



News from the Chair

by Karen Hand

Visions of the Therapeutic Adventure Professional Group

The people present at Smuggler's Notch witnessed the fall colors and the changing seasons. At that conference there was a change in leadership when Mike Gass passed on the chair position to me. In actuality the leadership has not changed as much as it has expanded.

It's a very exciting time to be in the chair position. The momentum within this professional group has increased over the last couple of years. My general goal is to keep this momentum going towards the development of our Professional Group. My three goals to focus on are:

1. Developing the TAPG representation in the regions.
2. Informing all Therapeutic Adventure Professional Group members of the services we have to offer.
3. Conducting a high quality pre-conference in Austin.

I am excited to work with **Andrea Parrish**, the vice-chair, along with the people who are in the other leadership positions listed below. Please contact me for further information or if you would like to be involved in the professional group.

Regional Representatives

Northeast

Anne Marie Allwine
RR #2, Box 246
Wolfeboro, NH 03894
(603) 286-8901 ext. 362

Southeast

Jay McLeod
621 Scenic View Dr.
Atlanta, GA 30339
(404) 942-2391

Continued on p. 2

Creating Personal Metaphors

by Andy Greif

Creating Personal Metaphors Through Personal Disclosure Activities

Structured personal disclosure activities help create a safe environment for group members to take the risks associated with expressing thoughts, feelings, beliefs, self concepts, and life experiences. Personal disclosure activities are a catalyst to help people communicate metaphorically. Connections are developed between affect and insight through concrete and visual connections made with the unconscious (Siegelman, 1990). We constantly create personal metaphors, since learning results from bodily experienced sensations (Singer, 1973). People experience their bodies and learnings through right-brained processes associated with sensory perceptions. Mills and Crowley (1986) indicate that metaphors are the language of the right brain in which processing experiences is imagistic (visual), emotional (feelings), and kinesthetic (physical tasks). Each person has a preferred sensory mode of absorbing, assimilating, and recalling information (Dolan, 1986).

The personal disclosure activities described below help create a safer environment for people to develop their personal metaphors and establish a foundation to trust others. As a result, group members begin to share of themselves intimately. Smith (1993) infers that alternative personal disclosure activities:

"... facilitate an atmosphere of trust and honest communication, wherein all group members find acceptance and understanding sufficient to reveal true feelings, fears, and conflicts. The sharing of these emotions and revelations, with the acceptance/support of the group at hand, leads to personal growth and learning (p. 285)."

Refer to Wybenga and Spagnuolo (1991) concerning the structure of warm-up activities and Smith (1993) for alternative methodologies to process group experiences

Continued on p. 2

In this issue

Creating Personal Metaphors Through Personal Disclosure Activities	1
News from the Chair	1
1993 TAPG Pre-conference Report	3
Regional News	4
News from the Board	5
Adventure Therapy M.S.	7
New Outward Bound Program	7
Becoming a Chef	8
A Necessary Step Forward	9
Hanging Out Your Adventure Therapy Shingle	10
TAPG Networking Form	11

News from the Chair

Continued from page 1

Midwest

Sharon McGloin
339 Bridge Manor Road
Kansas City, MO 64137
(816) 765-9087

Rocky Mountain

Dawn Drusin
858 4th Avenue
Longmont, CO 80501
(303) 651-8580

Northwest

Chuck Ayers
6217 Sycamore Avenue, NW
Seattle, WA 98107
(206) 543-7187

West

Lance J. Crowley
Douglas County Outdoor Inter-
vention
DCVPO P.O. Box 218
Minden, NV 89423
(702) 782-9811

Pre-Conference Coordinator

Nikki Sandve
2200 Bell River Estates Road
Yulee, FL 32097
(904) 277-7290

Therapeutic Adventure PG Lead- ership

Chair

Karen Hand
RR#1, Box 71
Cobden, IL 62920
(618) 453-1121

Vice Chair

Andrea Parrish
11906 Venice Loop
Bainbridge Island, WA 98110
(206) 324-9142

Board Representative

Christian Itin
1350 Balsam Avenue
Boulder, CO 80304
(303) 442-2189

Journal Reviewer

Dene Berman
1698 Forestdale Avenue
Dayton, OH 45432
(513) 426-2079

Personal Metaphors

Continued from page 1

with individuals within a group.

Toys-R-Us

Collect 50 or more small toys and objects (e.g., wooden blocks, army men, plastic animals etc.). Spread these items on the floor in the middle of the group. Instruct the participants to look at and touch the objects to become familiar with the collection. After about two minutes, the facilitator asks each participant to pick out two objects, one that represents how they see themselves and one to depict how others might see them. Proceed around the circle with each member individually showing their objects to the group with an explanation of their symbolic meaning. A less abstract instruction would be to ask the participants to select toys that remind them of an event in their life or a representation of something of personal meaning. Adolescents have become more engaged with this personal disclosure activity by selecting an object that reminds them of another member of the group. Having each member who discloses their Toys-R-Us story select the next person they want to hear from has stimulated a deeper level of participation and engagement, rather than a sequential whip or open volunteering. (adapted from Wybenga and Spagnuolo, 1991)

Touchy-Feely

Collect objects and materials that have specific tactile significance (fabrics, sandpaper, sponges, handcream, etc.). Spread these items on the floor in the middle of the group. Instruct the participants to pick up the objects to feel the various textures. After about two minutes, the facilitator asks each member to select two or more objects, one that represents their feeling about themselves (real self) and one that represents how they feel they portray themselves to others (public self). This activity will be helpful to people that primarily communicate and experience life kinesthetically (feeling; touch). (Inspired by Kitty Hunt-Johnson)

Wish You Were Here

Collect black and white photographic postcards that depict people engaged in various aspects of daily life. Spread the postcards on the floor in the middle of the group and instruct the group to look at the various images. After about two minutes ask the group to select several postcards that have some personal meaning (ie. event from childhood, a positive group experience, a desired experience, or whatever feels appropriate). Extensions of this activity that could access the visual sensory system are photographic postcard collections of various animals, aquatic scenes and landforms, automobiles and modes of transportation, weather patterns, and trees and flowers. With the animal pictures ask the group members to pick an animal that represents their present feeling state and another that represents how they would like to feel at the end of the treatment program. (adapted from Wybenga and Spagnuolo, 1991).

Color-My-World

Go to your neighborhood paint supply store and ask for a collection of color swatches. Spread the rainbow of color swatches on the floor in the middle of the group. After several minutes ask the members to pick a color swatch that represents how they feel or see themselves. Ask each person to articulate the personal meaning the color symbolizes for them. Does the color selected represent the person's real self or public self? The personal metaphor created could represent how each member feels at that moment or how they generally see themselves in the world.

Goofy

Pick up a finger puppet of the Disney character Goofy. Explain to the group that each of us makes mistakes in daily living and sometimes we act in ways that are embarrassing to mention to other people. Goofing-up is normal and we all have goofed-up in similar ways. One purpose of this personal disclosure activity is to help each of us realize that we are not alone in our mistakes. Another goal is to enhance learning from these mistakes. The facilitator closes her/his eyes as Goofy is passed

Continued on pg. 6

TAPG Pre-Conference Summary

by Michael Gass

Forty two professionals from all over North America and Europe attended the Pre-Conference for the TAPG at the Center for Excellence in Outdoor Education at the University of New Hampshire on September 28 and 29. This meeting was a wonderful representation of advanced professionals in adventure therapy and the sharing of ideas and professional issues was quite prolific.

Most participants either stayed in a traditional New England Bed and Breakfast or camped out on one of the sites of the Great Bay Marine Estuary Sanctuary. Meals consisted of sampling the local seafood on Thursday night and fine dining on exotic Indian food on Wednesday night. Participants were transported to the Smuggler's Notch Conference site via some of the finest views of the White Mountains with a requisite stop at Ben and Jerry's Ice Cream to try out the newest of the ice cream flavors like "Wavy Gravy" (note: you must try this at least once!).

Tuesday began with introductions and "assessing" what people were bringing to the Pre-Conference as a quality they would be willing to share with others and what particular needs they may have. This assessment procedure was punctuated by a story Mike Gass uses quite often about his partner's ethnic baking abilities. As Chair of the TAPG, Mike also presented a "State of the PG" presentation, sharing his ideas on how he has observed the PG evolve in the past year. While much of this presentation represented the wonderful accomplishments that the TAPG has achieved, particularly within the last three years, some of the problematic concerns that he shared with the group included:

(1) the continued need for the development of professional material to advance the credibility of adventure therapy as a profession,

(2) the possible need for the devel-

opment of an established system of determining who is and is not qualified as an adventure therapist, and probably more importantly a clearer definition of what the qualities are that separate "good" adventure therapists from "not so good" ones,

(3) the need for developing "cross training" programs to further the development of professionals,

(4) the current "brain drain" in our field because of our inability to make TAPG professional life sane and secure enough for professionals to continue.

The group then divided into groups to go over assessment procedures they have used with individuals/groups. Jim Schoel presented Projects Adventure's GRABBS model, Michael Gass demonstrated two adventure activities for client assessment, and Kirke Mahy coordinated a brainstorming session on assessment procedures and new activities. The afternoon continued with Juli Lynch sharing her model for metaphoric interventions with 12 step program participants, Jim Moore and Jo Ann Orr brainstorming adventure intervention activities for couples, Lee Gillis sharing his ideas on interventions, and Michael Gass sharing an actual case presentation that used an adventure experience as an intervention. Other presentations also occurred and took advantage of the large number and depth of professionals attending the Pre-Conference.

Wednesday morning consisted of Ted Wichman and Karen Hand demonstrating how they use assessment information from a standard measurement tool (i.e., the FIRO-B) and incorporate that information into the development of adventure experiences for interventions. Wednesday afternoon began with Pam McPhee sharing the recent innovations at the Universal Challenge course at UNH so that all individuals, regardless of their physical ability level, would be included and appropriately challenged in adventure experiences.

The workshop ended with creating several plans for the future development of the TAPG. Several of the thoughts included:

° The further development of professional dialogue through systems such as e-mail. Christian Itin is spearheading this process for us and will keep the TAPG

members up-to-date on new and easier processes.

° Developing a writer's support network to help TAPG members share their ideas in professional mediums (e.g., journals). Jim Beer, Jim Schoel, Lee Gillis, and Michael Gass all volunteered their services to help support other authors. There also was a stated need to support efforts to write in external journals to promote the field.

° Considering the addition of sections to the Program accreditation speaking specifically on staff as well as client Standards of Care, Professional Rights, and Pay scale recommendations.

° Thoughts on what to develop for the TAPG Pre-Conference in Texas.

° Developing a series of "Master's tapes". These would be tapes of TAPG members doing adventure therapy with clients to help define the field and illustrate particular approaches and techniques of adventure therapy. Lee Gillis offered to help sponsor this idea.

° Sponsoring a "mid-winter Conference" focusing on adventure therapy. Lee Gillis and Jackie Gerstein volunteered to look into this. Somewhere "south and warm" was strongly encouraged.

° Obtaining continuing education credits for TAPG members for Pre-Conferences and Conferences.

° Developing a listing of adventure therapists that professionals could go to to work on their "own issues" or for personal growth.

° Developing and sponsoring training programs for professionals - this included actual schools for training TAPG professionals and internships. Jim Allen presented an exciting idea of the TAPG sponsoring a year long "fellowship" for one professional. This would be a half year or year long endeavor where 3-4 organizations would sponsor this individual and her/his learning.

° Scholarships for evolving individuals (e.g., AEE Conferences, internships, year 'round learning — Jim Allen's idea).

° Publishing excerpts from the "metaphor book" editions put out by Michael Gass. Mike volunteered to work on this and Christian Itin also stated he would help out with type setting.

° Development of the TAPG By-laws

Continued on pg. 12

Regional News

Southeast

by Jay McLeod

At last year's Spring Conference at the John Campbell folk school, the southeastern Therapeutic Adventure professional group had quite a showing. With more than twenty five members attending the professional group meeting, we began the process of getting to know more about our group. Many of the topics of discussion from that meeting will be evident at this year's Spring Conference in the form of workshops and pre-conference activities.

Anyone interested in Therapeutic Adventure in the southeast region should make plans to attend the meeting scheduled for Monteagle. If you can not attend the conference and would like to learn more about the Therapeutic Adventure professional group, please contact Jay McLeod at the address given below.

This year's southeastern Spring Conference planning meeting was held on October 15 at Inner Harbor Hospital's The Shoals Campus. The conference will be held March 25-27 at the Dubose Center in Monteagle, Tennessee. We are all very optimistic that our attendance will exceed the 201 mark set last year.

While we are still in the formative stages, there seems to be a great deal of energy present among the planners with ideas really flowing about how to make this conference our best ever. Examples include preconference trips to Chattanooga, the Savage Gulf wilderness area or the Chattanooga Aquarium, and workshops on outdoor cooking and interactive games (where everyone gets together and shares their favorite activity), great for your "Roladex" of group activities. The next planning meeting is scheduled for December 3 from 9:00 a.m. to 1 p.m. at the Westminster Summer Camp in Atlanta. If you are interested, please contact Jay or Dan Pervorse at the address to follow.

Anyone interested in conducting a workshop at the Southeast Conference in March needs to know that the registration fees for presenters will be paid by the

Southeast Region. If you are in the Southeast and are not receiving your "regional newsletter" or are interested in the Therapeutic Adventure professional group, please contact Jay McLeod at the number below.

Remember: **March in Monteagle!**

For a list of the committees formed or information on how you can help with this year's conference, please contact:

Jay McLeod
(404) 942-2391, ext. 217
Inner Harbor Challenge Program
4685 Dorsett Shoals Road
Douglasville, GA 30135

Northeast

by Anne Marie Allwine

The Northeast Region will have their annual conference on April 29th and 30th at Camp Merrovista in Ossipee, New Hampshire. Friday April 29th will consist of single day programs either on or off site and Saturday April 30th will consist of shorter blocks of workshops on site. The Therapeutic Adventure special interest group will meet for the day Friday April 29th. Details will follow but if you have questions, call Anne Marie Allwine at 603-286-8901, ext. 362 or Mike Gass at 603-862-2024.

Rocky Mountain

by Dawn Drusin

Hi folks! Greetings from Colorado! For those of you unable to attend the International Conference in Vermont, I volunteered to serve a second term as the Rocky Mountain regional representative for the Therapeutic Adventure PG.

Again I am very interested in hearing from you. Please feel free to share ideas, concerns, new techniques, etc. throughout the year (not just during formal gatherings). If you are interested in hosting an informal group gathering, or just have an interest in finding a meeting to attend, please contact me. I will do my best to aid in the organization/coordination process. I am also willing to try and be a networking center for people, so if I can help, let me know.

So — I hope to get lots of mail filled with creative ideas, comments and such. You can write or call anytime. Reach me at: Dawn Drusin, 21 Denver Way #1, Longmont, CO 80503, (303) 776-7375.

Northwest

by Chuck Ayers

Congratulations to Andrea Parrish who was elected to Vice Chair of the Therapeutic Adventure Professional Group at the International Conference in October. At the conference I stepped in to fill Andrea's position as Northwest Regional Representative to the PG. I hope to work closely with Andrea to fulfill the goals that she made in concert with other regional members of our PG and to address the priority issues identified by the regional membership last year: networking and evaluation.

To facilitate this, Andrea and I are planning a half day (probably 3 p.m. to 8 p.m. or so) gathering in Seattle for sometime in the middle of January. We are planning to incorporate informal time for members to get to know each other — rowing boats, kayaking around Lake Union or just gathering — as well as formal time to discuss our networking and evaluation needs. I will lead a discussion and sharing about evaluation of programs as well as research in the field. We hope that the ideas and information generated at the gathering will lead to an "action plan" for our region that formalizes processes for achieving our goals. Whether we decide to conduct trainings, hold more formal and informal gatherings, or set up a training institute will only be limited by our imaginations and energy (the latter often being in much shorter supply than the former).

I hope to be an active Regional Representative who facilitates events and information sharing that fulfill the needs of the membership — whether this means conducting trainings or workshops, assisting others to conduct trainings and workshops or just tracking down research information for members and setting up networking opportunities. (I realize that the membership does not revolve around Seattle and I want to ensure that we make efforts to fulfill the needs of the complete regional membership and not just those who live close enough to Seattle to participate in events in and around the city.)

We will get a chance to start addressing and adding to members' issues at the

Continued on pg. 5

Regional News

February 24-27 NW Regional Conference at Camp Casey, WA. Thursday night the conference starts with open time and meetings. I would like to meet with any interested members to start or continue dialogue about our PG. I'd be happy to make this either a formal "meeting" or an informal discussion/sharing time. All PGs and SIGs are scheduled to meet on Friday from 4:30 p.m. to 5:30. Other time can be arranged if we as a group decide that more time is needed to lay the foundation of an annual plan, share ideas and concerns, etc.

Andrea is looking into holding a post-conference workshop for the Therapeutic Adventure PG on Sunday, February 27 (afternoon) and/or Monday, February 28. Various experts (Luckner, Nadler, and others) in our field will be presenting at the conference and there is the possibility to arrange additional workshop time (to date, nothing is scheduled). If you have ideas about a post-conference workshop, call me.

Finally, let me tell you just a bit about myself. I work at the University of Washington, School of Social Work, Social Development Research Group. My "Group" conducts research into adolescent behavior problem prevention (primarily). I direct a research project which works with over 50 communities in Washington and Oregon to address the risk and protective factors of adolescent substance abuse. My desire is to teach and conduct research and evaluation in the therapeutic adventure field, mainly involving children, youth, and young adults. I am also interested in the training of adventure therapists and hope to incorporate such training into "traditional" training institutes such as schools of social work and counseling programs.

Please feel free to call, write or e-mail me whether you are a NW PG member or not. I welcome all communications and hope that we can generate an active NW membership for shaping what we do and how we do it. As someone once said "There are those who make things happen; those who watch things happen; and those who wonder what happened." The choice is ours. (Chuck Ayers, ADRG, 146 N. Canal St., #211, Seattle, WA 98103, 206-543-7187; CAYERS@UWASHINGTON.EDU).

Continued pg. 9

News from the Board

by Christian Itin, MSW

The new AEE Board structure is now well in place and the results seem to be excellent. The increased representation and diversity of ideas appear to be helping the board be more productive. The Board passed the profit sharing proposal submitted by TA and supported by the other PG's. This will enable PG's to receive 50% of the revenue of publications produced by the PG after expenses on new publications. This is an important move for our PG with the potential to generate a great deal of revenue. All new publications that we produce will be considered under this new resolution. I think this pushes us to consider updating our directories so that we receive revenue from them.

The Board voted to change regional boundaries. A new region has been formed to include TX, OK, LA, AR, MI. The region has two existing state organizations that will form much of the backbone for this region. TERA and OTRA (Texas and Oklahoma ropes associations) have strong state organizations and have indicated that their membership will all be joining the AEE. The TAPG should have a strong presence in this new region as both state organizations are largely representative of therapeutic application of ropes courses.

Other board business increased the input of the membership through Advisory and Board committees. Any AEE member can join a committee. This is an important avenue for input into the organization. Membership in a committee requires your commitment and a limited amount of time. Your involvement helps guarantee that the growth and development of the organization will represent the needs of the membership. Most of the committees do not yet have representation from the TAPG. I would like to encourage TAPG members to consider getting involved in one of the committees. Listed are the committees and a brief description of their function. If you are interested in becoming involved in a committee please contact me and I will help get you involved.

Executive Committee Committees (must be chaired by a member of the Executive Committee)

Awards/Grants/Scholarships - Decides on recipients of awards including Kurt Hahn, Michael Stratton, Mini-grants, etc.

Grievance - Handles complaints against the AEE for violation of AEE Policy (i.e. diversity)

Personnel - Deals with matters relating to staffing

Board Committees (must be chaired by a board member)

Diversity - Deals with issues relating to inclusion within the AEE

Fund Development - Deals with generating funding for the AEE

Strategic Planning - Deals with generating a strategic plan for the AEE's future.

Development - Deals with developing new services, membership development and new programs offered within the AEE.

Nominating - Solicits nominations for the Kurt Hahn and Michael Stratton awards.

Advisory Committees (can be chaired by any AEE member)

Publications - Deals with decisions regarding new publications produced by the AEE

Accreditation - Advises on matters related to accreditation services

Safety Journal - Advises on matters of publication of Safety Journal

Regions - Advises on matters related to regions

Conferences - Advises on matters relating to regional and international conferences

PG/SIG - Advises on matters relating to PG's and SIG's

Journal - Advises on matters relating to the Journal

Russia - Advises on matters relating to the Russia Project

Continued on pg. 6

Personal Metaphors

Continued from page 2

around the circle and says stop after a few seconds. The person with Goofy relays a story of a time when they goofed-up, followed by the remainder of the group raising their hands if they have a similar story. The storyteller closes their eyes as Goofy is passed person to person around the circle and says stop after a few seconds. The person with Goofy tells their embarrassing story and the game proceeds. Extensions of this activity design could be using a finger puppet of Pinocchio in which the participants tell stories of times they regret not telling the truth. Another extension could be passing around a plastic fish and telling about situations or feeling like a "fish out of water" in a group. Various toys could be selected to represent the roles children take in a chemically dependent family, such as a goat for the scapegoat and a soldier for the hero. (adapted from Jude, Leadership Decisions Institute, Camp Kieve)

Ungame Fishbowl

Purchase a version of the Ungame question cards (Teen, Kids, Couples, Families, and All Ages marketed by Talicor Incorporated, Anaheim, California). Put the questions cards in a fishbowl or hat - pass them around the group with each person reaching in the bowl to grab three cards. Then have each member pick one question to answer themselves and select someone else in the group to answer the other. The remaining card allows the participants choice as to which cards to answer. Turns proceed around the circle. Remember to be flexible and design this activity in any manner you or the group desires. An extension could involve the participants writing their own question cards. This activity leads into a discussion of listening skills, following-up on new insights into another person after the group session, and feedback skills. (adapted from Wybenga and Spagnuolo, 1991)

Split Images

Take a black and white photograph of each participant. The picture must be taken with the subject looking straight into the camera as if posing for a driver's license

photograph. Ask the photographic store to make one normal print and another in which the negative is flipped upside down. Cut the two photographs precisely through the middle of the face (between the eyes through the middle of the nose). Tape the two left sides together to make one complete facial image and tape the two right sides together. Ask the participants to study the photographs to comment on the different expressions and feelings they notice from the right to left side composite photographs of each person.

Additional Personal Disclosure Methods

1. Design a personal traits search (Bingo) based on information from student files.
2. Use the Feelings Marketplace cards marketed through Project Adventure, Inc.
3. Describe a recent horrible day and a recent terrific day.
4. Describe one positive and one negative thing about _____.
5. Describe the characteristics of someone you admire.
6. Describe your current state of being based on a weather report.

References

- Dolan, Y.M. (1986). In J.C. Hansen (Ser. Ed.) S. de Shazer & R. Kral (Vol. Eds.), The Family Therapy Collections: Indirect approaches in Therapy (pp. 1-10). Rockville, MD.: Aspen Publishers.
- Mills, J. C. & Crowley, R.J. (1986). Therapeutic Metaphors for Children & the Child Within. New York: Brunner/Mazel.
- Siegelman, E.Y. (1990). Metaphor & Meaning in Psychotherapy. New York: the Guildford Press.
- Smith, T. E. (1993). In M. A. Gass, Adventure Therapy: Therapeutic Applications of Adventure Programming (pp. 283-297). Dubuque, Iowa: Kendall/

Hunt.

Wybenga, D. and Spagnuolo, A. (1991). In C. Birmingham and K. Shuler (Eds). Association for Experiential Education 1991 Conference Proceedings and Workshop Summaries Book. Boulder: Association for Experiential Education.

Author Note

Andy Greif is an adventure educator and a masters degree student in psychology at Antioch University, New England. He invites your reactions, feedback, and questions: Andy Greif, RR 1, Box 3082, Kennebunk, Maine 04043, 207-985-3727

News from the Board

I am your representative to the Board and I want to hear your concerns and ideas about the direction you would like your association to move in. Please stay in touch, you can contact me at: 1350 Balsam Ave., Boulder, CO 80304; (303) 442-2189 or e-mail (citin@nyx.cs.du.edu).

New Wilderness Therapy Book

Jennifer Davis-Berman and Dene Berman have written a new book, Wilderness Therapy: Foundations, Theory and Research, to be published by Kendall/Hunt and due out after January 1994.

International News

The National Association for Outdoor Education (in Britain) is sponsoring a Conference April 22-24, 1994 on the theme of "Enabling Troubled Youth". For information contact the Association at: 5 The Wharf, Bridge Street, Birmingham B1 2JS. Tel: 021-633 0525, Fax: 021-633 0605.

TAPG Networking

All those TAPG professionals who have not filled out an adventure therapy networking form please do so. Complete the form on page 11 of this newsletter and mail to Jim Moore, Recreation Program, 6 Old Carver, Western Washington University, Bellingham, WA 98225. Thanks.

Adventure Therapy M.S.

by Lee Gillis

Announcing a Master of Science (M.S.) in Psychology: Adventure Therapy Track scheduled to begin in September (Fall Quarter), 1994. This program is designed to expose graduate students to the traditional theoretical bases and skills needed to supply psychological services while emphasizing contemporary experiential psychotherapy. The degree prepares students for work in residential treatment centers, hospitals, correctional facilities, outdoor therapeutic programs, and related settings. The program of study is designed to qualify the student academically to apply for licensure in Georgia as a Professional Counselor.

Admission requirements for the program include:

(1) Holding a Bachelor's degree from a regionally accredited institution or being assured of receiving the degree before entering the program with a major in psychology. Persons with a Bachelor's degree in a related field must demonstrate competency in psychology by achieving at least a score of 500 on the Graduate Record Examination (GRE) subject test in psychology OR earning an "A" in PSY 499: Advanced General Psychology, a non-credit undergraduate course offered at Georgia College (this course is offered during the second summer school session),

(2) Successfully completing undergraduate psychology courses in (a) introductory psychology, (b) statistics, and (c) experimental psychology with laboratory,

(3) Attaining a score of at least 400 Verbal, 400 Analytical, and 400 Quantitative on the Graduate Record Examination (GRE). The combined Verbal, Analytical and Quantitative scores plus the undergraduate grade average times 100 must be at least 1450. (Example: 400 Verbal + 400 Quantitative + 400 Analytical = 1200. Undergraduate average of 2.5 x 100 = 250, 1200 + 250 = 1450).

Admission to the Adventure Therapy Track is processed by the Office of Admis-

sions and Records **upon recommendation of the Psychology Department. There is a limit to the number of persons that can be accepted; it is anticipated that between six and ten students will be accepted for the first year. Potential students are encouraged to apply no later than February 15th. Once program slots are filled, new students will only be accepted on a space available basis.**

The curriculum requires a minimum of 60 quarter hours of graduate work. The program is highly structured with no deviation possible; this is a full time program. The student will be able to vary times when the additional skill course is taken, but required theory courses must be taken in sequence.

If you have further questions, call Lee Gillis, Ph.D., Program Coordinator at 912-454-0865. If you desire an application for admission, please contact Graduate Admissions Office, Georgia College, Campus Box 23, Milledgeville, GA 31061-0423 or call 912-453-6289.

New Program from OB

by Scott Graham

Intercept Program

Outward Bound, the leader in adventure-based programming, has developed a program to help Boston youth who are at-risk or experimenting with alcohol or other drugs. Designed in four distinct, buildable components, Intercept provides schools and families a tool to intervene before a problem gets to the point of inpatient treatment or intensive outpatient counseling. Through Intercept, Outward Bound provides a manageable alternative to families in the 90's as health care costs rise and substance abuse benefits shrink. The program provides a drug and alcohol use assessment plus intervention/prevention curricula blended with Outward Bound experiences such as rock climbing, sailing, canoeing, hiking and ropes courses. Outward Bound operates a 160 acre urban center on Thompson Island in Boston Harbor.

Timely

Outward Bound chose September as the month to launch Intercept because it is National Alcohol and Other Drug Treatment Month. With the increasing cost of health care and the impact of managed care on treatment programs, options for young people in trouble are becoming increasingly limited. Outward Bound presents a proven, affordable and manageable alternative for parents, schools and counselors with its Intercept program.

Typically 15 % of an employer's health care dollars go toward mental health and substance abuse costs — many of those services are for adolescents. "Through Intercept, by helping young people learn to make better choices around substance use while improving their self-esteem, we are able to intervene with the problem before it wreaks havoc with a family — emotionally and financially," said Scott Graham, a Certified Alcohol and Drug Abuse Counselor who helped develop the Intercept concept.

Buildable components

Recognizing that young people at different stages of drug experimentation / use need different levels of intervention, certified social workers and alcohol and drug abuse counselors designed Intercept in distinct, but buildable 3-day components. Intercept courses take place on weekends so as to minimize disruption to the young person's life. "The design provides the flexibility to allow parents, significant persons and participants to decide if 1, 2, 3 or 4 weekends meet their needs," said Graham. "Further", Graham added, "It provides a forum for young people to go home and try out new behaviors and then come back on a subsequent weekend component to evaluate their success."

The initial Intercept component includes an alcohol and drug use assessment with recommendations. The weekend concludes with a family counseling session to discuss the students plans, progress and recommendations. With subsequent Intercept weekends, the intervention strategies and activities increase, including separate parent meetings and contact with school or other community agencies impacting the participant's life when appropriate.

Therapy?

"Intercept is definitely not treatment," Graham said. "But counseling — specifically Reality Therapy — is a core component of what we do." Reality Therapy is an approach to counseling which recognizes that, good or bad, people are doing the best they can with what they have and know. It is based on the belief that people choose what they do in their lives and are responsible for those choices. The Reality Therapy approach used by Intercept staff during the weekends asks participants to make a candid, objective evaluation of what they want in their lives and decide if what they are currently doing is helping them to get what they want.

Parents learn about these same concepts and how to take more effective control in their lives when they attend separate family meetings. During these meetings parents are exposed to concepts such as choices & consequences, follow-through and restitution.

On-going Support

Thompson Island Outward Bound is committed to supporting Intercept graduates. According to Graham, "Young people who need and choose to complete four weekends of Intercept can return for alumni programs to celebrate their success or gain renewed strength if they are struggling after graduation."

The cost of the Intercept program is \$395.00 per weekend. Scholarship and financial aid assistance are available. Call 617/328-3900 for additional information.

Since 1941 Outward Bound has been developing programs to foster self-development, social cooperation, compassion, and an ethic of service. Thompson Island Outward Bound Education Center, a private non-profit organization offering sea and land-based adventure programs, is one of 7 wilderness schools and urban centers in the U.S. In addition to Intercept, Thompson Island Outward Bound offers adult programs, professional development programs, environmental leadership programs, and the "Connecting with Courage" and "Passages" programs for 12-13 years olds.

For more information contact:

Scott Graham
Health Services Programs
617/328-3900
617/328-3710 FAX

Becoming a Chef

by Christian Itin

Terry and Sandy were both from the same small town and both longed to be chefs. They had met a great chef once and tasted the delicacies he created. They were amazed by the variety of flavors and textures that were created by the master. Terry and Sandy spoke to the chef in order that they might determine how they too could become chefs. The master was more than willing to share with them how he became a chef.

"You must know each of your ingredients and the richness of each of them. You must know the variety of ways that each might be prepared and offered. And you must be willing to experience and explore the full extent of the power of each dish. I spent many years learning about food, sampling dishes from around the world and exploring the richness of the cuisine of the world."

Terry and Sandy each set out upon their own journey to become chefs. Terry decided that the master's message meant that to become a chef, one must gather recipes. One must learn the many styles of cooking, and the techniques to prepare all types of food. He set out to gather recipes and to learn to prepare many dishes.

Sandy heard the master as saying that one must learn about each ingredient and the variety of ways each must be prepared. Sandy went to work on a farm to learn about all that was produced on the farm. Sandy learned about the vegetables, about the animals, about the grains and spices. Each night Sandy experimented with different ways of preparing the foods on the farm, or experienced someone else's preparation of the food. He made every effort to learn the power of all the varieties of food.

As the years went by many people were setting out to become chefs. Many new restaurants and eateries were established, and many cooks, and short order cooks were hired. An Association of Exceptional Eateries grew up and Sandy and Terry both joined. Within the group many

different groups formed around the variety of aspects of food. Groups formed around types of food preparation, types of food, a group even formed around the use of cuisinarts. The cuisinarts group even had plans to certify everybody else in the proper use of the cuisinart.

The cooks really wanted to know the recipes that the chefs used and believed if they had these recipes they too could become chefs. Terry was one of the most vocal in wanting to document the recipes of the chefs. The cooks became increasingly concerned by the potential for fast food cooks and short order cooks using recipes they weren't familiar with. The group concerned with meeting the need of food preparers began to consider the need for certifying chefs, cooks and fast food cooks.

Sandy, on the other hand, began to be known for incredible meals, meals which enchanted the palette and excited the taste buds, meals presented with a richness and beauty that were sought throughout the land. The use of vegetables, meat, grains and spices were unique and powerful and changed peoples perception of food. Many of the cooks copied the recipes and brought them to their restaurants. Soon some of the fast food services offered varieties of Sandy's Dishes. Even though the people knew that these dishes were not the same they were cheaper and often faster. Because the process Sandy used to prepare meals was so elaborate, it could often take days to prepare a single meal and could cost a month's wages. While the meals were worth it, people could not always part with the time or money.

Sandy made it clear to Terry and the other cooks how to become a chef. The story was no mystery of the need to know the ingredients and to be creative. Terry and the other cooks continued to believe that if they could just find the right cookbook they too could become chefs. The debate continues to rage in the Association for Exceptional Eateries and throughout the world of how to become a chef. Which path would you follow, Sandy's path of creative invention or Terry's path of collecting recipes and learning new techniques? Which path should the Association for Exceptional Eateries follow? Consider where you would rather eat at --- Sandy's or Terry's.

A Necessary Step Forward

by Joe Moore

Adventure based programs in the United States are in the midst of change. More and more we are recognizing the imbalance of minority and majority employees. It has become painfully clear in the field of adventure based programs for all populations, that our staff is not a reflection of our clientele. As we watch and learn from programs that are making substantial strides in this area, we learn that it is time to act now.

Facilitating change in minority hiring is difficult. The process must begin at the top, with the director or the board of directors. Minority development programs must have the highest priority within the organization. In other words, there must be a devoted commitment to change. No longer can directors ask their supervisors to hire minorities; she/he must demand it. Yes, there will be problems, but the prime directive must be what is in the best interest for the youth we serve...and this means appropriate representation in the staff in role modeling.

Using administrative power in this way will cause conflict within an organization. A total restructuring of an organization may be necessary to facilitate this needed change. Opportunities must be created. Many people will argue that it is poor management to hire someone for a position that they do not seem to be presently qualified for, or to hire someone on the basis that they are a minority. While there is some truth in this, a higher priority must be to diversify staff representation. The level of commitment will determine if that is, indeed, poor management.

One problem has not yet been addressed. Where do we find minorities that are interested in this kind of work and are willing to put themselves in this position? There is no right answer. Possible avenues to explore are area colleges that have a high minority enrollment or other social programs in the community. Don't limit yourself by not thinking creatively. Look for physical education teachers, coaches, and even lawyers. There are many people who care about today's youth and are willing to

accept challenges in order to make a difference.

Creating an environment that welcomes minorities and makes them feel supported is of the utmost importance. This begins in the interview. At all times the interview must be based on honesty and acceptance of the difficulties ahead. The candidate must be made aware of the changes that are being instituted within the organization. If they are not qualified for the position, then that must be recognized and discussed. They must realize that an opportunity is being created for them, but they must also be recognized for the qualifications they do have. However, we cannot set them up for failure. A safety net and support system must be in place to guide them through these difficult times.

If we attract and hire people with less experience in the field, we must assist them in gaining the knowledge that is necessary for them to perform the job. This will require additional training and/or restructuring current training to better fit their needs. This process also requires patience and understanding from both parties. If an environment of acceptance is created, then individuals will rise to the occasion and perform well. We must accept new ideas and perspectives while encouraging creativity.

Supervisors must have an open-door policy to encourage new employees to discuss their feelings and possible frustrations. It is also vital that new employees have access to the director and can feel free to discuss issues with him/her as well.

Exit interviews are crucial and should not be overlooked. This provides a tool to help measure successes and failures of the program. They also identify and clarify issues and provide an opportunity for special recognition. Minority staff entering the world of experiential education are pioneers and deserve to be acknowledged for 1) taking a risk and 2) their service to youth or other clients, especially minority clients. The director should have direct involvement in these interviews.

In conclusion, the key ingredient in minority development is commitment. A solid five-year plan is necessary; change will not happen over night. The prime directive must always be adhered to...what is in the best interest of the youth we serve?

Having a staff that reflects the clientele served will benefit all parties involved. There will be problems and conflicts along this road of change, but you can't repave without first fixing the pot holes.

I would like to thank Tom Dyer, director of the Wilderness School in Connecticut, for sharing an unending wealth of information and for having the commitment that it takes to make change happen. I would also like to recognize Dave Czaja, assistant director at the Wilderness School, for his input and suggestions. Thank you.

Author Note

Joe Moore is an adventure educator and a graduate assistant at Southern Illinois University. His master's thesis topic is the lack of minority employees in our field. He invites your interest and questions.

Joe Moore

RR 1, Box 433

Carbondale, IL 62901

(618) 549-9448

Regional News

Continued from pg. 5

West

by Lance Crowley

"Hello! Is there anybody out there?"

As a transplanted New Englander, used to the close-knit networking, supportive and interaction of the AEE as it exists in the Eastern States, I must admit having felt a little isolated when I moved to the Nevada/California area just over two years ago. I now know that there are just as many people and organizations involved in therapeutic adventure programs here in the West; we are simply spread out over a far larger geographic area. This makes it all the more important to establish and maintain contact, although it takes a little more imagination. The newfangled magic of Fax and "E-Mail" are at our disposal, as well as the old standbys, phone, mail and yes, even newsletter.

As I experienced again at the International AEE Conference in Vermont this Fall, however, there is nothing like the interaction and inspiration that comes from coming together in person and sharing that which we have learned and accomplished. I remember my first regional conference in

Continued pg 10

Regional News

Continued from pg. 9

New Hampshire in 1989 when, as a green-horn semi-quasi-highly trained outdoor professional, I was exposed to the energy, commitment, and incredible variety of approaches that were happening in my newly chosen field. I was psyched. I got pumped. We were into something. And I even got a job.

So I encourage and challenge the Western AEE, and the members of the Therapeutic Adventure Professional Group (in actuality and in spirit) to GET IT TOGETHER as soon as possible. Right now, according to Mary Duffey, Chairperson of AEE West, there is no conference scheduled for the spring; she is in the process of surveying our membership to find out what people need, want and are willing to work towards.

The folks at Chico State Outdoor Leadership Program aren't waiting around for that, however, and the following is THE EVENT TO BE AT for the coming months:

1994 National Conference for Outdoor Leadership, February 17-20, 1994, Chico, CA. Presented by Wilderness Education Association and Western Regional Outdoor Leadership Conference. Conference theme is "Wilderness Partnerships: The Year of the Student Leader". For more information contact Kathy Scholl, Dept. of Recreation and Parks Management, CSU, Chico, CA 95929-0560. Phone # (916) 898-5762.

And for more information about Happenings in the West, or, more importantly, to let me know about any happenings or events, or just for the heck of it, please feel free to contact me. Here's the stats:

Lance Crowley, Wilderness Coordinator

Outdoor Intervention Program

Douglas County Juvenile Probation

P.O. #218, Minden, NV 89423

(702) 782-9811 FAX (702) 782-9964

Information Needed:

How to add experiential components to an existing drop-in recreation program for youth 11 through 19. **Help needed immediately;** all ideas invited. Contact Dawn Drusin, 21 Denver Way #1, Longmont, CO 80503. (303) 776-7375.

Hanging Out Your Shingle

by Jennifer Davis-Berman, Dene Berman and Lee Gillis

On Saturday afternoon of the AEE Conference at Smuggler's Notch, three practicing therapists, Drs. Lee Gillis, Dene Berman and Jennifer Davis-Berman, presented a workshop for individuals interested in establishing and running adventure therapy practices and programs. The workshop opened with the three presenters sharing their diverse backgrounds with adventure therapy: from wilderness expeditions to multi-family enrichment, from academic to wilderness settings, from solo private practice to large corporation settings.

The goal of this workshop was to exchange ideas and information among those working in this field, or those exploring ways of getting into adventure therapy. This was accomplished by having the more than 70 participants physically move to areas of the room marked by signs indicating potential discussion topics. There were even two blank signs that represented "Rorschach Cards" for people to identify their own issues in the event that none of the topics we generated met their needs.

The participants were organized into eight groups covering seven topics. The *Getting Started in Adventure Therapy* group was so large that it was divided into two groups: Getting Information about the Field and Getting Started. The other groups were: *Insurance*, *Marketing/Advertising*, *Integrating Adventure Therapy into Traditional Practice*, *Program Evaluation*, and *National Health Care*. Each group was given the task of generating its own list of important issues or questions and then to choose a spokesperson for the group.

After deliberating, the groups all got together to share issues. The following issues and questions, as well as the group that generated them is listed below.

Getting Started in Adventure Therapy

- What are people calling themselves when they offer services in this field?
- Where are some sources for grants and start up money?

- Where can you get credibility in the field if you don't have a degree in the area? What type of credibility do you need?
- How can you hookup/network with other people of like mind; where do you find these people?
- Who's willing to be a mentor?
- Where do you get training?
- Where can you do some cross-training?
- What does 'cross-training' look like?
- Might there be a way to have an 'objective' review of training programs from graduates of those programs?

Insurance

- Do you need to have mental and physical health insurance or both?
- Liability accident and/or malpractice?
- Where do you go to find coverage if your professional malpractice insurance does not cover you?
- If you take care of everything legally, do you need insurance?
- How do you protect your primary practice?
- If you're a volunteer, what is your coverage on that course? What are your volunteers' responsibilities/coverage?
- How do you protect your house/possessions/family if you get sued?
- In all states (as in CA) can you make your house a homestead and protect it?
- If you use a ropes course sporadically, can you get a reduction in malpractice?
- Where are good resources and how can we increase networking?
- Medical concerns? Screening/clearance; developing a medical/psychological evaluation form, what does it look like, who makes the judgement call when 'negative' information is contained in the medical form?

Marketing/advertising

- How much do you charge for a service?
- Where do you advertise?
- Do you market a package or a one shot deal (e.g., sequential progression of activities/goals vs. several hours of team building; vs. tailored made)?
- How do you develop a program?
- How do you identify potential clients?
- How do you identify needs of community and potential clients?
- How to compete with organizations if you're a private practitioner?
- How do you incorporate yourself into a

Jim Moore and Bob Stremba designed the form below at the fall International AEE Conference. Over 100 therapeutic adventure professionals filled it out there. The accumulated information will be made available to all TAPG members for networking purposes. If you haven't yet completed this form and want to be included, fill it out and mail it to Jim Moore, Recreation Program, 6 Old Carver, Western Washington University, Bellingham, WA 98225.

Therapeutic Adventure Professional Group
Association for Experiential Education
Networking Information

List only the information about which you would be willing to be contacted by other members.

Name _____ Home Address _____
City/State (Province)/Zip _____ Phone () _____
Work Address _____
City/State/Zip _____
Phone () _____ FAX () _____ E Mail _____
Does your organization offer internships? ____ Yes ____ No Contact person: _____

Population(s) served (please check each population with which you have adventure therapy expertise):

____ Children ____ At-risk youth ____ Families ____ Men ____ Seniors
____ Adolescents ____ Adults ____ Couples ____ Women ____ Other:
____ Physically disabled ____ Developmentally delayed ____ Other: _____

Issues (please check each category that you have experience treating as an adventure therapist):

____ Eating disorders ____ Substance abuse ____ Sex offenses ____ Self-esteem
____ PTSD ____ Sexual abuse ____ Behavior disorders ____ Other:

Adventure activities used (please check each you personally use in adventure therapy):

____ Ropes course ____ Backpacking ____ Rafting ____ Service projects
____ Rock climbing ____ Mountaineering ____ Canoeing ____ Games & initiatives
____ Ice climbing ____ Sailing ____ Kayaking ____ Orienteering
____ Caving ____ X country skiing ____ Boat building ____ Bike touring
____ Mountain biking ____ Scuba diving ____ Snowshoeing ____ Solos ____ Other:

Other modalities used:

____ Art therapy ____ Play therapy ____ Dance/movement ____ Music ____ Other:

Setting(s) you work in (check all that apply):

____ Outpatient ____ Residential ____ Hospital ____ Wilderness ____ Camp
____ Day treatment ____ School ____ College ____ Other:

Educational background:

____ BA/BS College/university: _____ Major: _____ Minor: _____
____ MA/MS ____ MEd ____ MSW College/univ: _____ Major: _____
____ PhD/EdD College/univ: _____ Major: _____

Certifications/licenses held: _____

Specialized training received: _____

Other skills you would be willing to share:

____ Grant writing ____ Article writing ____ Research ____ Evaluation ____ Mentoring
____ Consulting ____ Supervision ____ Conf. presentation

TAPG Pre-Conference Summary

Continued from pg. 3

— Karen Hand and Lee Gillis stated that they would work on this.

Overall, the success of the workshop mirrored the growing efforts and enthusiasm of the TAPG. The Pre-Conference workshop generated \$1,873.19 in profit and these monies have been placed in the TAPG AEE account for use on further projects. Many thanks to all of the participants, presenters, and support staff who made the workshop such a success. We're

Hanging Out Your Adventure Shingle

traditional mental health center?

- How do you develop a niche/specialty in the field?

Integrating Adventure Therapy into Traditional Practice

- How do you handle the dual relationship potential that exists in wilderness programs (living with clients for 6 weeks and, perhaps losing perspectives)?
- As a beginner, where do I start? Do introduce adventure activities with my present clients or do I develop a totally new base?
- Can I link technical people with traditionally trained mental health?
- Ethical issues of having clients pay for a service.
- Difficulties of leasing space with colleagues (e.g., physical safety; the non-academic perception of adventure therapy; the noise adventure therapy

folks can make in a building).

- As a short term/brief therapy, does adventure therapy lengthen or shorten therapy?
- How do you get a "buy in" from traditional mental health practitioners? from clients? from families?
- How do we deal with unqualified staff?
- Can we use the accreditation process from the technical side in developing standards for adventure therapists?
- Problems of integrating activities in one-on-one therapy (families are easier?).
- Living in small communities...multiple issues of adventure therapy.

Program Evaluation

- Evaluation vs. research: what is the difference and when do you do which?
- What do you measure, what is available to measure, and how do you measure?
- Do you need it to continue?
- How do we know that it works?
- Where's the review article that says it works? - Sources: Therapeutic Recreation Journal; new book by Davis-Berman & Berman, Wilderness Therapy (due out in January from Kendall/Hunt).
- Be good consumers of research.
- How do you get program people to hire folks to conduct research?

National Health Care

- Who will pay for adventure therapy?
- Shrinking third party payments and adventure therapy?
- Who can pose some "Canadian" answers to questions that may be U.S.-based???

Finally, the workshop participants were asked what they would like to do with the output of their groups. Three general directions were suggested. First,

the participants asked that the output be shared by way of an article in *Insight*. That need is being addressed by this article. Second, some people wanted to share their views or get some answers to questions and then share them. We encourage a dialogue about the issues raised in this workshop. Let's fill the next issue of *Insight* with responses. In fact, we've begun to plan a short piece on training opportunities. And third, there was general consensus to do a sequel to this workshop. So, look for *Shingle*

in Austin - we'll see y'all there
Know anything about therapeutic horse back riding? Moriene Abbott would like to hear from you! 462 Oakdale Rd. NE, Apt #2, Atlanta, GA 30303, 404-588-9331 (h), 404-616-4860 (w)

Insight

Insight is published four times a year by the Association for Experiential Education's Therapeutic Adventure Professional Group. We are concerned with the therapeutic application of experiential education. All submissions are welcome and may include requests for information, essays, articles, photos, artwork, or other information you would like to share with members of the professional group.

Advertising is solicited for future editions, at this pricing: classified/requests for info. - free; business card - \$5; 1/4 page - \$10; 1/2 page - \$20; whole page - \$40. Submissions and questions can be sent to Jim Moore, Recreation Program, 6 Old Carver, Western Washington Univ., Bellingham, WA, 98225. Submissions are ideally submitted on 3.5 computer disk in text format. Submission deadlines (Oct. 15, Feb. 15, May 15, Aug. 15).



Therapeutic Adventure Professional Group The Association for Experiential Education

2885 Aurora Ave. #28
Boulder, CO 80303-2252

Forward & Address Correction

NON-PROFIT
ORGANIZATION
U.S. POSTAGE
PAID
PERMIT NO. 657
BOULDER, CO
80303



Printed on Recycled Paper