

Canadian Adventure Therapy Symposium

Final Report and Recommendations from the Second Canadian Adventure Therapy Symposium

*“Exploring Diversity
in Canadian Adventure Therapy”*

**Chicoutimi, Québec
October 1-3, 2010**

ACKNOWLEDGEMENTS

Symposium Planning Committee

Mario Bilodeau, Convener
Christian Mercure
Katia Bourgault

Jean-Charles Fortin
Hélène Longpré
Katherine Bouchard

Stephen Ritchie
Nevin Harper

Intern

Nicolas Bouchard-Leblanc

Volunteers

Andréanne Ouellet
Marie-Pier Bélanger
Clara Bird
Hélène Crowe
François Denis

David-Simon Vincent
Yoan Joncas
Myriam Brunet
Annabelle Brossard
Mathilde Balaguer

Gabrielle Ferland
Claudia Bélanger
Jean-François Veilleux
Paul-Henri Callens
Jesse Schnobb

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Laboratoire d'expertise et de recherche – UQAC – lerpa.uqac.ca
Université du Québec à Chicoutimi – www.uqac.ca



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SYMPOSIUM OVERVIEW

Contextualization

In 2006, a small contingent of Canadians interested in adventure therapy met during the Fourth International Adventure Therapy Conference in Rotura, New Zealand and envisioned a gathering or symposium of like-minded professionals and academics in Canada. From those early discussions a few years ago, several key organizers began inviting people from across Canada to join them for the first CATS which was hosted at Royal Roads University on Vancouver Island in BC on March 8-9, 2009. The symposium planning committee included Nevin Harper (Convener), Dave Segal, Julian Norris, Dylan Oosterveld, and Mike Kent, and we thank them for initiating this much-needed momentum to develop adventure therapy in Canada.

It was clear from this initial grass roots symposium (attended by more than 75 delegates) that the next gathering needed to provide eastern representation in the conversations, so Mario Bilodeau, from the University of Quebec at Chicoutimi, offered to convene the Second Canadian adventure therapy symposium which was held in Saguenay from October 1st to 3rd 2010.

Schedule

	FRIDAY, OCTOBER 1ST	SATURDAY, OCTOBER 2ND	SUNDAY, OCTOBER 3RD
07H00			
07H30	SHUTTLES	SHUTTLES	SHUTTLES
08H00			
08H30	CHECK-IN	ROUND TABLE 2 EXPLORING DIVERSITY IN FUNDING WITH Mr. STEPHEN GLASS	ROUND TABLE 4 EXPLORING DIVERSITY IN TRAINING WITH Mr. BOB HENDERSON
09H00			
09H30	WORDS OF WELCOME		
10H00			
10H30	KEYNOTE BY Mr. JOHN HASELL		
11H00		WORKSHOPS	RECOGNITION AWARD
11H30			
12H00	LUNCH	LUNCH	LUNCH
12H30			
13H00			
13H30	ROUND TABLE 1 EXPLORING DIVERSITY IN ORGANIZATIONS WITH Mr. NEVIN HARPER	ROUND TABLE 3 EXPLORING DIVERSITY IN POPULATIONS SERVED WITH Mr. STEPHEN RITCHIE	KEYNOTE BY
14H00			Mr. JEAN-C. T-PINETTE
14H30			CLOSING ADDRESS
15H00			
15H30			END OF SYMPOSIUM
16H00	SPECIAL PRESENTATION BY Mr. PAUL STOLZ	WORKSHOPS	SHUTTLE FOR AIRPORT OR BUS STATION
16H30			
17H00	HAPPY HOUR		
17H30			

18H00	DINNER – NOT INCLUDED	DINNER	
18H30			
19H00	SHUTTLES	SHUTTLES	
19H30	TIME OUT IN TOWN	ENTERTAINMENT	
20H00			
20H30			
21H00			
21H30	SHUTTLES	SHUTTLES	
22H00			

Presenters

JOHN HASELL – KEYNOTE SPEAKER



John was educated in Britain and spent 20 years in the British Army during which he was an Instructor at the Royal Military Academy at Sandhurst, was Chief Instructor at the Army Outward Bound School, took part in several Himalayan expeditions, commanded the Joint Services Mountain Training Centre in Wales and served with the Brigade of Gurkhas. He emigrated to Canada in 1969 to start the Canadian Outward Bound School in the Cascade Mountains of British Columbia where he was School Director for two years, before helping launch the second School in Ontario. He was Executive Director for Outward Bound Canada until 1979 when he took two years off to do post-graduate work in Education at Simon Fraser University. He spent the next ten

years as Director of Recreation for the Province of British Columbia. He returned to Outward Bound as a volunteer in 1988 and was Chairman during the period when the original site was sold and the Outward Bound Mountain School was being established near Whistler. Since 1988 he has been a freelance explorer of possibilities, concentrating on helping people and organizations make the very best use of their resources and fulfil their potential.

Having been involved in Outward Bound at every level from student to Board Chairman he is now drawing on this experience as a volunteer consultant for Outward Bound International, and so far has worked with over 17 of the 45 Outward Bound Centers around the world.

NEVIN HARPER - ROUND TABLE 1 - EXPLORING DIVERSITY IN ORGANIZATIONS



Dr. Nevin Harper teaches at Camosun College in Victoria and holds the senior management position in British Columbia for Outward Bound Canada. Areas of teaching and research interests include the therapeutic value of contact with nature, leadership, risk management, adventure education and therapy and environmental fitness. He has been a guide, youth counselor, director, evaluator and consultant in the outdoor adventure field since 1990; is a Canadian Representative to the International Adventure Therapy Advisory Committee; convened the first CATS; and was a founding Board Member of the Child and Nature Alliance, an advocacy organisation focused on connecting children with nature. An avid canoeist and outdoor adventure

educator, Nevin aspires to assist in the growth and development of the allied professions bringing adventure therapy to life in Canada.

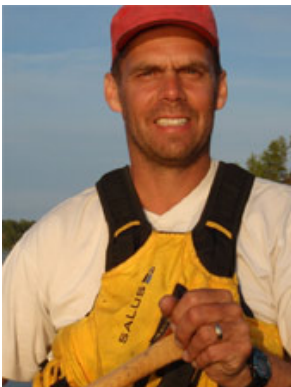
STEPHEN GLASS - ROUND TABLE 2 - EXPLORING DIVERSITY IN FUNDING



Stephen Glass: owner/CEO of Wendigo Lake Expeditions (www.wendigolake.com), operator of the Project D.A.R.E. adventure therapy program now in its 39th year of operation; Chairperson of the Outdoor Behavioral Healthcare Industry Council, past chair of the Therapeutic Adventure Professional Group of the Association for Experiential Education. Previous positions include: Regional Director of Northeast Region, Ministry of Community and Social Services (1999-2000); Program Supervisor for a wide range of children's agencies providing child welfare, youth justice, children's mental health and addiction services (1990-1996); Coordinator of Community Services, Emmanuel United Church (1985-1990); Specialized

Treatment Home foster parent (1986-1987). Residential Counsellor for L'Arche group homes 1976-1982. Past executive involvement on multiple non-profit boards, M.Ed. in progress.

STEPHEN RITCHIE - ROUND TABLE 3 - EXPLORING DIVERSITY IN POPULATIONS SERVED



Stephen Ritchie is an Assistant Professor and former coordinator of the Outdoor Adventure Leadership Program at Laurentian University in Sudbury, Ontario. He has a BPE in Outdoor Pursuits from the University of Calgary, an MBA from Concordia University, and he is currently a doctoral candidate in the School of Rural and Northern Health at Laurentian University. He has worked in the outdoor field on and off for over 25 years as a

guide, teacher, facilitator and more recently as professor and program coordinator. Over the past eight years he has taught a variety of senior level under-graduate courses at the university on topics such as outdoor facilitation and teambuilding; risk management; and adventure therapy. As an instructor trainer, each year Stephen also teaches and certifies students in canoeing and rock climbing. Stephen's research interests are devoted to understanding outdoor adventure and experiential education programs in the context of achieving personal growth and therapeutic outcomes. Currently as part of his PhD studies, he is collaborating on a participatory research project with community leaders from Wikwemikong Unceded Indian Reserve to develop, implement and evaluate an outdoor adventure leadership program designed to promote resilience and well-being for Aboriginal youth in the community.

BOB HENDERSON - ROUND TABLE 4 - EXPLORING DIVERSITY IN TRAINING



Bob Henderson teaches Outdoor Education at McMaster University Hamilton, Ont. Till December 2010. Twenty-nine years and not keen to hit Thirty. He has worked with Youth and Adult groups mostly in travel settings. Bob is author or co editor of three books. Most pertinent to this gathering would be Nature First:Outdoor Life the Friluftsliv Way co edited with Nils Vikander. Bob has been editor or involved with Pathways: The Ontario Journal of Outdoor Education since its inception in 1989. He lives in Uxbridge Ont and is keen for new challenges at work and play.

JEAN-CLAUDE THÉRIEN-PINETTE – KEYNOTE SPEAKER



Member of the Uashat mak Mani-utenam Innu community, Jean-Claude Therrien Pinette likes to describe himself above all as a family man. After studying social science and management at University Laval, he concerned himself with the fate of youth in indigenous communities. As spokesperson for the Youth Council of the Assembly of First Nations (Québec and Canada), he has been directly involved in community development and social issues.

Thanks to his most useful competencies as facilitator and initiator, his years of professional experience resulted in the successful conduct of numerous projects in collaboration with colleagues, partners and contacts, all dedicated to First Nations of Québec and Canada: leadership training for indigenous youth, implementation of Wapikoni mobile, development of a University of Québec program for Innu youth leaders, etc.

After 25 years away from his community, Jean-Claude has returned there to set up new services for parents, youth and children in the hopes of implementing change for better individual and community well-being. His inner quest has led him to a profound reflection on his elder's relationship with the natural world and the influence this can have in building a new paradigm which makes sense to young Innu of his era.

PAUL STOLZ – SPECIAL PRESENTATION



Paul Stoltz is the CEO of Evolve, an Australian organisation serving youth, families and a wide range of populations with a keen focus on narrative approaches. As a Narrative and Family Therapist, Paul has taught, trained and lead programs in Bush Adventure Therapy (a uniquely Australian take on Adventure Therapy). Additionally, Paul has written papers and presented on these themes internationally and is well regarded as a leader in the field of AT. Paul is also the current Chair of the International Adventure Therapy Committee, which host triennial AT conferences, the next being held in the Czech Republic in 2012.

Recognition Award

ENVIROS



The members of the CATS committee, in conjunction with the CATS2 hosting committee, chose to recognize the work of Enviros for their 34 years of development in the field of adventure therapy.

Following is an excerpt from the recognition speech, by former employees Dylan Oosterveld, Executive Director of the Cochrane Youth Association and Dr. Nevin Harper, of Camosun College and Outward Bound Canada:

“In 1976 Enviros began taking high risk young people into the woods to offer them an opportunity at change. Since those humble beginnings Enviros has grown and adapted with the needs of children, youth and families in the Calgary area and the whole of Alberta.

In the beginning Enviros did something that distinguished them in the field. They recognized that taking kids into the bush was all well and good but that these kids faced certain realities when they returned home, to their mostly urban environments that removed them very quickly from the learning's of their wilderness experience. To meet this

challenge Enviros had the wisdom to create an urban based program with experiential and wilderness components to help young people make the transition and carry their learning forward. Enviros has maintained this commitment over the years to intentional experiential programming in all of its programs, whether they are wilderness residential, urban residential, community support programs or foster care. This has enabled them to infuse a culture of adventure and discovery throughout their organization that fosters change in not only clients but staff as well.

Being a part of Enviros was a transformative experience for us. Enviros' willingness to think outside the box, to try new approaches and to meet clients where they are has inspired my career path and that of many other people in the field. The number of people working in this field that have been touched by Enviros in some way is remarkable."

The award was received by Carolyn Godfrey, Manager, Enviros Base Camp

EXPLORING DIVERSITY IN CANADIAN ADVENTURE THERAPY

Adventure Therapy, Therapeutic Adventure, Wilderness Therapy.... Whatever you call it, or however you describe it, the important thing is to acknowledge that this medium for human growth and development through a positive and respectful use of nature and adventure is now more present in Canada from coast to coast.

This holistic process of development, change and healing is growing rapidly and this momentum creates an interest for Canadian adventure and therapy professionals to come together and share.

Building on the positive outcomes of the first Canadian Adventure Therapy Symposium (CATS) held in B.C. in March 2009, a second symposium was organized by the Université du Québec a Chicoutimi's outdoor research laboratory (LERPA), INAQ and On the TIP of the Toes Foundation in the Saguenay region of the province of Quebec from October 1st to 3rd 2010.

The specific aim of this gathering was to explore the diversity in Canadian Adventure Therapy in terms of organizations, funding, populations served and training.

More than sixty practitioners, academics, and students from across Canada attended the CATS2 and shared their passion, commitment and concerns about the use nature and adventure in therapy, education, health, justice and other related human services fields.

Recommendations

Three days of presentations, dialogue and networking produced a number of ideas for further development of Adventure Therapy in Canada. The opening address, keynotes, round table presentations and discussions, workshops and closing address along with attendee's passion, devotion and contribution provided opinions, positions and concepts that can be translated into recommendations.

The recommendations are:

1. To continue to meet annually at a national level;
2. To develop a national body for the oversight and development of Adventure Therapy in Canada;
3. To better define the purpose of CATS and how it interrelates with other organizations (AEE, TAPG, IATC, etc.);
4. To have a better representation of people/organizations from every province and territory in Canada;
5. To continue to develop an interactive national network;
6. To promote CATS and the concerns/recommendations of attendees in other national and international AT gatherings;
7. To better identify, develop and promote the different Canadian programs in professional training in Adventure Therapy and related field;
8. To better identify different Canadian populations, and subsequently diversify services, to better serve those who could benefit from AT;
9. To identify and promote AT best practices in the Canadian context.

Also, recommendations more specific to the Third CATS were voiced. Mainly, it was suggested to have a day of presentations by experts prior to the symposium in order to facilitate the participation of attendees that are new to the field of Adventure Therapy. This recommendation also reflects the continual need for innovative and competent trainers to engage and help develop those new to the ideas and practices of adventure therapy.

3RD CANADIAN ADVENTURE THERAPY SYMPOSIUM

The CATS committee is pleased to announce that the Third Canadian Adventure Therapy Symposium will be co-convened by Tony Cox of Leaders of the Day and Stephen Glass of Wendigo Lakes Expeditions. The symposium will be held in Ontario in the fall of 2011.



For more details, stay tuned on:

www.canadianadventuretherapysymposium.ca



CONVENER'S LAST WORDS

CATS2 represented an opportunity to explore, discuss and reflect on the Canadian diversity in AT. Be it in terms of populations served, type of organizations, sources of funding or professional preparation and training.

The richness and beauty of the experience and of the people that contributed was just as equal as the beauty observed in the surrounding's of Lake Simoncouche during this great fall weekend of October.

At this point, I would like to take time to thank everyone for attending and also to acknowledge the hard work and dedication of the sponsoring organisations, the volunteers, the hosting committee, the keynote speakers, round table facilitators and workshop presenters and again all the participants that have made CATS2 a memorable and meaningful experience.

It is time now to prepare ourselves for CATS3 and I truly hope to see you all there.

Amicalement,

Mario Bilodeau
Convener (CATS2)



CONTACT INFORMATION

Hosting committee – CATS2

Mario Bilodeau, UQAC - mario_bilodeau@uqac.ca

Christian Mercure, INAQ - christian.mercure@inaq.ca

Helena Longpré, Fondation Sur la pointe des pieds - hlongpre@pointedespieds.com

Jean-Charles Fortin, LERPA - jean-charles_fortin@uqac.ca

Katia Bourgault, INAQ - katia.bourgault@inaq.ca

Katherine Bouchard, INAQ - katherine.bouchard@inaq.ca

CATS2 Website: www.uqac.ca/cats2010

Facebook: www.facebook.com/CanadianAdventureTherapySymposium?ref=ts



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CATS committee

Nevin Harper, Camosun College - harnern@camosun.bc.ca

Mario Bilodeau, UQAC - mario_bilodeau@uqac.ca

Tony Cox, Leaders of the Day - tony_cox@leadersoftheday.com

Stephen Glass, Wendigo Lake Expeditions - glasss@wendigolake.com

Official Website: www.canadianadventuretherapysymposium.ca

APPENDICES

Appendix A: Invitation

May 2010
Chicoutimi, QC

Call it what you want: Adventure Therapy (AT), Therapeutic Adventure, Wilderness Therapy, Adventure Education... The important thing is to acknowledge that a medium for human growth, development and change through outdoor activities is present and growing in a multitude of forms across Canada.

The use of nature and adventure has been an important part of our history and has more recently fulfilled recreational, educational and therapeutic needs. Canoeing a wild river with kids living with cancer, climbing a snowy peak with youth at risk or being on a dog sled expedition with a group of people with disabilities are all part of this innovative and exciting approach.

This holistic process to growth, change, healing and therapy is now growing rapidly and a need for Canadian professionals in AT and related field to come together and share is felt. The first Canadian Adventure Therapy Symposium (CATS) was held with this aim (to meet, identify trends and address the needs of those currently practicing or interested in adventure therapy). This first symposium was hosted in B.C. in March 2009 and engaged attendees in producing a series of recommendations for the future development of AT in Canada*.

Building on these recommendations and the momentum created by this first event, a second CATS will be held in Chicoutimi, in the province of Quebec from October first to third 2010.

Exploring Diversity in Canadian Adventure Therapy:

The Canadian landscape is as diversified as his people, cultures and languages. We have a great opportunity during CATS2 to open our hearts, souls and minds to this diversity in order to create a rich and profound experience.

During these three days of sharing, we intend to explore this "Canadian diversity". More specifically, we would like to look at how we do it in terms of professional training, organizational structures, funding and populations served?

So, it is with great pleasure and honour that we invite you to this Second Canadian Adventure Therapy Symposium and we are looking forward to seeing you in October in the beautiful Royaume du Saguenay!

Mario Bilodeau

Appendix B: Summary of presentations

Note to the reader: The following summaries are not word for word transcriptions or write ups by the presenters. They were compiled using the many hours of videotape available and notes taken during the symposium.

KEYNOTES

Friday, October 1st

John Hasell "Symposium Introduction"

As the first keynote, Mr. Hassel introduced the theme of diversity in many aspects of Adventure Therapy (AT).

The diversity of participants is the one he discussed first because according to him, it is the widest of all. No one is the same, there are a lot of criteria we can acknowledge to identify an individual. First, here is the background, age, gender, ethnicity, culture, religion, language, education and money. Then there is the well-being; health, mental ability, physical ability, body type, diet, competences and social skills. Character is also another criteria and includes: the zest for life, the self-confidence, the resilience, the self-control, all group interactions and optimism. The values of each and one of us is also another way to describe someone, and so is their outdoor skills and their learning styles. All together, those 6 elements formed a 6 dimensions matrix presented by Mr. Hassel.

After the participants' diversity, John presented the staff diversity, including: clinicians, facilitators and activity specialists. Then there is the diversity in providers, which includes the government, the commercial and the not-for-profits business. Those are generally the same as for the funders.

Further in his presentation, Mr. Hassel saw the necessity of defining the ethical and psychological aspects of AT before continuing in the process of analyzing the sequence of a good adventure program. That led to three spheres that facilitators needed to consider while working: the experience they create affect the thoughts, the feelings and the actions of the participants. Those three spheres interact in the reflection process that the experience creates, but also in the apprehension before the activity and the feelings while doing it.

Saturday, October 2nd

John Hasell "The barriers between the facilitators and the population he serves"

To start, Mr. Hassel asked every one present to describe briefly what population every one belonged to, what was the population they were working with and why was it hard to do so. From what has been said, only the barrier that every one found working with their respective population was kept.

Examples were:

- African people have a way to think that is based on the well-being of the community before the individual well-being, thus creating contrast with our culture;
- People in remission from cancer can be hard to connect and to understand because they lived something that might be unknown to the facilitator;
- The possibility of being seen as an intellectual or laboratory observer makes it harder to gain the trust of the people you want to help;
- The desk is a barrier with people who have been violated; it makes it harder to create a link, or a bond between the facilitator and the other;
- Not coming from the community you serve makes you an outsider right away.

Usually, people that are outside the norms of the society are those who might need facilitation. They need to feel better about themselves, to live up their potentials, to push their limits forward; they need to know they can achieve goals and dreams. Nature and adventure make every one live up their potentials. Even though AT draws specific kind of people, it can benefit any type of individual, as long as the participant is someone who welcomes the possibility of acquiring a new state of wellness through the program. To benefit from nature, you need not to acknowledge the healing properties of nature but you need to open your mind.

Here is a brief round-up of what type of persons could benefit from AT according to attendees : drug rehabilitation, first-nations, medical rehabilitation, suicidal tendencies, youth center, eating disorder, isolated people in general, violent persons, violated persons, unemployed, caregivers, dysfunctional families, and more.

Sunday, October 3rd

Jean-Claude Pinette "Reality of the first-nations, Itatsinan"

Jean-Claude started his presentation by introducing the reality of the Innus to all of us present that morning. According to Innus, there is a profound link between men and the environment; we are supposed to listen to Mother Earth and learn from it. For the first-nations people, adventure therapy makes no sense because nature is always supposed to heal and balance each individual. For the Innus, inside the very core of everybody is the spiritual essence. After comes the emotional sphere, the mental sphere, the physical and social ones.

Even though many programs have been created to help the people of the first-nations, were they to protect their tradition or to help the youth, all of them met the same problem: all of those programs were meant to solve a problem, but none of them tried to anticipate what was in the near future for the first-nations.

In 1952, no more residential schools were allowed. That year marked the beginning of the end for the first-nations because they couldn't learn about their culture and roots anymore.

The solution was somewhat simple; how could they use the land and their resources to have strong individuals. They needed to understand the language of nature with their hearts, needed to feel the sun, the moon, the water, the fire, the wind, Earth. In 1980, intense immersions with the land were offered; those programs paid the participants and were twice a year, with the sole condition that the youth attained class. Those programs gave hope to the youth, but because they cost a lot of money, they got shut down.

What Jean-Claude has now been organizing is a 2 weeks immersion for young native to learn how to make a traditional harpoon from the elder of their village. This experience allows the youth to create a link with their elder, who hold all the knowledge of their ancient culture. Sharing techniques in nature can only stimulate the kids, who keep asking their elder about how it used to be, but more importantly, how it can be now to them. At the end of this 2 weeks trip, all participants feel proud and grasped a new way of seeing nature; many acquire confidence and even project themselves in the future, aiming for a career, to finish school, but first of all, become Innu.

ROUNDTABLES

Friday, October 1st

Nevin Harper "Exploring Diversity in Organizations"

For round table number one, Exploring Diversity in Organizations, Nevin Harper first introduced us briefly to the state of Adventure Therapy (AT) on an international level. Recently, he suggested, a name game has been ongoing as of how to define our field of practice: adventure therapy, outdoor therapy, recreation therapy, nature-based therapy, bush adventure therapy, wilderness therapy, and so on. Nevin suggested that the reason why it was so difficult to define what we do was because AT is at the confluence of two different professions: adventure guide and therapist, and a wide range of practice, prevents an easy outcome in defining AT.

Following this general introduction, Nevin started to explore the different types of AT organizations present in Canada. He highlighted the different status of AT organizations ranging from public to private, for-profit to not-for-profit or cooperative, voluntary work and even foundations. According to Nevin, all those organizations have a role to play in the future development of AT, be it for adventure services, therapeutic services, training & supervision, public education/advocatory, equipment/logistics and funding.

The actual international context puts Canada in a good position: there are, in our country, programs with long histories (some were created 35+ years ago), every three years Canadian delegates attend the International Adventure Therapy Conference (IATC), their also is the Therapeutic Adventure Professional Group (TAPG) within the Association of Experiential education (AEE), other national AT movements such as seen in Australia, New Zealand, Hong Kong and elsewhere, and now the one allowing these discussions, CATS.

The first CATS pointed out the need for national and international gatherings in our field mostly because governments internationally need to know about and acknowledge the benefits, strengths and impacts of AT.

Three recommendations were also highlighted in the first report from CATS:

1. The need to develop an interactive national networking forum for AT;
2. Continue to meet at a national level to strengthen the field;
3. Develop a national body for the oversight and development of AT in Canada.

Following his presentation, Nevin proposed two questions to be discussed in smaller groups. The questions were:

1. Share your organization status and role: who do you work with, who you should be working with, what are the strengths of that organization?
2. Consider your organization's role as a collaborator/partner in AT service and growth through Canada. How can an event, such as this Symposium, help you and your organization achieve that?

Saturday, October 2nd

Stephen Glass "Exploring Diversity in Funding"

Stephen Glass introduced his presentation with a brief overview of what the first CATS reported as far as funding was concerned.

Next, he stated that, more and more, there is a tendency for the Canadian government to give money through transfer payment agencies. According to Stephen, that type of funding opened the way for broader arrays and had programs managers realize they needed to widen their fields of services.

The participants at the first CATS also concluded a couple of things concerning the funding of AT programs. First, partnerships should be explored as far as training and funding options are concerned. Second, organizations should share funding options and increase their interest in joint grant writing.

Stephen also pointed out that credibility and recognition were of first importance when it came down to funding. The fact that AT is an emerging practice makes it even more critical. Funders need evidence, a success rate, when asked to contribute to new programs.

During the presentation, Stephen listed a few possible sources of funding: the government, transfer payments, charitable sector, corporate sector, private pay for service, volunteer and internship.

Speaking about the government, Stephen enlightened us about the reality when dealing with it. Yes, those types of funds are very stable and reliable, but there are a lot of rules to follow to gain access to that money. Also, it is increasingly hard to get long-term funding unless you are in a new niche sector. Also, Stephen suggested that the transfer payment method has a more local touch, because you get to know the community and can possibly demonstrate the values you want to push forward in your program. Funders have different considerations before donating, such as the risk of giving (bad publicity), the safety; will it overcome the benefits they gain from donating (be them personal, corporal or simple altruism).

The questions Stephen asked the participants to discuss were:

1. Should the donors of funds care more about the structure of the organization or the safety, quality and cost of the service?
2. Are providers competing in a defined market or does the successful delivery of AT grow the market for all providers to benefit?

Saturday, October 2nd

Stephen Ritchie "Exploring Diversity in Population Served"

Stephen Ritchie first stated that AT needed to diversify the population it serves. At the moment, mainly the "at-risk" youth population is being served.

Stephen listed some criteria to describe a population: language, culture, age, sex, education, occupation, disabilities, values, etc. All those criteria can be boiled down to 3 bigger categories, which are Demographical-ones, Illness-ones and Source System-ones, the later including justice, social context, and health.

After talking about health, Stephen briefed us about a new definition of health, which cannot be simplified as not having diseases. Nowadays, being healthy means a state of physical, emotional, social and economical wellness. Having an illness doesn't necessarily affect the quality of life, people can either be languishing or flourishing with their disease, thus the importance of positive psychology in AT. Stephen also shared a list about the determinants of health: education, money, geography, social status, genetics, generation, environment, gender, culture, health services.

Before splitting the participants in discussion groups, Stephen gave us a definition of culture, which is an idea, belief, practice or habit that is acquired through learning from others. In AT, an acculturation often happens, and that is when someone from culture A is working with a population from culture B and wants to merge with culture B's population. Facilitators should always keep in mind that when they want to merge with another culture, they bring their own and therefore should be aware of what they bring. Identifying those behaviours is essential for a good acculturation.

After the discussion, the wrap-up of each small discussion group was rich in information. For example, a team arrived at the conclusion that labeling people by illness is not necessarily a bad thing because this way we can have a whole group with the same problems and create a program focusing on their development and also making it easier to receive funds. On the other hand, labeling participants by their illness on the trip is a very bad idea; facilitators should emphasize on the causes, effects and solutions rather than the problem itself.

Most teams agreed that focusing on younger people for the population served by AT was an effective approach to detect and prevent disorders and problems early on. One team came up with the idea that there is no kid that doesn't fit a program, it's the opposite around; the program offered might not fit the kid. This highlights the importance of diversity in programs, which has been discussed earlier. Having a diversified group allows different points of view on the same topic, and this diversity can greatly enhance the outcomes of AT. Even though most programs focus on youth, the elderly should not be forgotten for they have a lot of social problems that could be addressed in a nature-based program. One team even questioned the reason why we talk so much about population; is it for marketing purposes, to design a better program or specifically to target outcomes?

Questions to be discussed in smaller groups were:

1. Opener: Share where you are from, describe the population you identify with, and the population(s) you work with (or those you have worked with in the past). What are the joining criteria (inclusion &/or exclusion) for the different clients in the programs or organizations you have been involved with?
2. Diversity: Discuss and critique the "Ways to Define AT Populations". Are there other ways to define or describe AT populations? How do AT populations differ across various regions and provinces throughout Canada?
3. Opportunities: What are some populations in your region (or across Canada) that would benefit from AT? Why? What fields of practice (professions or disciplines) should be included or are implicated by AT in Canada? What are some ways to serve these other populations using AT?

Sunday, October 3rd

Bob Henderson "Exploring Diversity in Training"

Bob Henderson first asked the participants to think about the type of skills they needed to improve the most; was it work skills, self-skills or people skills they lacked the most?

Then he asked if participants would think differently considering if they had to hire employees according to those skills. Participants had to think about what their program emphasized on; soft skills (relations and self skills), hard skills (technical and activities

related) or warm skills (setting an ambiance). About two-third of the participants went for warm skills, while most of the rest went for soft skills and only a few for hard skills.

Next, Bob talked about the subliminal meaning of vital elements for an adventure, which are: a story, a place and technology. The story, according to what he had to say, is when time becomes meaningful, it is the process of giving a meaning to an activity. When the space surrounding us becomes meaningful, a place is born. To reach those places, you need technology, literally to do something like canoeing, and afterward can create a story about that. What could one do to enhance his staff training based on those three criteria was the whole purpose of Bob's talk to that point. His presentation was very engaging because he kept asking people to move, to chat amongst each other and to share with the group their ideas.

Then Bob introduced the three E's concept to be used in outdoor therapy. As facilitators, we must let participants Explore their story, we then need to Explain it in a larger social context and finally have them Express their feelings about it.

Following this, Bob showed the group a very keen tool to size what a business or staff is lacking. Is it: Will (intentions), Ways (formulations) or Wherewithal (mechanisms). It is also important to grasp what a staff or businesses have in excess: too much could create either 'dreamer failure' (because of a lack of formulation and mechanisms), an 'academic failure' (because of a lack of intentions and mechanisms) or a 'bureaucratic failure' (because of lack of intention and formulation).

Bob concluded his presentation with a series of questions he didn't have the time to discuss with everybody, each one of them making it easier for a facilitator to perceive himself and his co-workers.

Questions were:

1. Are you the type that lets nature speak for itself or are you the type of facilitator that wants to speak on behalf of nature yourself?
2. Do you prefer intensity or longevity inside a program? Is your preference the same as the program you work for?
3. Would you rather do risk activities or mindfulness-ones with a group?
4. Are you for the Big T. (Therapy) or the small t. (Therapeutic) when it comes to outdoor uses?
5. Do you want to reproduce culture because everyone should fit inside, or should your program help change that culture?

SPECIAL PRESENTATION

Saturday October 2nd
Paul Stolz “ Narrative Therapy”

According to narrative therapy, who we are as a person depends on factors within our social context. Thus, parents, education, friends, even discussions we had all have an influence on who we are and how we think.

A good therapist needs to understand that he brings a position on somebody else's reality, and that only after a quick interview. It is therefore crucial to let go our social context not to judge the client's reality. The development of a good therapist takes a lot of time, for it is of the most importance for him to be able to know himself well enough, to be constructed Paul said. For that reason, a lot of the young ones graduating from school have a very good base as far as theory is concerned, but they lack practice and experience of life. They need to know what is it exactly that makes them who they are, why and where they stand. They also need to remember that each conversation changes who they are, their narrative self.

The outdoors provides an excellent context for narrative therapy because it facilitates a position of non-dominance; co facilitation. Because therapist aren't that comfortable either in the outdoor, it leads to open question such as “ What would you like to do?” rather than “You should do this”. This makes the participants realize by himself what the problem is.

Paul had a discussion going for a long time about a picture showing a bird with what appeared to be an electrical wire at his feet, standing above a post saying “Disconnected”. For adventure therapy, being disconnected both meant that one is disconnected from their life and/or that they needed to disconnect themselves from it to feel better. It also pointed out the need to reconnect to something, which in our case is obviously nature. Going back to the roots of who we are is what people stated the most for this picture.

Paul then led us to discuss about the journey in itself from the participant point of view. He said it was definitely terrifying to be imposed an instructional menu from another one's comfort zone while denying them the capacity of learning from the journey about what is going to be helpful to them. The hope that this vision will allow them to explore and develop the uniqueness of their new story is a way to disconnect and reconnect to reality.

“Imposing what we believe is good for you is not just a walk in the bush, it's about how you respond to that walk in the bush.”

WORKSHOPS

Saturday, October 2nd

John Hassel "Squeezing the orange"

The idea behind "Squeezing the orange" is to get the most out of every one, out of every activity. The mission of Outward Bound, exposed by Mr. Hassel, has always been to inspire people to discover their potential, to care for themselves, for others and for the world around them. Always through challenging experiences in unfamiliar settings, the goal was self-discovery through adventure.

How does the facilitator help the participants get the most out of each challenge? Well, according to Mr. Hassel, all experiences have a past that we must connect to, and an anticipated future, which are the outcomes we expect from our activity.

In this kind of program, the facilitator has a lot of responsibilities. They must conduct the program they helped to create to acknowledge the good and bad points about it. More importantly, they need to inspire the participants to do their best in all they do. They also have to be a model of developmental philosophy, to demonstrate care to the participants and to ensure physical and emotional safety.

While the facilitator has a series of role, the participant also has one. He must completely immerse himself in the program, body, mind and soul. They must do their very best in each activity, think positively and have the courage to embrace the challenges inside the program. They also have to take the responsibility of their own actions, care for themselves, others and the world around them, but at all cost, listen to the security instruction given by the facilitators. For the participant, each activity can be split in 3 phases: anticipation, the experience itself and the reflection on it. The cycle of progress through experience leads to reflection, which leads to generalization of the things learned and finally the application of the things learned before the next experience.

As a facilitator, we can only interfere through the experience itself and by the briefing and debriefing. We should also enhance the generalization and the application by giving them headings, but that's it. In designing programs, we should always keep in mind those 4 steps:

- Prior planning of the experience; who are the participants, what skills do they possess, what is the intended outcome, the logistic needed, the duration of the activity, etc.;
- The introduction to the event, also known as framing;
- The experience itself;
- The follow-up.

The critical role of a facilitator is to help the participants realize and understand the changes that are taking place inside of them. By many type of activities, such as group discussion, solo, intimate journal, introspection is deeply encouraged but it must be related to the real life for the change to really take place.

A good intervention as a facilitator should try to respect this acronym:

T: timing; not too soon, not too late, precisely at the right moment

R: relevant; not an interruption but an intervention

U: understandable

E: engaging

Saturday, October 2nd

Karine Meunier “ 8 femmes à l’aventure”

Mrs. Meunier introduced her presentation by noting the similarities that exist between social work and psychology. According to her, there has been a lot of collaboration and expertise sharing through Adventure Therapy. For Karine, “psychoeducation” is an explicit and realistic way of facilitating therapeutic interventions. Karine expressed that her use of adventure therapy approaches fits well within this professional affiliation which is fairly unique to Quebec.

For her expedition, there were 8 women with different issues, such as depression, anxiety, personality issues, loneliness, problem managing their career, their kids and their emotional lives. They had those women experience a tough series of activities that were meant to have them realize that they weren’t as bad as they thought. The environment was “clinically-controlled”, even though that seems unlikely in nature. Mrs. Meunier stated that she meant controlled referring to the schedule they had planned. The crew consisted of 2 psychologists, 1 clinical supervisor whose role was to support the therapist and stay as objective as possible throughout the expedition and a guide responsible of the logistic aspect. There were also ten persons inside the camera crew. Before beginning their expedition, they had the participants undertake a series of tests, mainly physical ones, and a one-hour interview to know whom they’d be going out with in the outdoor.

The main outcome expected with this expedition was to make these women realize that an obstacle can be seen as a challenge, which they tried to demonstrate through a two-day blitz of intense activities such as rappelling. That activity got Karine to know her participants better; a couple of them struggled with the fear of not achieving goal, not allowing themselves the right to fail. That activity taught them about their limits and emotional side.

Often in psycho-education, the desk is a limitation to the reactions the client would have in real-time. The three phases of psycho-education are as follow: animation, using an activity and intervention. The outdoor provides an acceleration of the knowledge of the client plus an experience in real-time; a context. The therapist needs to step back a little the stay objective, but the outdoor makes it easy for the therapist to get in contact with the reaction of the client.

Karine told us about the fact that, during the expedition, she really had a hard time stepping back and she was happy they had planned such times for her. She noted that this distance

she took while eating dinner allowed her to adjust her interventions and her perception of her clients.

After her presentation, some people were concerned about the fact that having a clinical environment might induce clinical reaction, which, after discussion, was challenged as altering the context of outdoor therapy. Using nature was acknowledged as a means to emphasize the subject of the clinical procedure, while at the same time, allowing a spiritual link to be created between nature and the participant. That bridge can only help them see new solutions to their old problems. The presentation ended by an open question; is there another environment than nature that could provide similar results for such a large and broad array of populations?

Saturday, October 2nd

Tony Cox "How to Be Your Super Hero"

The presentation by Tony was different from others in a way because he insisted on doing it outside. After a small ice-breaking game, which involved the participants to move a lot, Tony described his background as a facilitator. He told a story about six blind men and an elephant to demonstrate the fact that perception is something we all make for ourselves and that they were likely not to be the same as our colleagues.

He briefed us about what he would be talking in his workshop, which included: how to powerfully engage participants, how to create an atmosphere where people feel at ease talking, preferred learning (find ways to teach without openly stating that it's teaching), pattern interruption or pace change inside an activity and also describe the whole meaning of invitation. He said he would also talk about creating curiosity, positive reinforcement and, as the title suggested, how to help people feel like they are the hero of their own story.

It's on that last point that Tony focused the most. Because he worked a lot with kids, he found that stories all had patterns which could be transposed to the kids real life. Stories echo in kids because it frames a way for them to live their lives, to be part of their own story, to write it.

The first step for a Hero's Journey is always the departure. In real life, that departure is the call of adventure, and it requires to leave what we know behind; home, friends, comfort. He highlighted the importance of crossing a threshold to link the material and the emotional into that crossing, that adventure.

Second step is the journey in itself. Inside, one can find new strengths, experience fear but also triumphs through challenges. On that journey, Tony said he always asked the kids what their super power would be, for all super heroes have some. This childish question provide in fact a great deal of information, for kids will always choose the power to vanquish what troubles them, what they lack in a way to feel powerful. After the super powers, Tony had us list the characteristics of super heroes. This activity is meant to have the children realize that they can be one if they make the right choices.

After the hero analogy, Tony enlightened the crowd with his understanding of narrative therapy. This kind of therapy understands that every one is a series of stories, but also that every one interprets them in a different way from one another. Thus, having another point of view can help see new solutions and/or understand the root of the problem. The way one can interpret his story can be very negative, and the bad thing is that we often carry those stories for our entire life. Being a good facilitator in narrative therapy means to be a powerful listener; yes you need to point them a new way to see things, but most of the time you need to shut it up. To be a good facilitator, he observed one would need to feel at peace with his own stories and also a will to keep going higher, not to show a state of “plateau” and perfection. Being able to make people around you feel comfortable is definitely a must.

On every expedition, there is a critical point where participants start to talk about their personal problems amongst each other. That moment is a chapter changed in their story, because they are writing a new one now. Being able to talk about the problems means you have taken a certain distance from them, and might now see them differently. Tony told us that telling a story of significance of yourself to the participants is a great invitation for them to share their own stories.

Saturday, October 2nd

Étienne Beaumont “Coopérative Vallée Bras-du-Nord”

Coopérative Vallée Bras-du-Nord is proud to present a project that integrates youth in its recreotourism development efforts. This workshop will reveal different aspects of this unique model of sustainable development and integration of youth through the use of nature and adventure. More than a simple project with youth at risk, it's a global project that concerns all the community of the Portneuf area.

In this workshop, we're going to expose the benefits of such an approach, but also, the limits of this kind of project (including the risks of outdoors activities (expeditions) and substance use).

Also, we will present the Coop as an efficient model for sustainable development and a way to keep a harmony within the community on the territory of the Bras-du-Nord valley. Finally, we will present our different activities and the rules for the participants involved with us.

Saturday, October 2nd

Gilles Lamoureux “Youth and proximity work”

This workshop was introduced with different codes for the proximity worker and everyone involved with kids (trust, sense, complicity, confrontation and perceptions (fears + prejudices + principles)).

Then, a moment was taken to look at the reality of today's youth and some of the mutations that are confronting them and everyone that is preoccupied by the youth today: living in a fast and complex world, families are very different, schools, values, drugs, etc. This part of the presentation was ended by sharing the following statement: "For the first time, we can't look in our own kids eyes and tell them they will have a better life than us if things go on like this".

Next, Gilles followed-up with some of the essentials of proximity work (street work): unconditional respect; before being a helping relation, proximity work is a human-to-human relation; the relationship is based on trust / unconditional respect and complicity. The relationship is equal and voluntary; we work toward the wellness of the youth/person; we use harm reduction/empowerment/tolerance (bare the unbearable); we must be centered on the kid/person not on his symptoms/problems. These are a few of the essentials that were shared.

Finally, some examples of situations where proximity/tolerance and nature helped kids were shared. Gilles also shared, with the participants, some of the needs of today's youth and his strong belief in therapeutic adventure as a significant tool in helping people with almost any difficulties.

Appendix C: Participant List

1	Almas	Trevor	trevoralmas@hotmail.com	P3C 2K4
2	Arppe	Scott	arppe@hotmail.com	N5R 5X7
3	Ashley	Julie	julieashley@rogers.com	N2M 2T5
4	Beaumont	Etienne	etienne_beaumont@hotmail.com	G3L 3S5
5	Bilodeau	Mario	mario_bilodeau@uqac.ca	G7H 2B1
6	Bouchard	Katherine	katherine.bouchard@inaq.ca	G7H 6Y9
7	Bourbeau	André-François	andre-francois_bourbeau@uqac.ca	G7H 2B1
8	Bouliane	Marc	marc.boulianne.chj@ssss.gouv.qc.ca	
9	Boudreault	Vivianne	aqea02@hotmail.com	
10	Bourdages	Jérémie	jeremiebourdages49@hotmail.com	G4X 1G6
11	Bourgault	Katia	katia.bourgault@inaq.ca	G7X 7V6
12	Brinkman	Danielle	dg_brinkman@laurentian.ca	P3E 1G7
13	Carroll	Maxine	carroll.maxine@gmail.com	G7H 2B1
14	Colomb	Emmanuel	e-colomb@yahoo.fr	G7H 0G5
15	Cox	Tony	tony_cox@leadersoftheday.com	
16	Debassige	Grace	gdebassige@gmail.com	P0P 1G0
17	Dessureault-P.	Maude	maudedess@hotmail.com	G7J 3K7
18	Dubé	Jean-François	dubeje99@hotmail.com	G0Y 1P0
19	Dufour	François	fdufour@pointedespieds.com	G7S 1L9
20	Duhaime	Emily	ex_duhaime@laurentian.ca	P3E 4T7
21	Fortin	Jean-Charles	Jean-Charles_Fortin@uqac.ca	
22	Fortin	Véronique	vfortin@cstj.qc.ca	J0T 2V0
23	Girard	Catherine	cathgirard@live.ca	J2R 1Y3
24	Glass	Stephen	stephenglass@bell.net	P1A 2P8
25	Godfrey	Carolyn	cgodfrey@enviros.org	T2E 7E4
26	Gouin	Mathilde	mathilde_714@hotmail.com	G4X 2P6
27	Goyette	Yan	yan.goyette@gmail.com	G7H 2M5
28	Guérin	Cristelle	cristelle.guerin@gmail.com	G1J 4R2
29	Hasell	Johm	jhasell@shaw.ca	
30	Harper	Nevin	nevin_harper@outwardbound.ca	V9A 1M9
31	Henderson	Bob	bhender@mcmaster.ca	
32	Héroux	Alain	alain.heroux@gmail.com	G0V 1J0
33	Lalande	Gilles	gilles_lalande@uqac.ca	G7H 2B1
34	Lalonde	Simon-Philippe	simonphilippelalonde@hotmail.com	G4X 2J8
35	Lamoureux	Gilles	lamoureuxg@micro-connexion.com	
36	Larouche	Pierre-luc	larouchepl@hotmail.com	G7H 4J7
37	Lebeau	Antoine	antoine_lebeau@hotmail.com	G3L 3Y1
38	Lecours	Geneviève	genlecours@live.ca	J2G 4S6
39	Leone	Mario	mario_leone@uqac.ca	G7H 2B1
40	Létourneau	Nicolas	letourneau.nicolas@gmail.com	G7H 2B1
41	Longpré	Hélène	hlongpre@pointedespieds.com	G7S 1L9
42	Lord	David	david.lord18@gmail.com	G4X 2P6
43	Massé	Isabelle	isamasse88@hotmail.com	H1Y 2X1
44	Mercure	Christian	christian.mercure@inaq.ca	G7H 2B1
45	Meunier	Karine	karyne.meunier@usherbrooke.ca	

CATS2 : Final Report & Recommendations

46	Mulcahy	Deirdre	deirdre.a.mulcahy@gmail.com	L3Y 4W1
47	Nikkel	Lynette	lynette.nikkel@gmail.com	ROC 1Y0
48	Nilsson	Lars	lx_nilsson@laurentian.ca	P3E 2C6
49	Paquette	Linda	linda_paquette@uqac.ca	G7N 1X4
50	Pineau	Ian	pineau@algonquincollege.com	K8A 3
51	Plangger	Franz	frounz32@hotmail.com	B4P 2C2
52	Plante	Annie	annie.plante@inaq.ca	G7H 1L4
53	Powers	Darcy	dx_powers@laurentian.ca	K0K 2T0
54	Ritchie	Stephen	sritchie@laurentian.ca	P3E 6H9
55	Rojo	Sébastien	sebastien.rojo@inaq.ca	G8Y 0C2
56	Smolla	Helena	helenas_deziel@hotmail.com	J0T 2N0
57	Stonier	Jennie	juststones@gmail.com	J0B 1C0
58	Stolz	Paul	paul@evolve.org.au	
59	Thérien-P.	Jean-Claude	jean-claude.pinette@itum.qc.ca	
60	Tremblay	Émilie	timilie_07@hotmail.com	J2J 2K9
61	Tremblay	François	francois.tremblay@ausommetpourdesreves.ca	G1G 5G9
62	Tremblay	Michel	m_tremblay@uqac.ca	G7N 1K5