Syllabus for Graduate Elective

SOWK 5339: Adventure Therapy: Theory, Research & Practice

Information about the Instructor

Name: Dr. Christine Lynn Norton, LCSW  
Office Location: Nueces 210  
Office Hours: Mondays, 1:30-3:30pm & Wednesdays, 1-4pm  
Online in Connect: I am also available by phone and on other days and times by appointment.  
Telephone: (512) 245-4562  
Email: cn19@txstate.edu

Information about the Course

Time, Days, and Location of Class: This course is part of Texas State’s Service-Learning Initiative, and is a hybrid course that will meet online in TRACS (for course lectures, readings, discussions, quizzes, etc.), as well as in the field at outdoor recreation venues. We will not meet for class each week, but you must participate in the outdoor, adventure-based activities described in this syllabus and in TRACS. Please review the adventure activity participation dates and requirements in the Adventure Activities Participation Rubric in the Resources section of our TRACS course site. You must also complete the online work and submit assignments described in TRACS Learning Modules according to the due dates in the course schedule below.  
Semester and Year: Spring 2016  
Course Summary: This course will examine adventure therapy theory, research and practice within a social work framework. Students will have the opportunity to engage in research-informed practice and develop skills in adventure therapy group facilitation.  
Prerequisite: Graduate standing  
Credit Hours and Format: 3 hours online and on campus (hybrid)  
Date of School’s Last Review of this Syllabus: August 2011

Communicating with Your Instructor

Office Hours  
Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Connect session, or a meeting. Here is the link to my Connect office hours room:  
https://connect8.its.txstate.edu/officehours_cn19/  
Read more about how we will be using Connect below.

SOWK 5339: Adventure Therapy Theory, Research and Practice
Forums vs. Email
If you have a question about course content or mechanics, I encourage you to post it to the appropriate discussion area (described below). Doing so gives students in the course an opportunity to interact with one another and allows everyone to benefit from answers to your questions. Of course, don't hesitate to email me directly if your concern is of a personal nature.

Email Response Time
Generally I will respond to emails within a day of receiving them during weekdays. Messages received during the weekend will generally be answered the following Monday. If I plan to be away from my computer for more than a couple of days, I will let you know in advance.

Please indicate the course number (SOWK 5339) somewhere in the subject line of your email so I will know to attend to it quickly.

Course Learning Aims
This course will examine theory, research and practice in adventure therapy and will engage the student in research-informed practice and develop skills in adventure therapy group facilitation. The implications of this course for social work education and practice are that the student will increase in her social work practice and research skills and learn about innovative interventions for direct practice with special populations. This course supports the mission of the School of Social Work to promote the health and well-being of the most disadvantaged members of society, specifically vulnerable children and their families. When the student completes this course, she will be able to:

- Apply social work values and ethics in social work/adventure therapy practice and research.
- Integrate adventure therapy theory and practice.
- Use adventure therapy research to inform practice.
- Utilize assessment, intervention and evaluation methods in adventure therapy.
- Demonstrate proficiency in scholarly writing.
- Demonstrate competency in adventure therapy group facilitation skills.

Student Competencies Focused on in This Course

2.1.9. RESPOND TO CONTEXTS THAT SHAPE PRACTICE
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Student Advanced Practice Behaviors

- Integrate social work values and ethics in adventure therapy practice, particularly with vulnerable and disadvantaged populations
- Observe and reflect on adventure therapy in various contexts of social work practice and with special populations.
  - Curriculum location: Integration Paper and Final Facilitation Paper & Project

2.1.10 (A, B, C, D) ENGAGE, ASSESS, INTERVENE, AND EVALUATE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation on multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidenced-based
interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

2.1.10A Engagement

- Demonstrate advanced empathy, interpersonal, and planning skills in adventure therapy.
  - Curriculum location: Final Facilitation Paper & Project

2.1.10B Assessment

- Demonstrate advanced, culturally competent skills in interviewing clients, assessing client functioning, developing treatment goals, and selecting intervention strategies that fit the client’s culture.
  - Curriculum location: Final Facilitation Paper & Project

2.1.10C Intervention

- Critically analyze and employ empirical research, generate knowledge, and apply the scientific process to planning, delivering and evaluating specialized direct practice.
- Observe and evaluate group work interventions in various domains of social work practice.
  - Curriculum location: Integration Paper & Final Facilitation Paper & Project

2.1.10D Evaluation

- Utilize advanced skills to effectively analyze and monitor the intervention process related to client goals.
- Evaluate the effectiveness of specialized practice interventions.
  - Curriculum location: Final Facilitation Paper & Project

Student Competencies Supported in This Course

2.1.1 Identify as a professional social worker and conduct oneself accordingly

2.1.2 Apply social work ethical principles to guide professional practice

2.1.3 Apply critical thinking to inform and communicate professional judgments

2.1.5 Advance human rights and social and economic justice

2.1.6 Engage in research-informed practice and practice-informed research

2.1.7 Apply knowledge of human behavior and the social environment

2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Student Outcome Measures Throughout Program

Practice behaviors are measured by 3-6 methods at different times during enrollment in the program. Methods include a self-efficacy survey, field evaluation, grades, focus groups, poster presentations, and an alumni survey. Please see the school website for further details on how we measure practice behaviors and ensure that all students achieve social work competencies.

How Students Demonstrate They Have Achieved Practice Behaviors in This Course

Quizzes
You will take chapter quizzes over assigned readings in the TRACS Assessments tool. Quizzes are designed to check your learning comprehension throughout the semester and consist of multiple
choice and true/false questions. Quizzes are not timed and you may take them as many times as you like by the due dates in the schedule below. Online quizzes are open book, but you are expected to complete them without help from other students.

Reflection Forums
The online discussions in this course are called Reflection Forums (RFs) and are designed to gauge your participation and application of course content. You are expected to contribute quality, timely responses to the RFs. Quality participation requires professionalism, comprehension, application of the adventure therapy concepts, and critical thinking. Refer to information later in this syllabus for expectations of Reflection Forum discussions and to the RF rubric in Resources. You will participate in 12 RFs.

Group Norms & Goals
As a part of the first RF, you will participate in the Reflection Forum to establish group norms and individual and group goals for the semester. Group norms are expectations that your group will establish for how to communicate, resolve conflict and work together effectively. Group goals will be the agreed upon purpose and objectives you hope to attain during the semester. Individual goals should address what each student would like to work on as a group member in the context of the RFs. You will include with your norms a conflict resolution plan, which describes the steps you will take to try address group problems if they arise. See additional guidelines in Learning Modules in TRACS.

Integration Paper
The main purpose of this paper is to integrate research and practice. By reviewing a recent, peer-reviewed research study in AT, you can begin to utilize a research-informed approach to your work in AT with special populations. NOTE: This paper should be a part of the foundation of your literature review in the final facilitation paper and project. See the guidelines for this paper in Learning Modules in TRACS.

Final Service Learning Paper & Project
This paper and project is to be completed as a group. You will work with the other students who were in your Service Learning group to assess the clinical/developmental/cultural needs of the youth with whom you worked (or trained staff to work with) and how Adventure Therapy can meet those needs. See the guidelines for this paper in Learning Modules in TRACS.

Adventure-Based Activity Participation Grade: P/F
Students are expected to attend and participate in all adventure-based activities at the times and locations listed below. There is a PASS/FAIL grade for the adventure-based activities, all of which are directly connected to course readings, reflection forums, etc. This is the experiential component of the course, and is a critical part of your learning.

Class Adventure Activities (All are mandatory!):
- Friday, January 22 (9am-noon Teambuilding @ Sewell Park)
- Saturday, February 6 (10am-1pm GOAL Program Low Ropes @ University Camp)
- Friday, February 26 (9am-1pm Mindfulness and Climbing @ Rock Wall/Student Rec Center)
- Friday, March 25 (Ecotérapy hike—on your own)
- Friday, April 29: Service Learning Celebration @ SMHA (time/location TBD)
Service Learning Events (You will sign up for one of these events only):

- Friday, February 5 @ 2-5pm (SMHA Staff Adventure Therapy Training): 4-5 students
- Friday, March 4 @ 3-6pm (Onsite Teambuilding Activities with SMHA Youth @ 2 sites TBD): 8-10 students
- Friday, April 1 @ 3-6pm (Nature Hike with SMHA Youth @ Spring Lake Trail): 4-5 students
- Saturday, April 23 @ 9am-noon (Rock Wall with SMHA Youth): 4-5 students

Details for these activities, such as maps, what to bring lists, waivers/medical forms, background check forms, etc. are posted under Resources in TRACS. Bring any required waivers/medical forms with you to the adventure-based activities or submit them to TRACS Assignments: Waivers and Releases.

If there is a date that you absolutely cannot make due to illness, a family emergency, etc., please let me know via email. I will not require documentation for one absence, and will consider this an excused absence, as long as you notify me ahead of time. However, if you request an excused absence, you will need to meet with me to schedule an alternative assignment of some sort. You will not be penalized for having one excused absence; however, if you miss more than one adventure-based activity, it will be considered unexcused, pending dire life/medical circumstances. I cannot stress this enough. Your active participation in the adventure-based activities is critical to your learning in this course.

You must pass the adventure-based activities in order to PASS the class!

How Student Outcomes and Practice Behaviors Are Measured

Your overall course grade will be based on the following point values:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and survey (13 @ 10 points each)</td>
<td>23%</td>
<td>130</td>
</tr>
<tr>
<td>Reflection Forums (11 @ 20 points each)</td>
<td>40%</td>
<td>220</td>
</tr>
<tr>
<td>Integration Paper</td>
<td>17%</td>
<td>100</td>
</tr>
<tr>
<td>Service Learning Project and Paper</td>
<td>20%</td>
<td>120</td>
</tr>
<tr>
<td>Adventure-Based Activity Participation</td>
<td>Pass/Fail</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>570</td>
</tr>
</tbody>
</table>

A conventional grading scale will be used to determine your final grade:

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% to 100%</td>
<td>A</td>
</tr>
<tr>
<td>80% to 89%</td>
<td>B</td>
</tr>
<tr>
<td>70% to 79%</td>
<td>C</td>
</tr>
<tr>
<td>60% to 69%</td>
<td>D</td>
</tr>
</tbody>
</table>
Textbooks


*Order from: [http://healthandsociety.cgpublisher.com/product/pub.294/prod.1](http://healthandsociety.cgpublisher.com/product/pub.294/prod.1) (Electronic copy is $10; paperback is $35)

Note: Most materials used in conjunction with the course are subject to copyright protection.

Teaching Methods
This course is an online course; however, the class will meet at various locations on/off campus for adventure-based activities, including teambuilding, low/high ropes course, rock climbing, and hiking. As well as being participants, each student will also engage in one adventure therapy practice project, and facilitate that activity with the class. The instructor will provide feedback and mentoring to the students weekly to reflect on the learning process via Reflection Forums (RFs).

Announcements
I will post announcements in TRACS with Connect session times and recording links, assignment reminders, and general course updates.

Learning Modules
The course is organized into modules of instruction that can be accessed by choosing Learning Modules from the left panel of the course TRACS site. Materials delivered through Learning Modules include:

- Textbook and supplemental reading assignments
- Recorded mini lectures accompanied by PowerPoint documents
- Recorded guest lectures by prominent AT practitioners and scholars
- YouTube and other videos and websites to view
- Forum instructions (also provided in Forums)
- Instructions for papers
- Quiz and assignment reminders

Forums
You can access the following discussion forums by clicking Forums in the left panel of the TRACS course site:
General Forums

- **General Course Questions:** Post any questions or comments you may have about a topic, assignment, or technical issues to this question and answer forum rather than emailing your questions/comments to me. Often, the answers to questions you raise will benefit your colleagues as well. On weekdays I will check and respond to the issues raised in this forum within 24 hours. Questions posted during the weekend will be answered the following Monday.

- **Accomplishments & Social Support:** Use this forum to celebrate your personal accomplishments, encourage each other, post inspirational quotes, etc.

Reflection Forums

- Unless otherwise indicated in an announcement, all reflection forums begin on a Monday and end on a Sunday.
- RFs are organized by module and provide an opportunity to interact with the other students in the class by reflecting on various course topics. Each week, your class will meet online in your group discussion forum to discuss topics and/or engage in a group activity or project.
- Throughout the course of the semester, you will share your reflections online with the class, with the goal of fostering dialogue and mutual aid in our class group.
- You are expected to post a minimum of two responses in a week, depending on the RF assignment. Most often, you will post your thoughts and ideas, and then respond to the thoughts and ideas of at least one other student in your class. I encourage you to use RFs to express yourself and learn from the insights of your classmates.
- Review expectations for your participation in these forums in the reflection forum rubric in Resources. My role in RFs is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussions indicating my general impressions of the comments and conclusions.

Resources

In Resources you will find the rubrics by which I will evaluate Reflection Forums, Adventure-Based Activity participation, and other assignments.

Assignments

You will use the Assignments tool to submit your papers. You will find Assignment reminders and detailed instructions in Learning Modules.

Assessments

You will find the quiz for each module by clicking Assessments in the left panel of the course TRACS site.

Learning how to use Connect

If you would like to ‘meet’ with your instructor or with another student in Connect, follow the instructions at this link: [http://www.its.txstate.edu/departments/etc/connect/connectsupport.html](http://www.its.txstate.edu/departments/etc/connect/connectsupport.html). Note the Connect technical support contact information at the top of the page. To attend a Connect session, click the link to my Connect office hour’s room near the top of this syllabus at the date and time indicated for each session in the schedule below. Then log in using your Texas State NetID and password.
### Course Schedule and Due Dates

All assignments are **due by 11:55 PM** on the dates in the table below. Note that the table only lists assignments for which points are assigned. However, you are responsible for completing all of the learning activities described in Learning Modules for each module below.

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignments</th>
<th>PTS</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong>&lt;br&gt;Introduction to AT</td>
<td>Quiz: Course Information and Syllabus</td>
<td>10</td>
<td>Wed., 1/20</td>
</tr>
<tr>
<td></td>
<td>RF—Part I: Introductions</td>
<td>20</td>
<td>Wed., 1/20</td>
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<tr>
<td></td>
<td>Respond to prompt and peers by:</td>
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<tr>
<td></td>
<td>Quiz: Introduction to AT</td>
<td>10</td>
<td>Friday, 1/22</td>
</tr>
<tr>
<td></td>
<td>RF—Part II: Creating Group Norms</td>
<td>20</td>
<td>Friday, 1/22</td>
</tr>
<tr>
<td></td>
<td>Respond to prompt and peers by:</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td><strong>Adventure-Based Activity: Teambuilding at Sewell Park (DRESS WARMLY!)</strong></td>
<td>P/F</td>
<td>Fri., 1/22</td>
</tr>
<tr>
<td><strong>Module 2</strong>&lt;br&gt;History of AT</td>
<td>Turn in final copy of Group Norms to instructor</td>
<td>n/a</td>
<td>Monday, 1/25</td>
</tr>
<tr>
<td></td>
<td>Quiz: History of AT</td>
<td>10</td>
<td>Wed., 1/27</td>
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<td></td>
<td>RF: The Adventure Model and Group Cohesion</td>
<td>20</td>
<td>Fri., 1/29</td>
</tr>
<tr>
<td></td>
<td>Respond to prompt and peers by:</td>
<td></td>
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<tr>
<td><strong>Module 3</strong>&lt;br&gt;Reinventing the Wheel: Innovative Interventions</td>
<td>Quiz: Innovative Interventions</td>
<td>10</td>
<td>Wed., 2/3</td>
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<td></td>
<td>RF: Innovative Interventions</td>
<td>20</td>
<td>Friday, 2/5</td>
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<td></td>
<td>Respond to prompt and peers by:</td>
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<tr>
<td></td>
<td><strong>Service Learning Project #1: Staff Training for SMHA Staff</strong></td>
<td></td>
<td>Friday, 2/5</td>
</tr>
<tr>
<td><strong>Module 4</strong>&lt;br&gt;Adventure Therapy Ethics and Risk Management</td>
<td><strong>Adventure-Based Activity: GOAL Program at University Camp (DRESS WARMLY!)</strong></td>
<td>P/F</td>
<td>Saturday, 2/6</td>
</tr>
<tr>
<td></td>
<td>Quiz: Ethics/Risk Management</td>
<td>10</td>
<td>Wed., 2/10</td>
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<tr>
<td></td>
<td>RF: Ethics/Risk Management</td>
<td>20</td>
<td>Fri., 2/12</td>
</tr>
<tr>
<td></td>
<td>Respond to prompt and peers by:</td>
<td></td>
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</tr>
<tr>
<td><strong>Module 5</strong>&lt;br&gt;Theoretical Foundations of Adventure Therapy</td>
<td>Quiz: AT Theory</td>
<td>10</td>
<td>Wed., 2/17</td>
</tr>
<tr>
<td></td>
<td>RF: Theoretical Foundations</td>
<td>20</td>
<td>Fri., 2/19</td>
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<tr>
<td></td>
<td>Respond to prompt and peers by:</td>
<td></td>
<td></td>
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<tr>
<td><strong>Module 6</strong>&lt;br&gt;AT Processes and Models</td>
<td>Quiz: AT Processes and Models</td>
<td>10</td>
<td>Wed., 2/24</td>
</tr>
<tr>
<td></td>
<td>RF: Mindfulness &amp; Rock Climbing</td>
<td>20</td>
<td>Fri., 2/26</td>
</tr>
<tr>
<td></td>
<td>Respond to prompt and peers by:</td>
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<td></td>
<td><strong>Adventure-Based Activity: Rock Wall</strong></td>
<td>P/F</td>
<td>Fri., 2/26</td>
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<tr>
<td>Module 7</td>
<td>Adventure Therapy Assessment and Intervention</td>
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<tr>
<td>Quiz: AT Assessment &amp; Intervention</td>
<td>10</td>
<td>Wed., 3/2</td>
<td></td>
</tr>
<tr>
<td>RF: AT Assessment and Intervention</td>
<td>20</td>
<td>Fri., 3/4</td>
<td></td>
</tr>
<tr>
<td><strong>Service Learning Project #2: On-Site Teambuilding Activities with SMHA Youth</strong></td>
<td></td>
<td>Friday, 3/4</td>
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<table>
<thead>
<tr>
<th>Module 8</th>
<th>Research and Evaluation of AT</th>
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</thead>
<tbody>
<tr>
<td><strong>Integration Paper</strong></td>
<td>80</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 9</th>
<th>Ecological Issues in Adventure Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz: Ecological Issues in AT</td>
<td>10</td>
</tr>
<tr>
<td>RF: Developing an Ecological Self</td>
<td>20</td>
</tr>
<tr>
<td><strong>Ecotherapy Hike (All students will go for a hike on their own (or with other classmates, family or friends) this week in order to reflect in the forum.</strong></td>
<td>P/F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 10</th>
<th>Diversity Issues in Adventure Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz: Honoring Diversity</td>
<td>10</td>
</tr>
<tr>
<td>RF: Honoring Diversity</td>
<td>20</td>
</tr>
<tr>
<td><strong>Service Learning Project #3: Ecotherapy Hike with SMHA Youth</strong></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 11</th>
<th>International Perspectives on AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiz: International Perspectives</td>
<td>10</td>
</tr>
<tr>
<td>RF: International Perspectives</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modules 12 &amp; 13</th>
<th>Adventure Therapy Facilitation Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet in Groups to work on Service Learning Reflection Papers</td>
<td>n/a</td>
</tr>
<tr>
<td>Quiz: Future Directions in AT</td>
<td>10</td>
</tr>
<tr>
<td><strong>Service Learning Project #4: SMHA Rock Climbing Day</strong></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Module 14</th>
<th>Service Learning Paper Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>120 total</td>
<td>Friday, 4/29</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Module 15</th>
<th>The Future of AT</th>
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</thead>
<tbody>
<tr>
<td><strong>Service Learning Celebration</strong></td>
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</tbody>
</table>
Late Work Policy

Quizzes, discussion forum postings, and assignments are due by 11:55 PM of the due date in the schedule above, after which they will be considered late by one day. For every day an assignment is late, 10% of the grade will be deducted. After one week, the assignment will no longer be accepted for points, but you must still complete the assignment in order to receive credit for the course.

Since all assignments are posted well in advance of due dates, there are no exceptions for routine illnesses, disabled computers, or work schedules. The only exceptions to the late work policy are documented medical emergencies. You must contact me within one week of the missed assignment and provide written documentation about the medical emergency from an outside entity in order to be considered for an exception to the late work policy. A medical emergency qualifies you to be considered for an exception to the policy; I retain the right to approve the documentation.

Naming and Submitting Documents

Most assignments are submitted to me through TRACS Assignments. You will also post some assignments to discussion forums. Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

<table>
<thead>
<tr>
<th>The name of your...</th>
<th>Should follow the format:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual assignment</td>
<td>LastNameFirstInitial_Xx.doc</td>
<td>SmithJ_Paper.doc</td>
</tr>
<tr>
<td>Team project</td>
<td>Teamname_Xx.doc</td>
<td>TeamA_Project.ppt</td>
</tr>
</tbody>
</table>

You are responsible for keeping a back-up copy of all submitted work.

Course Logistics

Conduct and Civility
Every student is held accountable for abiding by the tenets of required conduct outlined in the University Student Handbook available at [http://www.dos.txstate.edu/handbook.html](http://www.dos.txstate.edu/handbook.html), the School of Social Work Handbook, which can be found online at [http://www.socialwork.txstate.edu/](http://www.socialwork.txstate.edu/), as well as the NASW Code of Ethics ([http://www.naswdc.org/pubs/code/default.asp](http://www.naswdc.org/pubs/code/default.asp)) and the TSBSWE Code of Conduct ([http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm](http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm)). Students should create a learning environment and refrain from interfering with the learning of fellow students. When students voice opinions with which you do not agree, feel free to voice your opinion in a polite and civil manner. This approach can help us enhance the free flow of ideas.
Investment in Learning
Each student is expected to demonstrate investment in learning through your attitude and work ethic. Specifically, each class member will be expected to submit assignments in a timely and correct manner, seek help on a timely basis when necessary, and treat others with respect.

Communication Skills
All graduate students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper. Students who do not demonstrate graduate level writing should expect reduced grades on assignments.

Academic Honesty
Social workers must demonstrate high standards of integrity. They should do their own work on all material submitted to meet course requirements. Since dishonesty harms the individual and his/her fellow students, as well as the integrity of the University, School, and profession, the School and University will strictly enforce policies on academic dishonesty. You must read and abide by the academic honesty policies as stated in the Texas State University Student Handbook (http://www.dos.txstate.edu/handbook.html). If you have any questions or reservations about this policy or your obligations under it, see your academic advisor immediately.

Resource Materials and Bibliography


Additional adventure therapy readings can be found at: [http://www.aee.org/tapg-bibliography](http://www.aee.org/tapg-bibliography)