experiences. Students will be assessed based on attendance, and engagement in the day's activities as well as their submission of a critical reflection and practicum debrief sheet completed in-class.

Participation will be assessed using the following scale:

0 = Did not attend.

4.0 = Attended, but did not participate; did not complete Critical Reflection and Practicum Debrief Sheet.

5.0 = Attended, superficial participation; did not complete Critical Reflection and Practicum Debrief Sheet.

6.0 = Attended, satisfactory participation; superficial completion of Critical Reflection and Practicum Debrief Sheet.

8.0 = Attended, substantial participation; satisfactory completion of Critical Reflection and Practicum Debrief Sheet.

10.0 = Attended, excellent participation; thorough completion of Critical Reflection and Practicum Debrief Sheet.

Attendance and full engagement in the Practicum Debrief is pivotal to students' critical reflection on the culmination of the semester's practicum learning experiences. Furthermore, it provides a valuable opportunity to reflect on the need for, and therapeutic role of, debriefs when delivering adventure therapy and therapeutic recreation programs to service users.

University, Faculty and Course Policies

University Policies: All students are to be aware of and adhere to the following Lakehead University policies; all University Policies can be found [here](#). Pay particular attention to those found under the Category of "Regulations" and "Student-Related". If you have a question, please let me know by email or in-class. If you have a question, it is likely that at least a few others in the class are wondering the same thing. The following policies are of particular importance:

- **Student Code of Behaviour** Students are advised that as of May 1st, 2019 the Code of Student Behaviour and Disciplinary Procedures was rescinded and replaced by the:
 - **Student Code of Conduct - Academic Integrity**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---academic-integrity/node/51262>,
 - **Student Code of Conduct - Non-Academic**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---non-academic/node/51263>, and,
 - **Student Code of Conduct - Appeal Policy**; it can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy/node/51261>,
 - Furthermore, effective July 22, 2019 **the Student Code of Conduct - Appeal Policy: Judicial Panel Procedures** was also approved. It can be accessed here: <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/student-code-of-conduct---appeal-policy-judicial-panel-procedures>.

- **Regulations** – General Information from the [Academic Calendar](#)
 - “It is the responsibility of each student registered at Lakehead University to be familiar with, and comply with all the terms, requirements, regulations, policies and conditions in the Lakehead University Academic Calendar. This includes, but is not limited to, Academic Program Requirements, Academic Schedule of Dates, University and Faculty/School Policies and Regulations and the Fees and Refund Policies and Schedules.”
- **Independent Work, Unauthorized Collaboration or Communication and Plagiarism** - Students are directed to SECTION III: VIOLATIONS OF THIS ACADEMIC INTEGRITY CODE concerning regulations on cheating and plagiarism.
 - Under this policy, **plagiarism is defined as:** Presenting another’s ideas or phrasings as one’s own without proper acknowledgement.
 - Examples include: copying and pasting from the internet, a printed source or other resource without proper acknowledgement; copying from another Student, whether past or present; using direct quotations or large sections of paraphrased material in an assignment without proper acknowledgement; submitting the same piece of work in more than one course without the permission of the instructor(s);
 - Under this policy, **unauthorized collaboration or communication is defined as:**
 - Examples include: unauthorized collaborating between students; communicating with anyone other than an invigilator during an examination or obtaining any non-authorized assistance during a test or examination.
 - **Plagiarism or unauthorized collaboration or communication will result in a mark of zero (0) for the work concerned, and students may face additional penalties under the Student Code of Conduct - Academic Integrity policy.**
- **Academic Misconduct** <https://www.lakeheadu.ca/faculty-and-staff/departments/services/provost-vice-president-academic/academic-integrity-plans-policies/academic-dishonesty-regulations>, and,
- **Accommodation for Students with Disabilities** All efforts will be made to ensure that appropriate accommodations for students are provided in accordance with University policy and where documented circumstance exist. <https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/accommodations-for-students-with-disabilities/node/1045>.

School Policies: All students are to be aware of and adhere to the following policies germane to the School of Outdoor Recreation Parks and Tourism, all found on the ORPT webpage under Student Resources (please see links below):

- ORPT Culture of Respect <https://www.lakeheadu.ca/academics/departments/outdoor-rec/student-resources/policies-guidelines#respect>

In keeping with the spirit of the ORPT Culture of Respect document, please keep the following principles in mind:

- We all have the right to learn.
- We all share in the responsibility to not deprive others of their right to learn.

- We are all accountable for our actions and for our words.

Course Policies: All students are to be aware of and adhere to the following course-specific policies, details of which are outlined below, can be found on the course website (under Course Policies), and will be discussed in class on the first day.

- **Technology in the Classroom** - It is the general Lakehead University policy that all technology resources are to be used in a responsible, efficient, ethical and legal manner. The student may use forms of technology in classroom settings but only for educational purposes approved by Instructor and/or Lakehead University's Student Accessibility Services.
 - Student should not participate in personal direct electronic messaging / posting activities (e-mail, texting, video or voice chat, wikis, blogs, social networking [e.g. Facebook]), online and offline "gaming" or viewing of streamed or other forms of video content online or offline (e.g. Netflix, YouTube, etc.) during scheduled class time (adapted from © S Kondrashov; used with permission).
 - **If a student is on call (for an emergency or has a child in care) then the student should switch their cell phone to vibrate mode and leave the classroom before using it.**
- **Recording Class Lectures** - Both myself (Kelsey Johansen) and Lakehead University hold copyright over the course materials, presentations and lectures which form part of this course. **No audio or video recording of lectures or presentations is allowed in any format, openly or surreptitiously, in whole or in part without permission of your instructor, Kelsey Johansen, or the guest lecturer in question. Students should note that this includes photographing slides.** Course materials (both paper and digital) are for the participant's private study and research. As such, and as per the above, they may not be uploaded to a virtual learning management system (such as Desire2Learn / myCourseLink) or any website, or otherwise distributed in print or digital format, unless an exception to the *Copyright Act* applies or written permission has been confirmed from the original author.
 - **Students with an accommodation from Student Accessibility Services (SAS) will be permitted to record lectures for their personal and private use only, and in accordance with the privacy agreements stipulated by SAS.** See Accommodations below.
- **Submission of Assignments** – All course assignments are to be submitted online using myCourseLink, and are due by 11:59pm on the date specified. All in-class activities are due at the end of the class on the date the activity occurs.
 - **Neither printed nor emailed course assignments will be accepted.**
 - All written course assignments must adhere to APA 6th Edition formatting guidelines.
- **Requests for Extensions** - Fair consideration of all requests for extensions on coursework will be given, provided they are requested as proactively as the situation allows. For this reason, extensions will be considered if requested 72 hours before the due date unless an emergency occurs. If you are struggling to meet a deadline, please contact me, rather than miss the deadline. Students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**. For this reason, students may be requested to provide a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner which details the length of their incapacitation.

- **Late Assignments** – As per Lakehead University policy, **late assignments will be assessed at a 5% deduction per day late to a maximum of 5 days at which point the point assignments will no longer be accepted** without a prior extension, compassionate circumstances, or a [Certificate of Illness or Incapacitation](#) from a doctor or other medical practitioner. Assignments will be considered late after 11:59pm on the due date.
 - For the purpose of determining a late penalty, weekends will count as 2 days.
 - No late assignments will be accepted after graded assignments have been returned to students.
 - This policy applies to individual, group and practicum assignments, as will the application of late penalties.

- **Accommodations** – Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability or medical condition and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca). Accommodations will be provided to students based on individual needs as determined in consultation with Student Accessibility Services.

- **Attendance** - Attendance will be regularly taken, and the course attendance policy will be strictly enforced in this class. Students absent from class for three or more days due to illness are required to present a certificate from a physician. **Unexcused absences** of more than four hours of class time in an experiential learning course may result in the student being asked to withdraw from the course or may result in an "F" grade being assigned.
 - For the purpose of this policy, an excused absence includes:
 - Medical certificate,
 - A bonafide inter-university sport competition,
 - Permission of instructor prior to absence, or
 - Compassionate reasons to be determined by the instructor or Director.
 - **Students should be aware that as this class occurs twice per week, for a 2-hour interval, this equates to missing two classes.**
 - Student should also be aware of the course practicum policy below.

- **Absences & In-Class Activities** - You are responsible for getting all information for any class that you miss. **You cannot make up in-class assignment, in-class viewings, or practicums, if you are absent.**

- **Practicum Attendance Policy** - Attendance will be regularly taken, and the practicum attendance policy will be strictly enforced in this class. **Students cannot successful complete the course without passing the practicum component. You cannot make up practicum assignments if you are absent.** Therefore, unexcused absences from practicum sessions will require a meeting with the instructor to discuss your continued success in the course.
 - For the purpose of this policy, an excused absence includes:
 - Medical certificate,
 - A bonafide inter-university sport competition,
 - Permission of instructor prior to absence, or
 - Compassionate reasons to be determined by the instructor or Director.

Teaching Style

I use a Socratic teaching style. Therefore, a large part of my in-class teaching is interactive and includes posing questions. The aim of these questions are not to test your knowledge, but to encourage critical thinking and reflection and promote cooperative but 'argumentative' dialogue in which one perspective is debated and critiqued by questioning our assumptions and internal beliefs. While I expect students to respond, I do not expect perfection. Offering examples from your personal and professional experiences, and exploring them through dialogue and in light of theory is highly encouraged. Furthermore, to facilitate a deeper and more reflective understanding of course content, students are strongly encouraged to ask questions, be engaged in class and come to class having already completed the readings.

Class format and important details:

Classes will be a combination of lectures, discussions, guest speakers, and in-class activities, including small group activities and in-class viewings. Students are expected to be prepared for class, to arrive on time, and to be actively involved in class discussions. Students are responsible for all class material, readings, and announcements made in class (which may include changes in dates for topics, tests or assignments). It is recommended that students take notes during class lectures, presentations and when guest speakers join us.

In-Class Activities:

There will be some dates when you will work with each other to complete in class activities, problem solve, or critique course readings and material. Group work is a valuable part of this course and is directly connected with Learning Outcomes (Please see 'Absences & In-Class Activities' above) and to assessments.

Practicum:

This entails a practicum component which merges both theoretical and applied aspects of adventure therapy and therapeutic recreation during visits to institutional and community programs. Furthermore, it draws on service-learning as a delivery method. Marks are therefore divided between the theoretical and practicum portions of the course. **Students cannot successful complete the course without passing the practicum component. You cannot make up practicum assignments if you are absent.** Therefore, unexcused absences from practicum sessions will require a meeting with the instructor to discuss your continued success in the course.

Notes:

Instructor's detailed notes / PowerPoints will **NOT** be provided to students. If you miss a lecture for a valid reason you are expected to obtain class notes from a fellow student, do the associated readings as assigned, and if questions persist to arrange to meet with the Instructor to review your questions about the missed material. Material **will not** be re-taught one-on-one to students who are absent from class, see *Expectations* below.

Notetaking Guides:

Notetaking guides will be posted on Desire2Learn. These guides are not intended to replace classroom learning, nor are they comprehensive. Instead, they are made available to assist students with active notetaking in class.

Desire2Learn / myCourseLink:

Desire2Learn / myCourseLink will be used by the Instructor to upload course related material (including posting durable links to supplemental required readings, assignment outline documents, etc.), grades will be posted, and updates will be added via this online learning support tool. Check this regularly for up-to-date course related information and relevant newsworthy research and community-based service provider updates.

Expectations

Your voice, your insight, and your presence are all important! Therefore, class participation is a substantial part of this class and you cannot participate if you are not present or are unprepared. In addition, attendance and being in class on time are professional behaviour that should be fostered now, if they are not already part of your academic routine.

My expectations of you:

- to attend all classes;
- to be punctual and engaged;
- to be prepared for class having read the assigned readings in advance;
- to read and engage with all assigned readings;
- to be responsible for all class material, readings, and announcements made in class and via Desire2Learn (which may include date changes for topics, tests or assignments);
- to actively and frequently check their Lakehead University email account;
- to listen attentively when others are speaking;
 - o this means listening to understand, not listening to respond;
- to use inclusive and person-first language when speaking and writing and to be respectful of others;
- to be self-aware, in order to ensure that all have the opportunity to speak;
- to ask for clarification when you do not understand concepts or expectations;
- to turn off cell phones in class and store them completely out of site (as per the technology in the classroom policy outlined above);
- to approach me if you have concerns about anything related to the course;
- to challenge the material, the instructor, your peers and yourself in a respectful way; and,
- to question assumptions and think outside the box, including
 - o thinking critically, reflexively and creatively.

Additionally, students are expected to contribute to creating an engaging and respectful learning environment by:

- Not using or checking cell phones or texting during class / field time – turn it off and put it away;
 - o This includes **not** taking photographs during practicum time or of course slides;
- Attending all scheduled classes / field trips / practicums and arriving on time.
 - o Late arrivals and early departures are very disruptive. Students who are late for field experiences risk being left behind, and losing out on participation marks;
- Being prepared for each class (e.g. completing readings in advance, bringing appropriate outdoor clothing, and completing any pre-assigned tasks);
- Not engaging in side conversations, as they make listening difficult for others;
- Not scheduling other activities during this class/field time;
- Using your laptop for matters that are only related to the course;
- Letting your instructor know immediately if you are experiencing a problem that is preventing you from performing satisfactorily in this class;

- Not expecting instructors to check or respond to emails according to your own tight schedule or deadline, especially in the evenings, and / or on weekends;
- Asking for help on an assignment only after you have truly tried to resolve issues; and,
- Not coming to a meeting for help on an assignment unprepared.

What you can expect from me:

In addition to the information provided above, under the heading 'Teaching Style', students can expect the following from me:

- That I will strive to foster a respectful and engaging classroom and extended learning environment, by respecting your input in class and quickly and professionally dealing with any disruptions and conflicts which may arise in accordance with [the School of Outdoor Recreation, Parks and Tourism Culture of Respect](#) document.
- That any changes to the course's scheduled delivery will be communicated and discussed with you with as much advanced notice as possible, and that changes will be emailed to the student body as well as posted on Desire2Learn.
- Timely responses to email inquiries (usually in 24-48 hours), **provided that email correspondences are sent from your Lakehead University email address**, and are professionally written, with the subject line beginning with the course number, as per the statement on 'Contact' (page 1).
 - o An automatic response to your email indicating when you can expect to have a response from me will be used when emails cannot be responded to within 24 – 48 hours (for example automatic responses will be used: during University closures, semester breaks, off campus training, workshop attendance or conference or research leave, and / or during times of illness).
- Fair consideration of all requests for extensions on coursework. However, students should be aware that ultimately decisions will be based on University Policy and in a manner that ensures fairness to **all students in the course**.
- Fair consideration of all requests to have papers remarked provided the following criteria is met:
 - o The student has taken **a minimum of 48 hours** following the receipt of their mark(s) to:
 - Review all detailed comments made on the assessment;
 - Review the assignment outline, expectations and marking rubric;
 - Listed any and all areas where they feel they were marked unfairly; and,
 - Either made an appointment to discuss the mark in question or arrived **prepared** to my next scheduled set of office hours.
- And, that I will be available for consultation regarding the course, and other academic issues, during the posted office hours associated with your course.
 - o Students are also encouraged to stop by when my office door is open, or to request an appointment outside of the stipulated course-related office hours if they are unable to attend or their inquiry is urgent.

Communication

The University requires all students to activate an official University email account. For full details of the Email Policy of Lakehead University, please visit:

<https://www.lakeheadu.ca/faculty-and-staff/policies/general/email-policy-of-lakehead-university>

You are required to obtain and use your LU email account for all communication between yourself and the University. Additionally,

Email correspondence should be professionally written, including proper punctuation and spelling. The subject line **must** begin with OUTD 4611, and **must** be sent from your Lakehead University email address, as per the above.

Support for Students

There are many resources available to support our students. These include but are not limited to:

- [Health and Wellness](#)
- [Student Success Centre](#)
- [Student Accessibility Centre](#)
- [Library](#)
- [Academic Support Zone](#) (Writing and Math Tutoring Centre)

Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities and/or medical conditions to ensure they have an equitable opportunity to participate in all of their academic activities. If you are a student with a disability and think you may need accommodations, you are strongly encouraged to contact Student Accessibility Services (SAS) and register as early as possible. For more information, please contact Student Accessibility Services <http://studentaccessibility.lakeheadu.ca> (SC0003, 343-8047 or sas@lakeheadu.ca).

Required Readings List

The following list includes all required readings for this course. Readings are listed by required read by date. Students are reminded that coming to class having completed the required reading will enable them to engage meaningfully with the course.

Sept 4th 2019

Students should familiarize themselves with the Course Syllabus, Assignment Outlines, and course website accessible via myCourseLink. **Students should begin to identify an organization for their Community Service Learning Project.**

Sept 11th 2019

Harper, N. J., Peeters, L., & Carpenter, C. (2014). Chapter 8 - Adventure Therapy. In R. Black & K. Bricker (Eds). *Adventure Programming and Travel for the 21st Century*. Urbana, IL: Sagamore Venture Publishing.

Sept 18th 2019

Richards, K., Carpenter, C., & Harper, N.J. (2011). Looking at the landscape of adventure therapy: making links to theory and practice. *Journal of Adventure Education & Outdoor Learning*, 11(2), pp. 83-90. DOI: 10.1080/14729679.2011.632877

Hoyer, S.M. (2004). Effective Wilderness Therapy: Theory Informed Practice. In Bandoroff, S. & Neues, S. (Eds.) *Coming of age: The evolving field of adventure therapy* (p. 56 – 72). Boulder, CO: Association for Experiential Education.

Sept 25th 2019

Taylor, D.M., Segal, D., & Harper, N.J. (2010). The Ecology of Adventure Therapy: An Integral Systems Approach to Therapeutic Change. *ECOPSYCHOLOGY*, 2(2), pp. 77 - 83. DOI: 10.1089/eco.2010.0002

Harper, N. J., Carpenter, C., & Segal, D. (2012). Self and Place: Journeys in the Land. *ECOPSYCHOLOGY*, 4 (4), pp. 1 - 7. DOI: 10.1089/eco.2012.0060.

Oct 1st 2019

Harper, N. J., Potter, T. G., Bilodeau, M., Cormode, T., Dufresne, A., Dyck, B., Gotlieb, S., Kelner, L., Oosterveld, D., Turgeon, S. (in press). *Canada and the State of adventure therapy: Wilderness expeditions, integrated service delivery models and democratic socialism*. In D. Mitten & C. Itin (Eds.). *Connecting with the Essence of Adventure Therapy*, Boulder, CO: Association for Experiential Education.

Harper, N.J., Gabrielsen, L.E., & Carpenter, C. (2017). A cross cultural exploration of 'wild' in wilderness therapy: Canada, Norway and Australia. *Journal of Adventure Education and Outdoor Learning*. DOI: 10.1080/14729679.2017.1384743

Oct 9th 2019

Harper, N.J., & Scott, D. G. (2006). Therapeutic Outfitting: Enhancing Conventional Adolescent Mental Health Interventions Through Innovative Collaborations with a Wilderness Experience Programme. *Therapeutic Communities*, 27(4), pp. 524 – 545.

Stumbo, N.J. & Pegg, S. (2017). Keynote: Ensuring Our Worth, Proving Out Value (pp. 1 – 18). In Stumbo, N.J., Worlfe, B.D., & Pegg, S. (Eds). *Professional Issues in Therapeutic*

Recreation – On Competence and Outcomes (3^d Ed). Urbana, IL: Sagamore Venture Publishing.

Oct 23rd 2019

Kim, J. & van Puymbroeck, M.. (2011). Providing Culturally Competent Therapeutic Recreation for East Asian Immigrant Clients. *Annual in Therapeutic Recreation*, 19(1), pp. 114 – 124.

Oct 30th 2019

Stumbo, N.J. & Pegg, S. (2010). Outcomes and evidence-based practice: moving forward. *Annual in Therapeutic Recreation*, 18(1), pp. 12 – 23.

Wise, J. (2018). Integrating Leisure, Human Flourishing, and the Capabilities Approach: Implications for Therapeutic Recreation. *Therapeutic Recreation Journal*, 52(3). doi: <https://doi.org/10.18666/TRJ-2018-V52-I3-8479>

Nov 6th 2019

Anderson, L. S. & Heyne, L.A. (2013). A Strengths Approach to Assessment in Therapeutic Recreation: Tools for Positive Change. *Therapeutic Recreation Journal*, 46(2), pp. 89 – 108.

Nov 13th 2019

Gass, M.A., Gillis, H.L. & Russell, K.C. (2012). Chapter 6: Adventure Therapy Models (p. 111 – 135). In *Adventure therapy: theory, research and practice*. New York, NY: Routledge.

Nov 20th 2019

Gass, M.A., Gillis, H.L. & Russell, K.C. (2012). Chapter 8: Practicing Adventure Therapy (p.155 - 180 In *Adventure therapy: theory, research and practice*. New York, NY: Routledge.

Nov 27th 2019

Keller, M.J. (2013). The Future of Recreation Therapy / Therapeutic Recreation Education. *Therapeutic Recreation Journal*, 47(3), pp. 153 - 155.

Student Study Resources

A NOTE ON ACCEPTABLE SOURCES:

It's perfectly acceptable for an academic paper to cite non-scholarly sources. For instance, if you wanted to argue that a summer camp provides services to a specific therapeutic population, you would probably be expected to describe the camp by quoting key phrases or slogans from their mission, vision and values, or including information from annual reports, and refer to their program offerings. **BUT: this kind of a paper wouldn't be a researched academic essay, unless** it was also grounded in recent research on such subjects as psychology, physical activity, and therapeutic recreation. For this reason, students must include a minimum number of academic sources in each assignment. These academic sources may then be supplemented with alternative sources from government, industry, and popular media. However...

WIKIPEDIA IS NOT AN ACCEPTABLE ACADEMIC SOURCE!!!

To help you identify viable sources for your academic researched essays and critical reflections in this course, the following lists of helpful texts, websites and web resources are provided.

Helpful Texts:

- Anderson, L., & Heyne, L. (2012). *Therapeutic recreation practice: A strengths-based approach*. State College, PA: Venture Publishing.
- Bandoroff, S. & Newes, S. (Eds.) (2004). *Coming of age: The evolving field of adventure therapy*. Boulder, CO: Association for Experiential Education.
- Cole, E., Rothblum, E. D., & Erdman, E. (1994). *Wilderness therapy for women: The power of adventure*. Binghamton, NY: Haworth Press.
- Davis-Berman, J. & Berman, D. (2008). *The promise of wilderness therapy*. Association for Experiential Education: Boulder CO.
- Davis-Berman, J. & Berman, D. (1994). *Wilderness therapy: Foundations, theory and research*. Dubuque, Iowa: Kendall Hunt.
- Gass, M.A. (1993). *Adventure therapy: Therapeutic applications of adventure programming*. Dubuque, Iowa: Kendall / Hunt Publishing Company.
- Gass, M.A., Gillis, H.L., & Russell, K.C. (2012). *Adventure therapy: Theory, research, and practice*. New York, NY: Routledge.
- Greenaway, R. & Knapp, C.E. (2016). Reviewing and Reflecting: Connecting people to experiences. In Humberstone, B., Prince, H. & Henderson, K.A. (Eds). *Routledge International Handbook of Outdoor Studies* (pp. 260 – 268). Oxford, UK: Routledge Publications.
- Harper, N., Rose, K., & Segal, D. (2019). *Nature-Based Therapy: A Practitioner's Guide to Working Outdoors with Children, Youth and Families*. Gabriola Island, BC: New Society Publishers.
- Lung, M., Stauffer, G., & Alvarez, A. (2008). *Power of One: Using adventure and experiential activities within one-on-one counseling sessions*. Oklahoma City, OK: Wood N' Barnes.
- Norton, C., Carpenter, C., & Pryor, A. (Eds). (2015). *Adventure Therapy around the Globe: International Perspectives and Diverse Approaches*. Champaign, IL: Common Ground Research Networks. DOI:10.18848/978-1-61229-774-3/CGP.

Richards, K. & Smith, B. (2003). (Eds.) *Therapy within adventure*. Proceedings of the Second International Adventure Therapy Conference, University of Augsburg (2000).

Richard, K. (2016). Developing therapeutic outdoor practice: Adventure Therapy. In Humberstone, B., Prince, H. & Henderson, K.A. (Eds). *Routledge International Handbook of Outdoor Studies* (pp. 251 - 259). Oxford, UK: Routledge Publications.

Wozencroft, A.J. & Hardin, R. (2014). Students' job satisfaction in a therapeutic recreation service learning project. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15(1), pp. 103 – 115. DOI: <http://dx.doi.org/10.1016/j.jhlste.2014.07.001>

Helpful Websites:

Thunder Bay:

55 Plus Centre <https://www.thunderbay.ca/en/city-services/thunder-bay-55-plus-centre.aspx>
Camp Quality Northwestern Ontario www.campquality.org/camps/northwestern-ontario/
City of Thunder Bay <https://www.thunderbay.ca/en/city-services/therapeutic-recreation.aspx>
St. Joseph's Care Group www.sjcg.net
Thunder Bay Accessible Sport Council www.tbaccessiblesports.ca
Thunder Bay Therapeutic Riding Association www.thunderbaytherapeuticriding.org/
The Underground Gym www.undergroundgym.ca
Dementia Café
<https://alzheimer.ca/en/thunderbay/We-can-help/Better%20Brain%20Health%20Challenge>

Ontario:

Boundless School www.theboundlesschool.com/
Camp Kirk www.campkirk.com
Therapeutic Recreation Ontario www.trontario.org/
Project D.A.R.E. www.projectdare.com

Canada:

Canadian Therapeutic Recreation Association <https://canadian-tr.org/>
Adventure Therapy Canada www.adventuretherapycanada.com/
BC - The Power to Be www.powertobe.ca
QC - On The Tip of the Toes Foundation <https://tipoftoes.com/>
NB - Able Sail www.sailnewbrunswick.ca/able-sail.html

United States:

American Therapeutic Recreation Association <https://www.atra-online.com/>
AEE Therapeutic Adventure Professional Group <https://www.aee.org/tapg>
National Association of Therapeutic Schools & Programs www.natsap.org
National Center on Accessibility <http://www.ncaonline.org/>
Outdoor Behavioral Healthcare Council www.obhcouncil.com
United States Access Board <http://www.access-board.gov/>
Wilderness Inquiry <https://www.wildernessinquiry.org/>

International:

Adventure Therapy Aotearoa <http://www.adventuretherapyaotearoa.nz/>
Adventure Therapy & Wilderness/Nature Therapy <http://wilderdom.com/adventuretherapy.html>
Adventure Therapy Europe <http://adventuretherapy.eu/>
Australian Association for Bush Adventure Therapy <https://aabat.org.au/>
International Adventure Therapy <https://internationaladventuretherapy.org/>
Nordic Outdoor Therapy <https://www.nordicoutdoortherapy.org/>
Therapeutic Recreation www.recreationtherapy.com