

# Course Prospectus - The Certificate in Advanced Wilderness Therapeutic Approaches

WORKING WITH ADULTS AND WORKING WITH CHILDREN



**An independently accredited  
Level 3 Qualification**

## A CERTIFICATE-GRADE QUALIFICATION FOR:

- School Staff
- Therapists and Counsellors
- Outdoor Skills / Education Practitioners
- Healthcare Professionals
- Adult's workers and Children's workers
- Prospective children's workers



**eQe** is the UK's leading training specialist in Wilderness Therapeutic Approaches and Interventions.



**NCFE CACHE** is the UK's leading specialist Awarding Organisation for the Care, Healthcare and Education sectors, for children and adults, and is the UK's 3rd largest Awarding Body



Full details and enrolment: [www.Wilderness-Therapy.co.uk](http://www.Wilderness-Therapy.co.uk)

A unique and comprehensive qualification equipping you to design and run your own Wilderness Therapeutic Interventions and Applications for Adults and Children

This is a high level of multi-disciplinary Level 3 training. This is an independently accredited Certificate-Grade Qualification.

## BUILDING THE RIGHT EXPERTISE

Your training covers 5 distinct Learning Units, focusing primarily on building three areas of expertise:

1. **Outdoor skills and bushcraft, and outdoor therapeutic group management**
2. **Therapeutic understanding and application, constructing your Applied Therapeutic Toolkit**
3. **Combining these two disciplines skilfully into true Wilderness Therapeutic Approaches, enabling creation of your own targeted Wilderness Therapeutic Interventions**

## A MULTI-DISCIPLINARY QUALIFICATION

- Bushcraft to a good working level
- Therapeutic Content and its Application
- Targeted Wilderness Therapeutic Activities and Objectives
- Design of Therapeutic Interventions
- Age / Ability / Issue Appropriate Targeting
- Therapeutic Group Management Outdoors
- Impact Assessment: Using eQe's **4-Dimensions Impact Assessment Approach**™

## YOU PROBABLY COME FROM ONE OF THESE GROUPS



- **School** or education background: mainstream, alternative, or SEND
- **Outdoor Practitioner** background possibly already trained and qualified
- **Adult or Child Therapy** background, possibly already trained and qualified
- **Healthcare Professional**
- **Children's worker** background outside of school or education, e.g. Scouting
- **Already trained or qualified** via other eQe Wilderness Therapeutic Training and you want to do more

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## OVERVIEW

### The Certificate in Advanced Wilderness Therapeutic Approaches

*Training is face to face, working together in your own unique Learning Tribe.*

*It is as experiential as possible.*

*With more than two decades of training experience we have demonstrated that this is the best way to learn.*

*It is not possible to achieve this level of expertise through online or virtual courses.*



# eQe - Our Track record

## To 2020, eQe have:

- **Been awarded the *PLAY THERAPY INTERNATIONAL AWARD*** for our Lead Therapist's achievements
- **Consulted for the NHS on Measuring Impact on Mental Health and Wellbeing.** eQe worked with the **European Centre for Environment and Human Health**, producing "*ROOTS TO WELLBEING- A handbook for evaluating and communicating the wellbeing impact of woodland social enterprises*"
- **Created the Th.Inc Room® model**, used throughout England
- **Run around 200 separate programmes** in Wilderness Therapy and Personal Development
- **Directly applied our Wilderness Therapeutic Approaches with more than 3000 children and young adults** in the UK
- **Accredited around 400 school staff and children's workers** to run Wilderness Therapeutic Interventions
- **Facilitated the ongoing Wilderness Therapeutic provision for thousands of children** and young adults each year through eQe accredited and trained individuals and trained schools
- **Recognition, Formal Listing, and Approved Provider Status** with e.g. LEAs, SEND Provision, LAC Service, Adoption Support

## Working in all 4 areas of SEND

Our Interventions are targeted for impact at specific age, ability and developmental levels, issues and diagnoses:

- Communication and Interaction
- Cognition and Learning
- SEMH (Social, Emotional and Mental Health)
- Sensory and Physical

This encompasses all ages, children and adults, whether everyday SEMH issues; confidence, esteem and behavioural issues; or other issues and diagnoses e.g. **ASC** (Autism), **ADHD**, **MLD/SLD**, **SPD** (Sensory Processing Disorder), **Trauma**, **Attachment Difficulties**.

**eQe's Wilderness Therapeutic Interventions and training have been impact assessed, for example:**

- **88% of children reduced their Total Difficulties Scores**, e.g. in Externalising Behaviours (Conduct and Hyperactivity), and Internalising Behaviours (Emotional Problems and Peer Problems)
- **95.5% of children improved their Pro-Social Scores**

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### We work in many settings:

- Special provision for young adults
- Primary and Secondary
- Mainstream and Special Schools
- Behaviour Pupil Referral Units (PRUs)
- Hospital Teaching Service and Medical PRU Schools
- SEMH schools
- Other special provision units including the Seashell Trust, Looked After Children (LAC / C4C) Service, Adoption Support.

### What our child clients say:

- "I'm going to stay focused"
- "I am not letting my mum influence me. I am leaving my hatred behind"
- "I am not angry. I am leaving my anger behind"
- "I am helpful at home for my mum"
- "I am brave"
- "I am kind"
- "I am not letting bad influences get to me. I am my own person"



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## COURSE SUMMARY

The Certificate in Advanced Wilderness Therapeutic Approaches

## COURSE LEADERS

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Wilderness-based Training on The Certificate is led by eQeOUTDOORS Director, Robin Sheehan, with Therapeutic Training devised and implemented by eQe's Lead Therapist, Bridget Sheehan.

Co-leaders may also include experienced eQe Consultants (therapists, counsellors, outdoor practitioners, and Wilderness Therapeutic Intervention Trainers). We may also use 3<sup>rd</sup> party experts in e.g. Autism, Occupational Therapy, Mental Health and Wellbeing in Schools, SEND, and Looked After Children (LAC).

Often, we also hear first-hand the experiences and stories from eQe trained, accredited individuals now running Wilderness Therapeutic Interventions themselves in their own settings or in school settings.

## COURSE STRUCTURE AND QUALIFICATION

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Training takes place over two separate weeks that you must attend. In between these training weeks, you will be working on your Portfolio, and designing and running case-study sessions with children or adults to report on. **Week 1** is a full Training Week; **Week 2** is a Further Training and Assessment week.

Full attendance and completion of Portfolio and Case Study Impact Assessment Report are required for this qualification. Successful Learners will then be externally certificated by the independent awarding body and hold the Level 3 qualification: **"The Certificate in Advanced Wilderness Therapeutic Approaches"**

## THE 5 LEARNING UNITS

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**UNIT 1: Outdoor Skills 1 – Basic Bushcraft**

**UNIT 2: Outdoor Skills 2 - Wilderness Therapeutic Group Management**

**UNIT 3: Therapeutic Approaches, Application and Best Practice**

**UNIT 4: Design, Structure and Implementation of Wilderness Therapeutic Interventions**

**UNIT 5: eQe 4-Dimensions Therapeutic Impact Assessment Approach**

Learning Unit details are below:

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## UNIT 1:

### Outdoor Skills 1 – Basic Bushcraft

### The Certificate in Advanced Wilderness Therapeutic Approaches

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This module runs through both training weeks, in the woods, ensuring a solid grounding in proper bushcraft, best practice and outdoor-operating ethos, explicitly remembering we are training for working with Therapeutic Groups of Identified Children or Adults:

- Risk Assessing and Contingency Planning for Wilderness Therapeutic Groups
- Health and Safety Policies and Procedures; Land Access, Foraging and the Law
- Mastery of Essential Skills with Therapeutic Groups of Identified Individuals
  - Fire
  - Water
  - Shelter
  - Tools use
  - Cordage, knots and lashings
  - Cooking and Food
  - PPE and Clothing
- Creating Items from Woodland Resources
- Environmental Impact of Activities
- Flora, Fauna, Fungi, Foliage, Fruit
- Site Selection
- Teaching Outdoor Skills with Therapeutic Groups of Identified Children or Adults



## Do not be afraid!

Regardless of the skill-base of the Learners in our group, we will always ensure that **even if you are a complete outdoor novice** we will all remain completely supportive of each other, as you perhaps start your first steps along this bushcraft path.

But **even as a seasoned outdoor practitioner**, this is a chance for bushcraft CPD and peer learning, and an opportunity to hone your bushcraft teaching skills when working with therapeutic groups. Skilled individuals will buddy up with unskilled Learners, sharing knowledge and experience, and you will receive the training and practice opportunities you need to be successful in this Learning Unit.

Everyone will reach the required level of bushcraft and outdoor skills, by applying ourselves with a positive Growth Mindset, and as part of a supportive and caring Learning Tribe.

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# UNIT 2:

## Outdoor Skills 2 – Wilderness Therapeutic Group Management

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This module helps you understand the implications – what can we actually expect, and how do we need to modify our approach? – when working with people with different issues in the natural environment:

In any group of children or adults you may encounter SEND issues:

- Communication and Interaction difficulties
- Cognition and Learning difficulties
- SEMH (Social, Emotional and Mental Health) difficulties, including:
  - Trauma issues
  - Attachment difficulties
  - Behaviour issues
  - Confidence and Self Esteem
- Sensory and Physical Difficulties

This encompasses numerous things e.g. **ASC** (Autism), **ADHD** (attention deficit and hyperactivity), **MLD/SLD** (learning difficulties); **SPD** (Sensory Processing Disorder), **Trauma** and **Attachment** Difficulties

### We will focus on:

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- **Outdoor Leadership Requirements** Working with Therapeutic Groups and Identified Children or Adults:
  - Contingency Planning for Commonly Encountered Situations and Behaviours
  - Positive Touch and Boundaries
  - Fire, Tools, Food and Shelter Activities - Management of these and Decisions that Need to be Made
  - Relationships and Relationship Management
- **Using Assessment Tools and Approaches** to “Measure” Proposed Participants
- **Profiling of Therapeutic Groups** for Planning Interventions and Objective Setting
- **Clothing and PPE** needs for Therapeutic Groups and Identified Individuals



Common outdoor approaches, or ways of teaching and learning outdoors, are not always appropriate or helpful.

For some individuals and identified issues, this can be a very negative experience.

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## UNIT 3:

### Therapeutic Approaches, Application and Best Practice

#### The Certificate in Advanced Wilderness Therapeutic Approaches

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## BUILDING THE THERAPEUTIC TOOLKIT

### 1. Elements affecting behaviour

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- The neurotypical and the neuroatypical brain E.g. Autism, ADHD, Learning Difficulties, Sensory Processing Disorder
- Neuroscience: Early development of the emotional brain and the adolescent brain
- Trauma, its impact, and how this informs our understanding of behaviour
- Attachment theory and its application - how this informs our understanding of behaviour
- Impact of different parenting styles on behaviour
- **eQe's Time Zone Model®**: applying it to understand a young person's behaviour

### 2. Theories and approaches into practice

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- Wilderness Therapeutic Approaches, Rites of Passage and Wilderness Vision Quest for Adults and Young Adults
- Maslow's Needs Hierarchy and Porter's Tree of Needs
- Attachment Theory (Bowlby)
- Transactional Analysis (Eric Berne)
- Cycles of Development (Pam Levin-Landheer)
- Person Centred Approaches (Roger)
- Cognitive Behavioural Therapy (Beck and Ellis)
- Solution Focussed Therapy (Shazer and Berg)
- Creative Metaphors (Jung)
- Mindfulness
- ACEs - Adverse Childhood Experiences and Trauma
- Play Therapy Dimensions Model (Yasenik)
- **eQe's Transformative Play Model®** (Bridget Sheehan)

This module forms the basis for understanding of behaviour; and learning how to apply this to more effectively meet the emotional needs of both children and adults in a Wilderness Therapeutic setting.

Led by Bridget (Lead Therapist), with input from Robin (Wilderness Therapy and Life Engineering), this may also be supported by other specialists in autism, special needs, learning difficulties, and occupational therapy.

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### 3. Applying it – What do we actually do to make it work?

## The Therapeutic Toolkit and Wilderness Mirror

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- Case studies
- Meeting emotional needs in a Wilderness Therapeutic setting
- Evolving an outdoor programme into a true Wilderness Therapeutic Intervention
- The Three Strands of Therapeutic Work
- eQe's Ethical Framework
- Making sense of it and applying it in actual therapeutic sessions and activities.
- **We will access eQe's White Papers** on specific topics and how they relate to Wilderness Therapy in practice:
  - To understand ***"The Wilderness Mirror"*** (©Robin Sheehan), informing us about our participants and what is going on
  - Directing us in our practice
  - Directing participants along a new path







## UNIT 4:

Design, Structure and  
Implementation of Wilderness  
Therapeutic interventions

The Certificate in Advanced  
Wilderness Therapeutic Approaches

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This module equips you to plan,  
design, and structure targeted  
Wilderness Therapeutic  
Interventions for small-groups:

- **Start, Middle, the Other Middle, and No End!** The structure and progressive design of a Wilderness Therapeutic Intervention or Programme
- **Managing the flow** through a Wilderness Therapeutic Intervention
- **Differentiation** of activities for different profiles of individuals
- **Managing energy levels** of sessions
- **Routine and Rituals**
- **Using the THERAPEUTIC TOOLKIT AND WILDERNESS MIRROR©:** Using what we have learned and eQeOUTDOORS resources to help us be reflective practitioners navigating through an intervention
- **Preparation and Objective Setting:** Participant profiling; Planning meetings; Debriefing sessions
- **Dos and Don'ts**



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# UNIT 5:

## eQe's 4-Dimensions Therapeutic Impact Assessment Approach

### The Certificate in Advanced Wilderness Therapeutic Approaches

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This module equips you to generate Impact Assessment Reports for clients, which can also be used in other official reports and bids e.g.

- Funding and bid requests
- Building your personal track record of Impact Assessment and Effectiveness
- OFSTED Reports
- Pupil Premium Reports
- Looked After Children / Cared For Children Reports (LAC/C4C)



### We will focus on:

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eQeOUTDOORS Observation and Planning Toolkit

eQe's 4-Dimensions Therapeutic Impact Assessment Approach and Tools

eQeOUTDOORS' White Papers and Therapeutic Toolkit

eQeOUTDOORS' White Papers to inform Impact Assessment

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# YOUR LEARNING TRIBE

## Diversity and Peer Learning

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When we leave this training, we will bring our own flavour to our work in Wilderness  
Therapeutic Approaches

This is multi-disciplinary training which attracts participants from a wide variety of backgrounds and expertise. We will find our level, our way, and where our personal emphasis and passion lies within this.

### Passing on experience

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We will experience being part of a tribe of diverse individuals, from different starting points in learning and experience, with different objectives, and different understanding. We all have something to bring to this Training Tribe. Do not underestimate the power of insight and questions from complete novices, who look at a particular subject with completely fresh eyes.

### Diversity by design

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Personal learning and development are enhanced when Learners in a group come from different backgrounds, professions, learning backgrounds and experience. Some may be Bushcraft Practitioners, or Therapists, School Teachers, Forest School Practitioners, or Healthcare Professionals...

The Tribe benefits from different people, different ideas, different skills and abilities. Studies by Joseph Henrich show that:

- **With this diversity**, tribes have diversity of thinking and use “Rebel Thinking” for addressing new problems facing them, innovating and solving these problems 99.9% of the time
- **Without this diversity**, in a homogenous group of high achieving recognised experts from the same field, new problem solving is extremely limited, to the extent that they will solve the same problems only 18% of the time

**Individually**  
we know something  
about something,  
and nothing about  
something else.

**Collectively**  
we are a powerful,  
unique and diverse  
Tribe of Learners on  
the same journey  
for a while.



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# Robin Sheehan

FRMS, MBA, MSc, PGCE

## eQe Director of Wilderness Therapy, Training, and Life Engineering

Since 2011, Robin has trained SEND professionals, outdoor practitioners, therapeutic-trained professionals, school staff and children's workers. He works extensively in Wilderness Therapy directly with diverse therapeutic small-groups, children and young adults. Clients typically have social, emotional, behavioural, wellbeing or other identified issues, and also a range of diagnosed conditions. He has been designing, running, continuously developing and improving Wilderness Therapy Programmes and Interventions since 2011. Throughout, he has been compiling impact data, developing and establishing a comprehensive approach to measurement of impact in participants engaged in Wilderness Therapy programmes.

## Robin is one of the only trained Wilderness Vision Quest Guides operating in the UK

He trained in the USA, in Death Valley, in Wilderness Vision Quest and Rites of Passage, promising to bring these principles back to the UK and incorporate them into his Wilderness Therapeutic practice with adults and children.

Robin is therapeutically trained, and in addition to being a Wilderness Vision Quest Guide, he is:

- A qualified and highly experienced Advanced Bushcraft Practitioner
- Prehistoric Hunter-Gatherer trained
- Backwoods Survival trained
- A qualified secondary science teacher
- A Forest Schools Practitioner
- Advanced Outdoor First Aid qualified (including paediatric care)

Since 1983 he has worked in industry as an Environmental Scientist and Senior Manager in the environmental software industry, up to Managing Director level. He first worked as a Met Office Climatologist and Agricultural Meteorologist; then worked on Environmental and Space Systems; and was also an Oceanographer at the British Oceanographic Data Centre. He has an MBA, and a Masters in Natural Environments and Plant Growth.



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# Bridget Sheehan

## eQe Director and Founder

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### Bridget Sheehan:

- Founder of **eQe**
- Creator of the **Th.Inc.Room®**
- Creator of **Transformative Play©**

She is an experienced teacher, therapist, trained speech therapist, behaviour consultant and trainer and has worked with schools since 1995.

Bridget is a very experienced creative therapist and counsellor, and Supervisor for therapists, counsellors, and therapeutically trained school staff. Her main focus is on work with young people.

Bridget and the eQe team of therapists and counsellors underpin the integrity of the therapeutic process supporting eQeOUTDOORS Wilderness Therapy and Interventions, the modern Wilderness Vision Quest process, and the personal development journey.

## Utilising superior combinations of therapeutic interventions

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Bridget's work has progressed much further than anyone could have imagined, and it continues to develop, particularly in enabling schools to utilise superior combinations of therapeutic interventions themselves, via Capacity-Building training programmes designed, developed, and delivered by eQe's expert team.

Bridget received the Play Therapy International Award in 2006 for the work with children that she spearheads in the UK.

Her Th.Inc Room® (Therapeutic Inclusion Room) model is widely implemented across England.



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