

Outdoor Therapy Designs and Procedures

I. Course Description

This course provides opportunity for an examination of group design, procedure, and dynamics used as a therapeutic tool in the outdoor setting. *(When course was designed, it was designed for an immersive experience, and also came with a lab fee to visit specific sites).*

This course was specifically designed for a Masters in Outdoor Education. It was primarily taken by teachers. While it does obtain valuable education for counselors, the purpose was to give teachers an overview of what resources might be available in their community and for their students. It included site visits to an outdoor occupational therapist's site, in-patient mental health facilities, a local zoo with a summer program for children with disabilities, a wilderness therapy program, and a youth camp. It also provided an opportunity for educators to participate in the practice of mental health nature-based initiatives and consider social-emotional learning activities within the classroom.

II. Required Reading

- **TEXT:** Harper, N., Dobud, W. (2020). *Outdoor Therapies: An Introduction to Practices, Possibilities, and Critical Perspectives*. Routledge.
- **JOURNAL ARTICLE:** Jordan, M. (2013). *Taking therapy outside: A narrative inquiry into counselling and psychotherapy in outdoor natural spaces* (Doctoral dissertation, University of Brighton).
<https://cris.brighton.ac.uk/ws/portalfiles/portal/4755959/Final+2014+pdf+PHD+.pdf>
- **JOURNAL ARTICLE:** King, B. C., Taylor, C. D., Garcia, J. A., Cantrell, K. A., & Park, C. N. (2023). Ethics and ecotherapy: The shared experiences of ethical issues in practice. *Journal of Adventure Education and Outdoor Learning*, 23(4), 452-471.
- **JOURNAL ARTICLE:** Reese, R. F., & Myers, J. E. (2012). EcoWellness: The missing factor in holistic wellness models. *Journal of Counseling & Development*, 90(4), 400-406.
- **WEB HANDOUT:** Association for Experiential Education's Therapeutic Adventure Professional Group's Best Practices (2012).

III. Course Objectives

Upon completion of this course, students should be able to:

1. Understand various modalities, approaches, and theories used in outdoor education for promoting social-emotional learning and personal growth.
2. Develop the ability to critically analyze and evaluate the effectiveness of different outdoor education practices and therapeutic tools.
3. Reflect on personal Ecowellness and develop strategies for promoting holistic well-being in oneself and others within the context of outdoor education.
4. Apply theoretical foundations and practical experiences to enhance facilitation skills and create meaningful outdoor learning experiences.

IV. Supplemental Materials

Related Websites:

www.apastyle.org This website has a free tutorial for using APA style when writing papers.

Journal Articles: (Note, these are not required reading, but may assist you with assignments. You may also find other articles that support your work.

Earles, J. L., Vernon, L. L., & Yetz, J. P. (2015). Equine-assisted therapy for anxiety and posttraumatic stress symptoms. *Journal of traumatic stress*, 28(2), 149-152.

Greenleaf, A. T., Williams, J. M., Leibsohn, J., Park, J., & Walther, B. (2023). "Put on Your Walking Shoes": A Phenomenological Study of Clients' Experience of Walk and Talk Therapy. *Journal of Creativity in Mental Health*, 1-16.

Harper, N. J., Fernee, C. R., & Gabrielsen, L. E. (2021). Nature's role in outdoor therapies: an umbrella review. *International journal of environmental research and public health*, 18(10), 5117. <https://www.mdpi.com/1660-4601/18/10/5117>

Keller, J., Kayira, J., Chawla, L., & Rhoades, J. L. (2023). Forest Bathing Increases Adolescents' Mental Well-Being: A Mixed-Methods Study. *International Journal of Environmental Research and Public Health*, 21(1), 8.

Nam, J., & Kim, K. (2021). Determining Correlation between Experiences of a Sensory Courtyard and DAS (Depression, Anxiety and Stress). *Journal of People, Plants, and Environment*, 403-413.

Neil, A. L., Pryor, A., Kneebone, J., Flies, E. J., & Nature Effect team. (2023). Outdoor mental healthcare: What, who, why and where to?. *Australasian Psychiatry*, 31(6), 798-805. <https://journals.sagepub.com/doi/full/10.1177/10398562231211110>

Ohly, H., White, M. P., Wheeler, B. W., Bethel, A., Ukoumunne, O. C., Nikolaou, V., & Garside, R.

- (2016). Attention Restoration Theory: A systematic review of the attention restoration potential of exposure to natural environments. *Journal of Toxicology and Environmental Health, Part B*, 19(7), 305-343.
- Podavkova, T., & Dolejs, M. (2022). Surf Therapy—Qualitative Analysis: Organization and Structure of Surf Programs and Requirements, Demands and Expectations of Personal Staff. *International Journal of Environmental Research and Public Health*, 19(4), 2299.
- Richards, K., Carpenter, C., & Harper, N. (2011). Looking at the landscape of adventure therapy: Making links to theory and practice. *Journal of Adventure Education & Outdoor Learning*, 11(2), 83-90. <https://doi.org/10.1080/14729679.2011.632877>
- Smithson, S. (2009). The theoretical foundations of wilderness therapy. <https://scholarworks.smith.edu/theses/1147/>
- Thomas, M. V., Rohleder, N., & Rohner, S. L. (2021). Clinical ecopsychology: The mental health impacts and underlying pathways of the climate and environmental crisis. *Frontiers in psychiatry*, 12, 675936.

V. Technology Requirements

If going to zoom: webcam and microphone.

You may find having your phone to keep a record of activities helpful.

VI. Knowledge and Skill Outcomes

Upon successfully completing this course, the student will have:

1. Define outdoor therapy in terms of history, objectives, philosophy, and current modalities
2. Examine and analyze contemporary programs in day camps, resident camps, high adventure sports, and other related activities.
3. Assess and evaluate programming in the outdoor settings.
4. Evaluate current research available on outdoor mental health therapies.

VII. How the Course Works

A. Policies and Procedures

- a. **Disclaimer:** As professor, I reserve the right to modify, supplement, and change the course syllabus as needs arise. Students will be notified if/when any changes are made.

- b. **Participation**

Students are expected to attend and participate in the course outdoor therapy portion of intensive. Each student should exhibit the “Full Value Contract” at all times.

Original Professor’s Personal Tips in Preparing for Class: I didn’t know what to expect the first time I participated in this course. Considering the outdoors’ risks (see below), our

state presents its own unique weather-related challenges. It's hot AND humid. Be sure to plan for water. We often stop at convenience stores for snacks and bathroom breaks, but you will go through the water. I also bring a neck wrap that helps me stay cooler. We will spend time in vans. An extra layer or lap blanket might be useful for van time. Prepare for days when long slacks are important. There will be days when we are doing more intense hiking activities, and longer trousers will be important- watching out for snakes, poison ivy, and thorns, but I will also be packing more shorts for the days that we are more path-oriented or visiting therapeutic sites. You may want to bring a swimsuit, hiking sandals, and hiking boots or shoes. Ticks are also a big deal here. You may want to consider a head covering for hiking days in addition to bug repellent. This is in addition to the traditional outdoor activity planning many of you already prepare for—if you have more questions or concerns please reach out to one of your professors.

- c. **Risk Assumption:** Please be aware that any activity involving the outdoors poses a certain amount of danger. It is impossible to list all the dangers and their probability of occurrence, but please be assured that all steps to prevent harm are taken in every activity. If you are unsure about specific dangers and risks, please ask questions. Your participation indicates that you have assumed any and all risks.

d. Academic Honesty

- i. Faculty Responsibilities:

- 1. Professors must explain clearly the requirements for assignments, examinations, and projects, such as “open book,” “take home,” or “peer collaboration.”
- 2. Professors may assume “no collaboration” is the rule unless they state otherwise.

- ii. Student Responsibilities:

- 1. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others' material as their own.
- 2. Students unfamiliar with procedures for citing sources should confer with their professors.
- 3. Students are to assume that all course work is “no collaboration” unless stated otherwise by the professor.
- 4. Many professors will require students to submit papers through Turnitin, an originality checker application.

- iii. Generative AI Statement:

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

Instruction will include assigned readings, discussion about the readings, writing activities, in-class and out-of-class activities. Various technology and media will be a part of the instructional process.

a. Online Academic system such as Canvas, Blackboard, eClass

b. Class Attendance/Presence

Attendance policy for face-to-face and hyflex courses:

1. Regular attendance and participation are essential for success in this class. Therefore, students are expected to attend class as scheduled and must complete assignments as outlined in the syllabus. Attendance at class and laboratory appointments is expected. Generally speaking, professors will not excuse absences for reasons other than illness, authorized school trips, or emergencies beyond the students' control.
2. Students are not penalized if they incur absences while participating in school-authorized activities, but they are held responsible for work they miss. It is their responsibility to initiate arrangements to make up their assignments. Students who are on conditional standing are not eligible to participate in extra-curricular trips if the trip would require them to miss more than one day of classes per semester.

Course Assignment Details

- A. **Outdoor Therapy Experience—Due during the week. This is the in-class portion of your grade. (40%)** -- Attend and participate in the outdoor intensive. During the trip, participate in the daily outdoor activities, discussions, debriefing, and processing of outdoor-based theory and practice. We will also be listening to and discussing the book, "The Nature Fix," by Florence Williams during our time in the van.

Rubric:

- **Exceptional (9-10 points):** Consistently participates in all activities with enthusiasm and demonstrates a high level of physical and mental engagement.
- **Proficient (7-8 points):** Participates in most activities with good effort and engagement.
- **Satisfactory (5-6 points):** Participates in activities but shows inconsistent effort or engagement.
- **Needs Improvement (3-4 points):** Participates in some activities but lacks consistent effort or engagement.
- **Unsatisfactory (0-2 points):** Rarely participates in activities and shows minimal effort or engagement.

- B. **Reflections on Outdoor Therapy Journal-- Due Date --(60%)** Your journal will be used daily to record data, ideas, quotes, and personal reflections. It will be your most valuable resource and reference for your writing.
- a. Specific assignments are as follows:
 - *At the beginning of the intensive*, define what the term “Outdoor Therapy” means in one or two sentences.
 - *During the intensive*, write a daily reflection/evaluation of *ALL* the activities you experience.
 - *After the intensive*, evaluate your original definition of “Outdoor Therapy.” You may want to revise it after your reflection on the Intensive programs and discussions.

Rubric:

- **Exceptional (9-10 points):** Outdoor Therapy definition is well defined and then refined. Daily reflections are thorough, insightful, and detailed. Each activity is evaluated thoughtfully, with clear connections to personal experiences and theoretical concepts.
- **Proficient (7-8 points):** Daily reflections are detailed and insightful. Most activities are evaluated thoughtfully, with connections to personal experiences and theoretical concepts.
- **Satisfactory (5-6 points):** Daily reflections cover the activities with some insight. Evaluations are present but may lack depth or detailed connections to personal experiences and theoretical concepts.
- **Needs Improvement (3-4 points):** Daily reflections are superficial or incomplete. Evaluations of activities are minimal and lack depth or clear connections to personal experiences and theoretical concepts.
- **Unsatisfactory (0-2 points):** Daily reflections are missing, very superficial, or incomplete. Little to no evaluation of activities or connections to personal experiences and theoretical concepts.
- **Points will be awarded or not awarded for the definition of “Outdoor Therapy” based on effort and inclusion of this portion of the assignment.**

- C. **Personal Reflection and Resources Assignment--DUE DATE is - This assignment is made up of three (3) parts.**

- a. **Reese Eco-wellness Inventory:** Complete and Score the Reese Ecowellness Inventory. Provide your score results and a one (1) page discussion of your results and thoughts on them. Are you satisfied with your results? Is there something that surprised you? Reflect on what you might do to increase scores.
- b. **“Local” Referral List:** Begin to cultivate a list of “local” mental health resources. Are there therapists in your area doing any nature-based activities? Consider the types of locations we visited in our program. Where are your closest referrals? Ideally, a list of 5 or 6 places would be a good place to start. Some of you may struggle to find any, and some of you may find a lot more. You may want to look for social media groups to ask of resources in your area. There are a number of groups where mental health professionals make referrals or outdoor therapy activities.

- c. **The Environment and Our Emotions Lesson Plan-** Awareness and experiences related to natural disasters are becoming more common. Increasingly, young people are being made aware of or experiencing trauma related to wildfire, flooding, tornadoes, hurricanes, drought, and other weather-related phenomena. Consider the traumas and fears of the students you may see in your area. Design one (1) lesson plan for a 45-minute activity to help your students engage in socio-emotional learning related to personal and environmental well-being. Identify the following:
- d. What age group is this activity appropriate for?
 - e. What is the objective of the activity?
 - f. What materials will you need?
 - g. Explain the actual activity.
 - h. What psychoeducational information might be important for you, your students, your school leadership, and parents?
 - i. How will you close this activity/debrief with your students?
 - j. How will you gauge if the activity has been successful?

This assignment should not be more than a couple pages long. While academic references are not required, please reference any sources that you do use. This may be related to an activity you have found in a book or any psychoeducational information you may include. Any references must be in APA format.

- D. **Program Review and Modality Comparison- DUE DATE is July 15. This assignment is made up of two (2) parts.** Please include a cover sheet and page numbers. Please provide APA-cited references as needed. This paper should be checked for grammar and spelling as well.

- a. **Program Review:** Based on the information you can find on the program's website and/or by contacting the program (you may also use a program we visit for this assignment), conduct a program review addressing the following aspects. These may be listed as bullet points. I expect that this portion will be no more than a page or two at most.
 - 1) Provide the name, location, and website of the agency/program
 - 2) Is the program accredited? If so, through what accreditation body?
 - 3) What types of clients does the program serve? (Children, Adolescents, Adults, Addicts, Delinquents, etc).
 - 4) What types of services does the program provide? (Inpatient, outpatient, A&D, prevention, treatment, etc)
 - 5) What specific Outdoor Therapeutic activities are utilized?
 - 6) What is the primary theoretical orientation of the program? (Cognitive-Behavioral, Psychodynamic, Multitheoretical, etc).
 - 7) What types of Outdoor Therapy training has the staff received?
 - 8) What mechanisms have been implemented to ensure safety and minimize risk?
 - 9) Would you recommend this program? Why or why not?
 - 10) What recommendations would you offer for improvement of the program?

Score	Description
9-10	Addresses all aspects comprehensively and accurately. Provides detailed and relevant information for each bullet point. Demonstrates a clear understanding of the program and offers insightful recommendations.
7-8	Addresses most aspects accurately with sufficient detail. Provides relevant information for most bullet points. Shows a good understanding of the program and offers reasonable recommendations.
5-6	Addresses some aspects but lacks detail or accuracy in some areas. Provides basic information for each bullet point but may miss some key details. Demonstrates a basic understanding of the program and offers some recommendations.
3-4	Addresses few aspects and lacks detail and accuracy in several areas. Provides minimal information and misses key details. Demonstrates limited understanding of the program and offers few or impractical recommendations.
0-2	Fails to adequately address the aspects. Provides insufficient or irrelevant information. Demonstrates little to no understanding of the program and offers no or inappropriate recommendations.

b. **Modality Comparisons-** Write a 3-5 page paper discussing an outdoor therapy modality.

c. **List of Potential Modalities:**

- i. Attention Restoration Theory
- ii. Forest Bathing
- iii. Adventure Based Counseling
- iv. Wilderness Therapy
- v. Walk and Talk
- vi. Front Country Nature-Based Therapy
- vii. Place-Based Nature Therapy
- viii. Horticultural Therapy
- ix. Ornithotherapy
- x. Rehab and Sensory Gardens
- xi. Art Therapy in the Outdoors
- xii. Play Therapy in the Outdoors
- xiii. Seasonal Based
- xiv. Solution Focused Nature Based Therapy
- xv. Internal Family Systems in Nature/Uncovering Genius
- xvi. Equine Therapy
- xvii. Surf Therapy
- xviii. Somatic Experiencing with Nature-Based Lens

d. See Rubric on the next page for more information.

Your paper should include the following sections:

- **Introduction and Conclusion:** Introduce the chosen modality and explain what it entails. The end of your paper should include a brief conclusion to close everything neatly.
- **Effectiveness and Evidence:** Discuss whether the program is effective and evidence-based. Include relevant studies or data.
- **Certifications and Training:** Describe the certifications or training required to practice this type of therapy.
- **Populations and Clients:** Identify the populations and clients that might benefit from this modality, such as groups, children, adults, families, marriages, and multicultural considerations.
- **Benefits:** Reflect on the potential benefits of this therapy modality.
- **Integration with Other Counseling Theories:** Discuss whether this modality incorporates other counseling theories (e.g., Experiential, Gestalt, Cognitive Behavioral Therapy, Internal Family Systems, Existential Therapy).
- **Ethical Concerns:** Identify any ethical concerns related to this modality. You may want to consider any environmental impacts here as well.
- **References:** Use at least three references (no older than seven years). Follow APA guidelines for in-text citations and the reference list.
- **Writing Quality:** Ensure your writing is proficient for a master's level course, free of grammatical and spelling errors, and follows APA guidelines regarding headings and formatting.

Rubric:

Criteria	Exceptional (9-10)	Proficient (6-8)	Needs Improvement (3-5)	Unsatisfactory (0-2)
Introduction and Conclusion	Comprehensive introduction and conclusion, clearly explains the modality.	Clear introduction and conclusion, adequately explains the modality.	Vague introduction and conclusion, lacks clarity about the modality.	No introduction or conclusion or very unclear explanation.
Effectiveness and Evidence	Thorough discussion, cites multiple studies/data.	Good discussion, cites some relevant studies/data.	There was minimal discussion, and little evidence was provided.	No discussion or irrelevant evidence cited.
Certifications and Training	Detailed description of certifications and training.	Adequate description of certifications and training.	Minimal description, lacks key details.	No or very limited description of certifications and training.
Populations and Clients	Comprehensive identification of appropriate clients.	Good identification of appropriate clients.	Minimal identification, lacks clarity.	No or very limited identification of appropriate clients.
Benefits	Thorough reflection on benefits with clear examples.	Good reflection on benefits with some examples.	Minimal reflection, lacks clear examples.	No reflection on benefits.
Integration with Other Theories	Detailed discussion of integration with other theories.	Adequate discussion of integration with other theories.	Minimal discussion, lacks depth.	No or very limited discussion of integration.

Criteria	Exceptional (9-10)	Proficient (6-8)	Needs Improvement (3-5)	Unsatisfactory (0-2)
Ethical Concerns	Thorough identification of ethical concerns.	Good identification of ethical concerns.	Minimal identification, lacks clarity.	No or very limited identification of ethical concerns.
References	Uses at least 3 recent, relevant references.	Uses 3 references, mostly relevant and recent.	Uses 1 reference, limited relevance or recency.	No references or irrelevant/older references.
APA Formatting	Perfect APA formatting with no errors.	Minor APA formatting errors.	Many APA formatting errors.	No adherence to APA formatting guidelines.
Academic Writing Quality and Grammar	Excellent writing quality, no grammatical errors.	Good writing quality, few grammatical errors.	Poor writing quality, numerous grammatical errors.	Very poor writing quality, pervasive grammatical errors.

E. Ethics of Outdoor Therapy List–**DUE DATE** is –. Using your book, assigned ethics readings, and research, list the top 10 ethical guidelines you believe are vital in outdoor therapy. Compare and contrast this list with the ethical guidelines and codes appropriate to your career. This assignment should be at least two (2) pages and requires at least four academic resources, no greater than seven (7) years old. References should be in APA style.

Rubric:

Criteria	Exceptional	Proficient	Needs Improvement	Unsatisfactory
List of Ethical Guidelines 40 points	Comprehensive list of 10 ethical guidelines.	Relevant and somewhat clear list of 10 ethical guidelines.	Incomplete or vague list of ethical guidelines.	Missing or irrelevant list of ethical guidelines.
Comparison with Occupational Code 40 points	Thorough comparison and contrast with career-specific ethical guidelines and codes.	Good comparison with career-specific ethical guidelines and codes.	Minimal comparison with career-specific ethical guidelines and codes.	No comparison with career-specific ethical guidelines and codes.
Use of Resources 10 points	Incorporates at least 4 recent, relevant sources.	Uses 3 relevant sources.	Uses 1 or 2 relevant sources.	No relevant sources used.
Clarity and Organization 10 points	Writing is clear, organized, and logical.	Writing is mostly clear and organized.	Writing lacks clarity and organization.	Writing is unclear and disorganized

Note regarding alternate assignments to better serve each student's professional situation:

Any of the above course requirements may possibly be substituted for other projects. Students are encouraged to consider their current outdoor professional setting as a laboratory for learning concepts covered by this course. Projects designed to accomplish that goal are particularly encouraged. For a project to be approved as a substitution for one of the requirements listed above, the student must present a written proposal describing the project, how it fulfills the objectives of the class, and of the learning objectives of the particular requirement it replaces. All substitution project proposals should first be discussed with the instructor and then approved by obtaining the

instructor's signature on the written proposal. The deadline for substitution project proposals is July 1, 2024.

Assessment Plan

Grading Scale	
The following Grading Scale will be used:	
A	93-100%
A-	90-92%
B+	88-89%
B	83-87%
B-	80-82%
C+	78-79%
C	73-77%
C-	70-72%
D+	68-69%
D	63-67%
D-	60-63%
F	59% & below

Category	Weight
In-Person Intensive	
Reflections on Outdoor Therapy Journal	60%
Outdoor Therapy Experiences	40%
Total	100%
Personal Reflection and Resources Assignment	30%
Program Review and Modality Comparison	40%
Ethics List	30%
Total	100%

Tentative Course Schedule/Calendar

(2% of the specific assignment will be deducted for each day assignments are past due)

COURSE CALENDAR			
Important Dates	Event	Suggested Readings & Activities	Items Due
	Session Begins		
	Pre-Field Work	*Complete the EcoWellness Assessment and 1 page reflection (Due-) *Begin Reading course books and suggested articles. Begin reflection on modality assignment. (Due-)	
	Field Experience Intensive Week	Complete Reflections on Outdoor Therapy Journal* (Due -)	Maintaining your journal daily will be a HUGE help for you when assignments are due.
	Post-Field Work	All Assignments MUST be in by -	
	Assignment Due		Reflections on Outdoor Therapy Journal Due
	Assignment Due		Personal Reflection and Resources Assignment Due
	Assignment Due		Program Review and Modality Comparison Due
	Assignment Due		Ethics List Due
	End Session		

llence.

Appendix B: Additional Selected References

History of Outdoor Education

Ford, P. (1986). Outdoor education: Definition and philosophy. ERIC Document 267941.

Hammerman, D.R., Hammerman, W.M., & Hammerman, E.L. (1994) Teaching in the Outdoors, 4th Ed. Danville, IL: Interstate Publishers. [Chapter 8: The roots of outdoor education: Historical perspective, pp 239-279]

Hammerman, W.M., (1980) Fifty Years of Resident Outdoor Education, 1930-1980. Martinsville, IN: American Camping Association.

Priest, S. (1986). Redefining outdoor education: A matter of many relationships. *The Journal of Environmental Education*, 17(3), 13-15.

Smith, J. W., Carlson, R. E., Donaldson, G. W., & Masters, H. B. (1972) Outdoor Education (2nd Ed.). Englewood Cliffs, NJ: Prentice Hall. [Chapter 2: The development of outdoor education in the American educational system, pp 15-37]

Experiential Education

Beard, C. & Wilson, J.P. (2002). The Power of Experiential Learning: A Handbook for Trainers and Educators. London: Kogan Page. [Chapter 2: Exploring experiential learning]

Fenwick, T. J. (2001). Experiential learning: A theoretical critique from five perspectives. *ERIC Document* 99-CO-0013.

Hovelynck, J. (2001). Beyond didactics: a reconnaissance of experiential learning. *Australian Journal of Outdoor Education*. 6(1), 4-12.

Joplin, L. (1995). On defining experiential education. In K. Warren, M. Sakofs, & J. Hunt (Eds.), *The Theory of Experiential Education* (pp. 15-22). Dubuque, IA: Kendall/Hunt Publishing.

Lindsay, A. & Ewert, A. (1999). Learning at the edge. *The Journal of Experiential Education*. 22(1), 12-19.

Adventure Education

Boniface, M. R. (2000). Towards an understanding of flow and other positive experience phenomena within outdoor and adventurous activities. *Journal of Adventure Education and Outdoor Learning*, 1, 55-68.

Fenwick, T. J. (2001). Experiential learning: A theoretical critique from five perspectives. *ERIC Document* 99-CO-0013.

Hattie, J. A., Marsh, H. W., Neill, J. T., & Richards, G. E. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference.

Hunt, J. (1999). Philosophy of adventure education. In J. Miles & S. Priest (Eds.), *Adventure Programming* (pp.

115-122). State College, PA: Venture Publishing.

McKenzie, M. D. (2000a). How are adventure education program outcomes achieved? A review of the literature. *Australian Journal of Outdoor Education*, 5(1), 19-27.

Raiola, E., & O'Keefe, M. (1999). Philosophy in practice: A history of adventure programming. In J. Miles & S. Priest (Eds.), *Adventure Programming* (pp. 45-53). State College, PA: Venture Publishing.

Walsh, V., & Golins, G. L. (1976). *The Exploration of the Outward Bound Process*. Denver, CO: Colorado Outward Bound School.

Environmental Education

Cornell, Joseph. (1998). *Sharing nature with children*. Nevada City, CA: Dawn Publishers.

Disinger, J. F. (2005). Tensions in environmental education: Yesterday, Today, and Tomorrow. In H. R. Hungerford, W. J. Bluhm, T. L. Volk, & J. M. Ramsey (Eds.), *Essential Readings in Environmental Education* (pp. 1-12). Champaign, IL: Stipes Publishing

Disinger, J. F. (2005). Environmental education's definitional problem. In H. R. Hungerford, W. J. Bluhm, T. L. Volk, & J. M. Ramsey (Eds.), *Essential Readings in Environmental Education* (pp. 17-32). Champaign, IL: Stipes Publishing.

Excerpt from No Child Left Inside Act of 2011 (pp 1-4)

Link, M. (1981) *Outdoor education: a manual for teaching in nature's classroom*. NY: Prentice Hall Press.

Louv, Richard. (2008) *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder*. Chapel Hill, NC: Algonquin Books.

Monroe, M. and Cappaert, D. (1994) *Integrating environmental education into the school curriculum. The environmental education toolbox—workshop resource manual*. Ann Arbor, MI: University of Michigan.

Stern, M.J., Powell, R.B., & Ardoin, N.M. (2008). What difference does it make? Assessing outcomes from participation in a residential environmental education program. *Journal of Environmental Education*, 39(4), 31-43.

Adventure Counseling

Davis-Berman, J., & D. S. Berman. (1994) *Wilderness Therapy: Foundations, Theory and Research*. Dubuque, IA: Kendall Hunt Publishing.

Schumann, S. A., Paisley, K., Sibthorp, J., & Gookin, J. (2009). Instructor Influences on Student Learning at NOLS. *Journal of Outdoor Recreation, Education, and Leadership*, 1(1).

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.

Lung, M., Stauffer, G. & Alvarez, T. (2008). *Power of One: Using Adventure and Experiential Activities Within One-on-One Counseling Sessions*. Oklahoma City, OK: Wood 'N' Barnes Publishing. (excerpt)

Getting Outside -- The Physical Environment

Haluza-Delay, R. (2001). Nothing here to care about: Participant constructions of nature following a 12-day wilderness program. *Journal of Environmental Education*, 32(4), 43-48.

Beard, C. (2003). The circle and the square: Nature and artificial environments. In B. Humberstone, H. Brown, & K. Richards. (Eds.), *Whose Journeys? The Outdoors and Adventure as Social and Cultural Phenomenon*. (pp. 187-198). UK: Institute for Outdoor Learning.

Louv, Richard. (2012) *The Nature Principle: Reconnecting with Life in a Virtual Age*. Chapel Hill, NC: Algonquin Books.

Miles, J. (1997). Wilderness as healing place. In M. Gass (Ed.), *Adventure Therapy: Therapeutic Applications of Adventure Programming* (pp. 43-56). Dubuque, IA: Kendall/Hunt Publishing.

Seaman, J., & Gass, M. (2004). Service-learning and outdoor education: Promising reform movements or future relics?. *Journal of Experiential Education*, 27(1), 67-86.

The Profession of Outdoor Education

Association for Challenge Course Technology (ACCT)
acctinfo.org/

Association for Experiential Education (AEE)
www.aee.org/

Association of Nature Center Administrators (ANCA)
www.natctr.org/

National Association for Interpretation (NAI)
www.interpnet.com/

National Association of Therapeutic Schools and Programs (NATSAP)
natsap.org/

North American Association for Environmental Education (NAAEE)
www.naaee.org/

Other Outdoor Education Programs

Bradford Woods Outdoor Center
www.bradwoods.org

Camp Widjiwagen

www.widji.org

Environmental Education in Georgia
eeingeorgia.org/

Environmental Education in Tennessee
eeintennessee.org/

Missouri Department of Conservation
www.conservation.state.mo.us

Project Adventure
www.pa.org/

Project Learning Tree
www.plt.org/

Project WET
projectwet.org/

Project WILD
www.projectwild.org/

State Education & Environment Roundtable
<http://www.seer.org>

The Future of Outdoor Education . . . YOU