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ABSTRACT

This document consists of materials presented at a conference organized by representatives of university outdoor programs to discuss issues and exchange ideas about outdoor topics. Twenty-six papers were presented: (1) "Conference on Outdoor Recreation for the Disabled: Breaking the Stereotype" (Tom Whittaker and Sheila Brashear); (2) "Aquatics: A Viable Program for High Level Quadriplegics" (Jan Brabant); (3) "Community Integration with an In-house Recreation Program" (Jan Brabant); (4) "Whitewater Rafting for the Disabled" (Ginny McKay); (5) "Scuba Diving: Mainstreaming the Disabled" (Scott Taylor and Jan Brabant); (6) "Kinsmen Camp Horizon Presentation" (Bob Davies); (7) "Wilderness Leadership Certification - Catch 22 - Assessing the Outdoor Leader: An Insoluble Problem?" (Bill March); (8) "Wilderness Educational Association Certification" (Kelly Cain); (9) "The Role of Academic Departments in Outdoor Recreation Programs" (Greg Simmons); (10) "Leadership and Cooperative Adventure Program" (Steve Leonoudakis); (11) "Access to Public Land: Permits and Prohibitions" (Jim Rennie); (12) "An Uncommon Adventure" (Jim Rennie); (13) "Beyond Outdoor Recreation" (Curt Shirer); (14) "The Challenge of Wilderness Management" (John Miles); (15) "Historical Perspectives of Outdoor and Wilderness Recreation Programming in the United States" (Ron Watters); (16) "A Reveiw of the Major Considerations for Trip Planning in Land Based Pursuits" (Paul Green); (17) "Selected Legal Aspects of University Outdoor Programs" (Dudley Improta); (18) "Networking: Cooperative Programming and Equipment Purchase" (James Loveless and Nancy Stephenson); (19) "Financing Outdoor Programs" (Jim Rennie); (20) "Wilderness Management on National Forests: Preserving a Primitive Setting for Recreation" (Susan Marsh and David Martin); (21) "Risk and Hazard Management in High Adventurer Outdoor Pursuits" (Joel Meier); (22) "Developing a Winter Hut System" (Ron Watters); (23) "Outdoor Adventures for New Student Orientation" (Nancie Baldus and Steve Walker); (24) "A Strategy for Expanding an Outdoor Program" (Paul Green and Rick Newman); (25) "Group Dynamics in the Outdoors: A Model for Teaching Outdoor Leaders" (Maurice Phipps); and (26) "The 1984 Conference on Outdoor Recreation: A Beginning or End" (Jim Rogers). Also included is a list of the 1986 National Outdoor Recreation Conference Committee Members; biographic information on presenters; schedule of conference presentations; and conference participant mailing addresses. (LP)

# PROCEEDINGS OF THE 1984 CONFERENCE ON OUTDOOR RECREATION

## A Landmark Conference in the Outdoor Recreation Field

Edited by

John C. Miles
Ron Watters

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Mike Cavaness
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Bill March
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Tom Whittaker

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Idaho State University
Illinois State University, Normal
Montana State University
University of Idaho
University of Montana

# INTRODUCTION

The 1984 Conference on Outdoor Recreation originated when a few representatives from university outdoor programs mutually agreed that the outdoor/wilderness recreation profession badly needed to organize a gathering for the exchange of ideas and the meeting of the minds. Though various national organizations from time to time have included sessions in their conferences about outdoor/wilderness recreation, there was a great need for a national conference dealing specifically and intensely with outdoor topics.

Planning started two years prior to the conference at a meeting in Missoula, Montana, attended by Jim Rennie from the University of Idaho, Dudley Improta from the University of Montana and Ron Watters of Idaho State University. The idea quickly gained momentum when others joined in the planning effort: Gary Grimm of Mountain visions, Bill March of the University of Calgary, Jim Rogers of Illinois State, Keith Glaes of University of Montana, Steve Johnson of Rocky Mountain College, and Mike Cavaness of Montana State University. Mike Cavaness greatly helped efforts when he generously offered to host the conference in Bozeman.

A network of interested individuals throughout Canada and the United States developed through advertisements in journals and promotional mailings. A conference program evolved which was made of four types or categories of sessions. Each of the individual categories served as different mediums by which individuals in the recreation field could exchange ideas. These four categories included: a) skill and teaching workshops - for the sharing of information of latest teaching techniques of selected outdoor activities, b) paper presentations - to provide a forum for individuals who are researching and writing about outdoor recreation topics, c) information sessions - for the exchange of ideas in a variety of topics in hour-long segments, and d) evening programs - presentations of notable expeditions or notable outdoor films or productions. A schedule of the sessions at the conference has been included in the proceedings).

The conference, which occurred from November 1-4, 1984, in Bozeman, was an overwhelming success and a milestone in the development of the outdoor recreation/wilderness field. Though it is an impossible task to disseminate the wealth of information--verbal and written--that was available at the conference, an attempt has been made to include most of the written materials available at the conference or developed shortly after the conference's conclusion. Most of the conference presenters provided summaries or detailed papers of their sessions for inclusion in the proceedings. The editors and the conference steering committee members wish to express their thanks to the presenters and all conference attendees who through their dedication and enthusiasm helped make the conference a success.

## TABLE OF CONTENTS

TABLE OF CONTENTS



8

## PART I

### OUTDOOR RECREATION FOR THE DISABLED

One of the most energetic and excited subgroups at the conference was that comprised of those who are working with disabled people in outdoor recreation programs. They ran a "conference within a conference" on their special interest and, in doing so, educated many in the field to the needs and potentials for outdoor recreation with the disabled. Unfortunately, slide shows cannot be incorporated into conference proceedings, for a presentation by Tom Whittaker of the work of C. W. HOG (Cooperative Wilderness Handicapped Outdoor Group) presented visual images that dramatically show why this type of work is so important. The images testify to a reality hidden in the clouds of words that are these proceedings.

Papers in this section are an elaboration of the possibilities revealed in the images. They show that outdoor adventuring with disabled people is a relatively new development in outdoor recreation programming. They illustrate the tremendous need that exists and describe how that need is being addressed in some places. Outdoor adventuring with the handicapped is a specialized business, requiring skill and knowledge of the participants. Yet even the most severely disabled, the quadriplegics described by Jan Brabant, respond to the joys of the outdoors like all of us. It is a striking thought that while therapy for such people can do little to change their disability, it can do much for their minds, which is where the essence of our humanity resides anyway. Brabant and his colleagues demonstrate how much can be done.

The papers here are brief and there are not many of them. What papers there are indicate eloquently one direction that outdoor recreation programming should and most likely will be traveling in the future.

## CONFERENCE ON OUTDOOR RECREATION FOR THE DISABLED

## BREAKING THE STEREOTYPE*

by

Tom Whittaker & Sheila Brashear
Cooperative Wilderness Handicapped Outdoor Group
Idaho State University
Pocatello, Idaho

### Perspective

In 1980, few, if any, organized outdoor recreation opportunities were available for the population of physically disabled living within communities of the intermountain west. In 1982 as a result of my work with the physically disabled through the C. W. HOG program, I was invited to Vinland National Center in Minnesota for a four day conference on wilderness access for the disabled. It was agreed as a conference objective that we should try and integrate our efforts into an existing outdoor recreation conference. By so doing it was felt that professionals in the field could gain first hand knowledge of the grass roots movement occurring within the disabled population. At this conference I volunteered to coordinate such an effort with the assistance of Vinland National Center's resource center. Despite requests for assistance from this agency no cooperation was forthcoming due, largely, to internal and funding problems. Without their help, utilizing what resources I could find, we contacted 143 agencies and individuals.

With the cooperation of Ron Watters, Director of the ISU Outdoor Program. Our disabled conference (Conference on Recreation for the Disabled - CORD) became part of the National Conference on Outdoor Recreation at Bozeman. This was a significant step. We had attached ourselves to a conference that attracted outdoor educators from the continental United States, Alaska, Hawaii, Canada, Great Britain, and Australia. In addition, university administrators, student union directors,

*Note: The conference on Outdoor Recreation for the Disabled was a portion of the 1984 National Conference on Outdoor Recreation specifically tailored for disabled programming. The following is a summary of the organization, programs, and future recommendations of that portion of the conference.

student recreation advisors and student union program boards attended this conference, all of which were present at our C. W. HOG slide show on the evening of Friday, November 2.

The rapid growth of outdoor recreation for disabled participants was pointed out to me by a long term educator from the intermountain west. He had watched the development of outdoor programs in institutions of higher education, the start of disabled recreation and its spread through this network of outdoor recreational programs. He underscored this statement by saying that although he considered that outdoor recreation would have been provided for this population eventually, C. W. HOG accelerated this process and provided the inspiration and pattern that later programs, to some extent, adopted.

In order to give the reader a clearer insight into the rationale, aims and objectives of the CORD, I am placing into the appendix the initial cover letter and rationale for the conference (Appendix 1).

It will be noted from the conference schedule that the Track III offerings are mainly concerned with CCRD topics; however, we purposely kept the structure of our conference loose in order to accommodate the interest and needs of those attending the conference rather than trying to secondguess those needs from our office in Pocatello. On Tuesday, November 1, at 5:00 p.m., we had a two hour meeting where it was agreed to post on a daily basis alterations in the CORD program, and we identified programs that would be of interest to us within the regular body of the conference. Sheila Brashear, C. W. HOG Administrative Assistant, typed up our amended program, (Appendix 2), which was circulated throughout the parent conference in addition to being posted on our bulletin board.

Conference Conclusions

It was agreed that moving the conference from one of isolation into the body of a major conference is an important step in our growth and would continue to accelerate our cause. The feedback from conference members was one of interest and enthusiasm and many useful contacts were made. It was hoped that these contacts and the energy from our conference will lead to concrete benefits for disabled populations in other communities.

It was unanimously agreed by our group that we should be fully integrated into the next conference, rather than being a subsection of the whole, and that the next conference should have a theme which would be congruent with our needs. This was proposed to the main body of the conference at their concluding meeting. The proposed theme was "INTEGRATING ABILITIES." We suggested that the steering committee of the next conference would only consider papers and topics which dealt with the complete picture of outdoor recreation. It was pointed out to conference members that the disabled and aged totalled 38% of the total population of North America (Canada included).

We also agreed to set up a networking system throughout the United States and Canada based on regional coordinators who would be in charge of the gathering and dissemination of information within that area. This information, in turn, would be relayed to the central coordinator who would also be a member of the 1986 steering committee for the National Conference on Outdoor Recreation.

It was agreed that Lisa Campbell, Outdoors Unlimited, UCSF MU 245, San Francisco, California, 94143, phone (415) 666-1469, would assume overall responsibility for the coordination of this effort and would be responsible for making sure our interests were represented in the 1986 National Conference.

As a contingency plan, should the steering committee not be responsive to our suggestions, we would fall back on the format the CORD took by providing specific topics of a narrower interest base within the parent conference.

Tom Whittaker, Coordinator
Sheila Brashear,
Administrative Assistant

C. W. HOG
Idaho State University
Box 8118
Pocatello, Idaho 83209
(208) 236-3912

C. W. HOG - Cooperative Wilderness Handicapped Outdoor Group

## APPENDIX A

October 3, 1984

Dear Friends:

Vigorous Outdoor Adventure Education was once the realm of the adventurer; now canoeing, kayaking, rock climbing, river rafting, mountaineering, scuba diving, horse packing, ice climbing and skiing are enjoyed by increasing millions.

They were, however, until very recently, the preserve of the physically fit--but no more. Disabled people have discovered that by seeking solutions to their impairment, they are able to recreate along side their able bodied counterparts and win their admiration and understanding rather than their apathy and sympathy.

> We (the disabled) crystallize for ourselves and for others the real fact and fear of calamity. If we reinforce this image, we invite sympathy and sorrow. If we proceed apace, we are inspirations to everyone. We should not be afraid to inspire--the world needs it badly and we need the experience of giving extravagantly. Our gift to the world is the world's gift to us. (Quoted from OPTIONS by Barry Corbet)

The "solutions" I spoke of are those very largely of attitude, both those of the disabled and able bodied population. If man views every problem as a nail--the only tool he will invent is a hammer! If you can get people to look at you as a unique individual, creative solutions will be found to overcome whatever physical disadvantages you possess.

Legislation can only go so far and then it is up to us. I have enclosed information about an upcoming National Conference on Outdoor Recreation. Within this conference I will be organizing several sessions specifically dealing with disabled recreation. These sessions will be organized at a 5:00 p.m. meeting on November 1, the first evening of the conference. Our portion of the conference will be called CORD--Conference on Outdoor Recreation for the Disabled.

CORD--"Breaking the Stereotype" is a challenge from the disabled to the disabled and support professionals. We need your ideas and energy to make this conference a success. The 1984 National Outdoor Education Conference is a keystone event, drawing from all over the United States and Canada. We need to show this relatively new profession that we are an important part of the picture; that we can enhance and strengthen their programs. By doing so we will create grassroots operations that become powerful educational tools for both able bodied and disabled within the community.

This conference in outdoor recreation will demonstrate that the provision of community based activities for the disabled can become a movement; one which will do much to make this nation a better place to live.

I'll be out of the country until shortly before the conference. If you have any questions contact Sheila Brashear or Kristy Serratos at Idaho State University, P. O. Box 8118, Pocatello, Idaho, 83209. Phone: (208) 326-3912.

Sincerely yours,

Tom Whittaker
Cooperative Wilderness Handicapped Outdoor Group

TW:sb

Enclosure

## APPENDIX B

## CORD: BREAKING THE STEREOTYPE

### A Conference on Outdoor Recreation for the Disabled

Dates: November 1-4, 1984

Location: Montana State University
Bozeman, Montana 59717

Questions: Sheila Brashear or Kristy
Box 8118
Pocatello, Idaho 83209
(208) 236-3912

Conference Design: CORD: "Breaking the Stereotype" is a conference within a conference. We are part of the "1984 National Conference on Outdoor Recreation." There will be much within the main body of the conference that will be of interest to us, but we also have the opportunity to design and implement our own information sessions, discussions and activities. To this end a special organizational meeting will be held at 5:00 p.m., November 1. Check with registration regarding meeting location.

Registration: As for National Conference on Outdoor Recreation

Population:
- --All those with disabilities
- --Recreation therapists
- --Park and Recreational professionals
- --Outdoor Education professionals
- --Outdoor Recreation specialists
- --University/Junior College administrators
- --Vocational Rehabilitation specialists
- --Interested/concerned individuals and students working in the field

Objectives: To share ideas, open lines of communication and to examine ways of dovetailing creative recreational programs for our population into existing programs or creating independent programs.

Rationale: It is considered that there are between 25 to 35 million severely disabled Americans, and that this population collectively face over seven (7) million hours of unfulfilled forced leisure everyday. Of this population (according to the last census) only two (2) million earn over $7,000 a year. At present, over sixty-four (64) billion dollars are spent annually in welfare checks alone, to those disabled who are employable and live in the community but cannot get (or don't have the inclination) to work.

Until recently, recreation for the disabled has been considered a frill. Yet, owing to these staggering statistics, which underline successive administrations' failure to provide adequate rehabilitation, or address the right areas, government is now looking at innovative programs that are seeking creative solutions to rehabilitating this population.

Recreation is now seen as a dynamic force in traumatized individuals' rehabilitation programs. Recreation addresses those aspects of rehabilitation so sadly lacking. Quite apart from the obvious implications of strengthening the individual's body and will through socialization, risk, ambiguity, achievement, self-gratification, responsibility, physical conditioning, etc., recreation rekindles the key ingredient of life: Excitement. Without it, life is a dull monotone. With it, no barrier can bar the way!

Breaking the Stereotype: Before anything can be done to become an integrated part of society, we have to break the stereotype--change the way in which society, as a whole, views the disabled. This takes time. It has to be done community by community. It involves attitudes on both sides, those of the disabled and those of the able bodied. This conference will explore the possibilities, pose and answer questions and seek imaginative, creative and practical solutions.

## APPENDIX C

## CORD CONFERENCE - TRACK III - REVISED SCHEDULE

Saturday, November 3

| | |
|---|---|
| 8:00 - 8:50 a.m. | - (1) Sheepshead Complex Recreational Slide Presentation; (2) Discussion on accessible recreation facilities; Fireside Room |
| 9:00 - 9:50 a.m. | - As previously scheduled |
| 9:50 - 10:00 a.m. | - Refreshment Break |
| 10:00 - 12:00 | - (1) Presentation by Syd Jacobs - Alaska Trip Slides (2) Discussion of how to get donations of equipment and logistics of major trips; Fireside Room |
| 12:00 - 1:00 | - Lunch |
| 1:00 - 1:45 p.m. | - Breaking the Stereotype; Fireside Room |
| 1:40 - 2:20 p.m. | - Adaptive Equipment for Disabled; Fireside Room |
| 3:30 - 5:00 p.m. | - As previously scheduled, including presentation of CORD statement |

Saturday evening as previously scheduled.

Sunday, November 4

| | |
|---|---|
| 8:00 - 10:00 a.m. | - As previously scheduled |
| 11:00 - 12:00 | - Mountain Man sleds; Fireside Room |
| 12:00 - 1:00 p.m. | - CORD summation; Fireside Room |
| 1:00 - 2:30 p.m. | - As previously scheduled |

18

# AQUATICS: A VIABLE RECREATION PROGRAM FOR HIGH LEVEL QUADRIPLEGICS

by

Jan Brabant, TRS
Craig Hospital
Englewood, Colorado

*This paper explores the use of community resources to conduct aquatic programs for high level quadraplegics. Several advantages of an aquatic program are cited. Also, discussion on the rafting and radio controlled sailboat programs utilized at Craig Hospital is included.*

One of the major concerns of a recreational therapy program for the spinal cord injury patient is finding programs and activities in which the higher level quadriplegic can participate. The higher level quadriplegic goes through an even more difficult period of psychological and physiological readjustment than does the lower level quadriplegic or the paraplegic. He must reenter society disabled and dependent on extra equipment and people just to keep him going. There is nothing, he feels, he can do for himself or for others. In our view, the aim of the recreational therapy department must be to help this individual reach his or her fullest potential--no matter how limited that potential may appear.

At Craig Hospital we explore with our quadriplegic patients what they are going to do with their leisure time. Quality of life is an important issue and if we're going to go through an expensive rehabilitation program and not give our patients some options beyond basic survival, then we have to ask the question: Why do we go to all that trouble in the first place? We feel that recreation is one of the answers in terms of personal fulfillment beyond basic survival.

Our major task in recreational therapy is to promote self-acceptance and help instill confidence by developing skills and talents to compensate for the disability. Success is a very vital part of our program and the higher level quadriplegic must be persuaded that any attempts at involvement in recreation will be, in some measure, successful, with a minimum of frustration. Socially, the higher level quadriplegic needs to develop a sense of belonging and acceptance in society. And, when he is able to accomplish a project successfully, he has added assurance in his self-worth and has gained an opportunity to build his self image. In the instance of the higher level quadriplegic, this can be accomplished by introducing new activities in which he can participate successfully or by reintroducing activities and showing him that he is still very capable of participating--perhaps with a few modifications.

One program Craig Hospital is using successfully with the higher level quadriplegic is the Aquatics Program. The biggest difficulty with the higher level quadriplegic is mobility, and the aquatic environment gives him the chance to get out of the wheelchair, to leave the chair behind for a while. It offers him a degree of independence, a chance to get out-of-doors, to be with his family and friends, to be involved in an activity--to do more than just sit on the sidelines watching others participating and having fun. Through aquatics, we can give our patients a positive experience and we can give them an activity that is practical for them to pursue when they return home. Our purpose is not to provide a totally comprehensive course in any specific aquatics activity, but rather to show them that it is possible for them to participate in aquatics successfully. We give them the basic information and a first time experience. We show them what basic modifications we use, and we give them recommendations in terms of community resources. Then they control the situation.

We have learned, particularly with the higher level quadriplegic, that the control factor is uppermost in their minds--what is it they can still have control over. We hear from our quadriplegic patients that they do want to be able to have control as much as possible, that they want to be involved in activities with their families and friends, and that they want to achieve a degree of independence and mobility. An aquatics program can fulfill many of these needs. It may involve something as simple as radio-controlled model sailboats where they have complete control of the equipment once it is in the water, or it may be riding in a sailboard or a canoe, or whitewater rafting--all of which can be done.

One of the techniques we use in our leisure counseling with patients is to dissect an activity--to find out what is important to them. For example, a patient may have gone sailing or rafting before his injury. Now he can't use his arms and hands, he can't control the tiller on the sailboat or he can't paddle the raft and he knows something has changed for the worse. What we do is help him assess what sailing or rafting meant to him beyond the mechanical aspect. Was he enjoying being out on the water, was he enjoying the wind and the water in his face, the movement of the boat? Was he anticipating before he went sailing or rafting the stories he would relate afterwards? This helps him put things in perspective. The mechanical aspects have now been reduced to a more manageable size because he recognizes, if we have done our job correctly, that there is a lot more to sailing or rafting. He can now assess how important those aspects of the activity are as opposed to the mechanical aspect. He knows that all of the things up to the mechanical asp ct can be achieved and now his only job, in terms of getting back into aquatics, is getting past the obstacles presented by the disability. We can help him find mechanical ways to accomplish this.

If you think about all the movies we have seen in the past few years in which the main character was in a wheelchair, when they reach back into their past to think about what they've lost, they aren't sitting behind a desk or watching television. No, they are running along a beach, playing with their dog--they are doing all those kinds of things that are essentially a recreational, or non-committed, kind of activity. I think it makes a lot of sense to try to rebuild some positive, healthy attitudes about mobility again by using those very things they are reflecting on in terms of their loss of mobility. Aquatics give us an excellent vehicle with which to do this.

The aquatic environment offers many specific advantages as a recreational pursuit for the higher level quadriplegic. It is easy to move around in; they can still do their weight shifts; with proper padding there are no problems in regard to skin; if they become overheated, they can cool down with the water; transfers in and out of the boat or raft are simple; and, once they are in the boat or raft, they can go out for the day with their family with none of the problems associated with other recreational activities.

Two raft trips we have taken illustrate the outworking of our philosophy. One, a five-day raft trip down the Yampa River in Colorado, included two quadraplegics. The other, a one-day trip through Brown's Canyon, was designed specifically to give one of our quadriplegic patients the opportunity to experience the fun of rafting.

When we take patients on raft trips, we use simple air mattresses for padding. These effectively provide protection from rocks, as well as keeping them out of the water. All of the people on the trip--wheelers and able-bodied--are equipped with life jackets, and, once the person is transferred into the raft, we put an able-bodied person on either side of him or her for support and protection. They sit in the front of the raft so that, if the raft should flip up, they would simply be coming back into more people. To further alleviate any anxiety they might have about their safety, we explain that if they should go out of the raft, a recreational therapist who is beside them will go out of the raft with them, come around behind them, support them with his arms and get his legs underneath their's to protect them from rocks and to prevent their legs from floating about aimlessly. All of our raft trips involve a one-on-one situation--one able-bodied person for each patient. This is essentially the same as it will be if they go rafting after they leave Craig--they will go with their spouse or friends. We stress very strongly that, if they want to pursue rafting when they return home, they should check around and make sure that they are going with a reliable outfitter. This is probably the most important aspect of the activity and we make sure they understand the importance of it. We also stress that they will have to be the educator. They must be able to explain what they will need in terms of padding, support and so on. But, it is something that they can go out and do with very few problems.

To further illustrate the point I made earlier about finding out what was important about an activity, on our five-day raft trip we had a quadriplegic who had participated in rafting before his injury. He couldn't physically paddle the raft, so we made him the navigator. I showed him how to read maps of the river and told him that I had only been down the river once before and I would have to depend on him. He quickly became an expert navigator, and, in fact, kept me from paddling past our campground one day! So, it is possible for the disabled patient to take an active part in a raft trip even though he or she may not be able to physically maneuver the raft.

Basically, all of the same techniques apply to canoeing. We stress that they should take time in canoe selection and that they should not choose a high performance canoe; rather, they should choose a wide canoe, one that will be very stable. A camp seat can be used for back support, with padding provided on the sides. It is an activity that can easily involve the family and, unlike rafting, all they need is a lake or a pond to spend the day out-of-doors enjoying a leisure time activity.

Another segment of our aquatics program for the higher level quadriplegic involves catamarans, specifically the "Hobie Cat." We are currently using a fourteen-foot and an eighteen-foot Hobie Cat. With the catamaran, you have a eight-foot wide boat, which provides good stability. For padding, we use our backpacking pads. We made an insert sleeve that three of these pads can be slipped into, and this covers the trampoline of the boat. Because of the large space on the catamaran, it is easy to do weight shifts, and it is very easy to transfer the patient on and off the boat. Another advantage of the catamaran is that it comes about very slowly--unlike a single hull boat which turns very quickly when you change direction.

Again, this is an activity in which the higher level quadriplegics can be involved with his family and friends, and he can become the tactician--watching the other boats, watching the wind, the weather and giving directions. Much of sailing is a mental activity in that conditions are constantly changing and must be monitored. This is something the disabled sailor can do and then direct the person actually handling the boat. Thus, he is as much a part of the activity as the able-bodied person and, in fact, in this role is very essential to the activity.

Still another activity we use very successfully, particularly with a very high level quadriplegic, is radio-controlled model sailboating. We have Huson 36 sailboats, and we have modified the controls from a two-stick operation to a two-channel, single stick which controls both the rudder and the sails and which a ventilator quadriplegic can operate with his mouth. We have also devised a bipod-type assembly which, when attached to the wheelchair, holds the control box near the patient's chest and allows him to operate it without help.

The radio-controlled sailboats offer many advantages as a recreational pursuit for the high level quadriplegic. The cost is low, compared to other activities, and it is essentially a one-time cost, although accessories can be added as skill and interest develop. The skills needed to operate the boats are essentially the same as those needed for a full-sized sailboat; however, previous sailing experience is not necessary. None of our patients have had any previous sailing experience, and they have had no problems learning to use the controls.

The competitive aspect of model sailboating is very important. Life is essentially an endless series of competitive events. And, because life is competitive, it is vital that the severely disabled person become involved in competitive activities simply because, as a result of the disability, they question their ability to compete and achieve in a mobile society. The radio-controlled model sailboats offer the high level quadriplegic the opportunity to once again become involved in a competitive sport. Even with the mouth control, he can compete on an equal basis with any able-bodied person. The disability and modifications offer no disadvantages or handicaps to competition. The essence of model sailboating is strategy and concentration; that is, mental rather than physical ability. If a person had the knowledge and if he knows the techniques, he can compete in any race--and win.

Possibly the most important aspect of the program for the high level quadriplegic is that it allows him to be independent. In the instance of a ventilator quadriplegic, there is very little he can control. He is dependent on equipment and people for all of his daily needs. But, he can operate a model sailboat without any help. He is the sole captain. The boat moves or the boat stays idle--totally at his direction. He can participate in an activity rather than sit on the sidelines watching others participate. This was underscored when one of our ventilator quadriplegics who was involved in the program was asked what attracted him to the model sailboats. He gave a one word answer: independence.

Another advantage of both the radio-controlled model sailboats and the full-sized sailboats or catamarans is the large network of sailing clubs throughout the country. This gives both the disabled sailor and the recreational therapist a large resource network to draw upon. The patient can be put in contact with the local sailing club, the local Hobie Fleet or the local chapter of the American Model Yachting Association. Our experience has shown that these clubs are usually very eager and willing to help the disabled sailor become part of their organization. And, one good side effect of this is that it means more able-bodied people will have the opportunity to know a disabled person and to learn that they are just as capable as the able-bodied in most areas.

In summary, the main purpose of Craig Hospital's recreational therapy program in generally, and the Aquatics Program specifically, is to present activities which will make a contribution to the patient's recovery and adjustment to disability--permanent disability. The effective implementation of this program also has the effect of helping the patient deal with his disability in a social context and to restore confidence in his ability to participate and compete in a mobile society. Out of play comes the knowledge that he can still perform, can still be productive, can still be a valuable member of his family and of society. The interests that are redeveloped, learned and adapted for the disability are important tools hastening the patient's return to good health and enabling him to maintain good health once he returns home. From rafting, sailing, and kayaking to power boating and radio-controlled model sailboats, the Aquatics program provides the higher level quadriplegic the opportunity to participate in a recreational activity, provides an activity which involves the whole family, and allows him to assume a measure of control over one segment of his life.

Because of this program, interests and skills can be developed and sustained, and people in wheelchairs can claim a role in society where mobility is at a premium.

## COMMUNITY INTEGRATION WITH AN IN-HOUSE RECREATION PROGRAM

by

Jan Brabant, TRS
Craig Hospital
Englewood, Colorado

*Education of the able bodied segment of the population is highly important in a successful therapeutic recreation program. The sailing program at Craig Hospital is used as an example of how community integration of the disabled can occur through an education program.*

In my previous paper, "Aquatics: A Viable Recreation Program for High Level Quadraplegics," I have stressed two themes: Integration and Education--Integration of the disabled with the able-bodied population and education of the disabled as to what is possible for them. This presentation will also embody those two themes with only a slight change. This time I will deal with education of the able-bodied segment of the population, and I will show how, through education, we at Craig Hospital have achieved integration as well as established a highly successful therapeutic recreation program for our clients.

A major segment of the total therapeutic recreation program at Craig Hospital is an aquatics program which includes sailing. Sailing was included because I happen to be a Hobie Cat sailor, and it seemed to me sailing would be another way to involve patients and their families in an activity, and it would be an activity that could include the higher level injuries. Both of these--achieving family integration and finding activities for higher level injuries--are continuing goals of our program.

In the beginning, I rigged my own Hobie 18 with pads and took a few of our clients sailing when time allowed. But, one man and one boat just wasn't enough, and we did not have the time--or the funds--to mount an extensive sailing program just for our clients. Since Craig's catchment area is so large and so di\ rse, it wasn't feasible to set up adaptive sailing programs throughout the country.

The work I had done with just a few of our clients proved to me that sailing was a viable recreational activity for disabled people. The people I took sailing were enthusiastic. They obviously enjoyed the sport and that encouraged me to begin exploring way of expanding the program--without a major expenditure of funds.

I began by talking with Geof Chappell, a local Hobie Cat dealer, and explaining my problem and what I wanted to accomplish. His first suggestion was that I get in touch with the local Hobie Cat Fleet--or club--which is made up of 280 Hobie Cat sailors in the Denver area. I did, and they invited me to come to one of their meetings and talk to them about Craig, the therapeutic recreation program in general and the sailing program specifically. I took them up on the invitation, gave a short talk, showed a film on spinal cord injury and then conducted a question and answer session.

They were more than receptive to my presentation and said "let's have a Fun Day." To explain that quickly, the local Hobie Fleet schedules several "Fun Days" throughout the year--the members bring their boats out to a local reservoir, sail, they eat hot dogs, drink beer, and, in general, have fun. In response, I said I didn't want a special day set up just for our clients, I would rather they would integrate them into one of their scheduled "Fun Days." They agreed, and the program was off and running.

The first year Fleet members brought over 60 boats to Cherry Creek Reservoir. They took both spinal cord injury and head injury patients sailing, answered their questions and gave them a general introduction to the sport. The Fleet provided the food and gave T-shirts to everyone. As a result of the enthusiasm generated, they arranged for Hobie Cat to donate a Hobie 14 to Craig for use in the ongoing program. Dos Chappell, the district representative, made the presentation to Craig that day--just before it was taken on its maiden voyage by Hobie Fleet members and Craig clients.

The second year, the Fleet members were even more enthusiastic. They contacted local supermarket chains and got the hot dogs and buns donated; a local beer establishment donated six kegs of beer; the Fleet donated the pop, charcoal and other condiments; and, through their efforts, Upjohn Medical became involved and donated the T-shirts for everyone. In other words, all we had to do was show up! One of our major recreational activities for the year had evolved, and the success of the day may be best demonstrated by the fact that one of our former patients drove from Monte Vista, Colorado--a six-hour drive in his mobile home--just to be a part of the event.

The third year, 1984, was even more successful. And we added one new feature to the program. Each year, the Fleet has sponsored a party at the hospital the night prior to the "Fun Day," with the idea being to introduce the Fleet members to our clients and vice versa. We show films and slides from the previous year, serve refreshments and simply let everyone get to know each other. This year, because we had access to Craig's new gymnasium, we also had wheelchair races. The races involves going around obstacles, over curbs, etc., and it meant that our clients had to teach wheelchair skills to the Fleet members. It was designed not only to allow everybody to have some fun, but to also, somewhat subtly, make the able-bodied Fleet members more aware of the barriers facing someone in a wheelchair.

The next day at the reservoir, there were more people and more fun for everyone. Upjohn Medical was again involved, not only providing hats for everyone, but also providing part of the funding for the other expenses. As in previous years, everything is taken care of by the Fleet members and their volunteers--Craig's only out-of-pocket expense is buying the gas to get us there!

That, briefly, is a description of the program, how it was established and the success it has achieved. It was not, however, as simple as it may sound. The reason the program has achieved the success it has, is because of <u>education</u>--this was the key to getting the program going. From the first time I met with the Hobie Fleet, I took the time to educate and orient the members to the facts about people with disabilities. I took time to communicate with them, to answer their questions, to talk to them about disabilities. This education process ranged from talking about disabilities in general to discussing such specific things as how a person in a wheelchair accomplishes a transfer, how they maneuver the wheelchair over sandy terrain, etc. I got them to think beyond the "chrome"--or wheelchair--and when I achieved that they realized that people in wheelchairs have the same needs, the same problems, the same wants and desires as anyone else, they just happen to be in a wheelchair. Once this education was begun, and once they became involved with our clients, we had a group of enthusiastic people--people who wanted to get involved, people who have stayed enthusiastic and involved. And it happened because we took the time to nurture that cooperation; we took the time to provide the education that would allow the Fleet members to become knowledgeable about disabilities and become comfortable with them and with our clients.

This education process does take time, but the results far offset any time you may have to spend. And you have to believe in the program you want to establish. You can't say, "Well, we've got these volunteers so we can fade into the background." If you want them to be enthusiastic and to become involved with your program, you have to approach it with just as much enthusiasm. If you're not excited, they won't be excited.

And I feel we have no choice--community integration is the wave of the future. Too many people, particularly given the current economic conditions which create funding problems for non-profit institutions, come up with the excise of "We don't have the money to create this program or establish that activity." Community integration is one way to solve those problems.

We cannot afford to establish specialized recreation centers and programs just for the disabled. And that is not a desirable solution even if it were economically feasible. We keep stressing <u>integration</u>, getting the disabled back into the life of the community, back into the mainstream of society. Again, we can do it through community integration with our recreation programs. It makes sense economically, and it makes sense philosophically.

I was once told, by a physician in the field of spinal cord injury, "You can't get community support for programs involving disabled people." This program proves he was wrong--we have been overwhelmed by the support we have received from this rather broad-based segment of our community. And our success can be measured, to some degree, by the fact that we are beginning to receive inquiries from a few parts of the country as to how they can duplicate our program. The word is getting out. In fact, when I went to the Hobie Cat Nationals last year, I saw people wearing T-shirts which said, "Craig Hospital/Hobie Cat Fun Day"!

As I have said throughout this presentation, there is no big secret to our success. The reason for the success is simply education--making people aware of people with disabilities, making them aware of their <u>abilities</u>. If you are willing to take the time to educate the group you would like to work with, you will, in almost every instance, discover you have a group of enthusiastic, excited people--people who will work with you to achieve your goal.

Education of the public-at-large is our only salvation if we are to achieve our goals for our disabled clients. As I have said so many times before, we must make survival worthwhile for these people. If we don't, then the money that is spent in an extensive rehabilitation program is wasted. And making survival worthwhile means making it possible for them to again become a part of our society, make it possible for them to <u>integrate</u> into our society as functioning, productive people.

And, through <u>education</u>, <u>integration</u> is an achievable goal.

## WHITEWATER RAFTING FOR THE DISABLED

The following paper by Ginny McKay, R.N., at Craig Hospital, Englewood, Colorado, was submitted by Jan Brabant to supplement his presentations made at the 1984 Conference on Outdoor Recreation Proceedings:

*A knowledge of the nature of spinal cord injuries is essential to provide safe whitewater rafting programs. The specific procedures to help individuals with spinal cord injuries be more comfortable, as well as to increase their safety, are discussed.*

To begin, I would like to give you a brief introduction to spinal cord injury in order to help clarify and put in perspective some of the things I will be discussing later on.

Simply, the spinal cord is an extension of the brain. It is a bundle of nerve fibers and cells from which spinal nerves arise to connect the brain to the muscles, skin, and internal organs. Operating much like a telegraph line, it is a transmitter of two-way communication between the brain and the body parts. The spinal cord can be injured at any point along its entire length. In general, the higher the point of injury, the greater the loss of function.

When a spinal cord injury occurs, the parts and functions of the body located above the point of injury continue to function unimpaired. The parts and functions which are below the point of injury, however, cannot function in their normal way. Messages from below the level of injury are blocked by the damage to the spinal cord and no longer reach the brain for an appropriate response. This loss of function which occurs below the level of injury may result in:

* Paralysis of the muscles;
* Loss of sensation, i.e., sense of touch, pain, temperature, position, vibration, deep pressure;
* Changes in breathing patterns and capacity; and/or,

* Abnormal function in the nervous system which may affect bowel and bladder function, blood pressure, body temperature, perspiration, etc.

The one point I do want to stress is that the spinal cord is usually not damaged in exactly the same way in each person, and the effects will be different in each case. What one wheeler can do, another may not be able to do, even though their level of injury is similar. We must keep this in mind at all times and treat each as an individual with individual needs.

The second point I want to stress is the importance of open communication between the able-bodied and disabled members of a group. The wheeler must be able to communicate his or her needs and the able-bodied must be receptive to that communication. If you don't understand, or if you have questions regarding a certain situation, don't be afraid to ask. Find out what they may need and why they need it. If this idea of communication can be kept in mind, the trip will go smoothly and the wheeler will have no more medical, or other, problems than anyone else in the group.

For the most part, the wheeler should be expected to take the responsibility for his or her own needs. If they can't, they shouldn't be involved in this type of activity. However, I will touch on a few areas in which the disabled person may need some special consideration.

Because of the lack of movement, the lack of sensation and the changes in circulation which occur after spinal cord injury, the disabled person can develop skin problems if certain precautions are not observed. The skin cannot tolerate as much pressure as before and because of the lack of sensation, there is no "feedback" mechanism to warn them that there is a problem.

They will need to prepare their pack a little differently in that they will need to bring a sheepskin, foam or another type of non-abrasive material. For example, if they have been using a water mattress at home, they may bring an air mattress or roll-up foam--anything resilient enough to prevent skin breakdown.

Air mattresses can be used as padding in the raft to provide protection from the rocks and help to keep them up out of the water--prolonged wetness can also contribute to skin breakdown. We also suggest that they use the soft-type life jackets which provide even more padding and protection for the skin. On longer trips, stow bags can also be used for padding.

In order for the wheeler to get around and enjoy the trip, he will need his <u>own</u> wheelchair. One wheelchair for all the wheelers in the group will not be adequate because each chair is fitted to the individual's skin tolerance. It is usually not possible, for example, for two wheelers to use the same chair. So you will need to allow room for the wheelchairs. If space is a problem, you should ask--"Do you need your wheelchair or can we come up with an alternate means for you to get around?"

The wheeler must also be aware of his position and how long he has been sitting in one position. If an able-bodied person sits in one position too long, he will feel the build-up of pressure and automatically change his position. Because of the lack of sensation after spinal cord injury, the disabled person will not feel this pressure. For this reason, weight shifts become important. In other words, they need to remember to change their position by lifting themselves off the seat of the wheelchair briefly or by moving from side to side at regular intervals. Generally, the buoyancy and the movement of the raft will take care of this problem and, depending on the individual, he or she may be able to tolerate the raft for two hours or more without the need for an actual "weight shift." A high level injury, however, may need additional room for side to side movement and this should be taken into consideration when packing them in the raft.

After spinal cord injury, nervous system control of the bladder is also lost. This loss of control, in turn, means that, while the bladder still fills with urine, the message that the bladder is full cannot reach the brain. The message is blocked at the point of injury. This is handled either with an indwelling catheter, which drains the bladder constantly, or with an external collector. In either case, they will have a collecting bag, or "leg bag," attached to the lower part of their leg. These will need to be emptied periodically, and they will normally do this when the other members of the group are emptying their bladders, so it presents no problem. The leg bag should be kept clear of obstructions or pressure and this is something to keep in mind when they are being put on the raft. The wheeler will be aware of this, and he or she will usually be sure to allow for this.

Again, because of the loss of sensation and nervous system control, most wheelers will have a timed bowel program. They will need to do it at a specific time--usually in the morning or the evening. If breakfast is at 6:00 a.m., for example, they may need to get up at 4:00 a.m. to take care of this, and the people around them need to realize that they are doing something that is necessary--not just up wandering around. Most people prefer to do it in the evening and, while there is singing or other activities going on, they can go off and do their bowel program and return to the group without interrupting the schedule. The point is the group must realize that the wheeler must fit this in and understand the reason for his or her absence.

Rather than go into specific medical emergencies that could occur, I will just stress that you should keep in mind that whatever can happen to the able-bodied person is almost always exaggerated in the disabled. Heat is hotter, cold is colder and the effects quicker.

Because of their reduced circulation, lower blood pressure, lack of sensation and lack of muscle tone, the disabled do not have the resilience of the able-bodied. If we are cold, they are freezing to the point frostbite could occur. If we are hot, they are in danger of hyperthermia. The spinal cord injured person tends to assume the temperature of his or her surroundings. If they sit too close to a fire, they can get a fever. if they become damp and cold, they can begin chilling. This must be taken into consideration. Like the able-bodied, they need protective clothing to keep them warm and dry or to keep them cool. They will possibly need extra blankets at night--even the dampness from the morning dew can cause a chill. They need to be able to remove damp clothes and get into dry ones. They will normally be able to cool down with the water when on the river, but they should have hats and a sufficient supply of sun screen to prevent overheating and sunburn.

A campfire can also be a source of potential problems. An able-bodied person will stand by a fire until he becomes uncomfortable and will then back off. If a wheeler is sitting by a fire with his feet one foot from the fire and his face three feet from the fire, because of the lack of sensation in his feet, they can easily burn before his face feels the heat. So, the wheeler will either need to time his exposure or just not get that close. The best solution is to allow them to sit sideways to the fire--then their face can give them the message. The able-bodied members of the group should keep this in mind and remember not to wheel them too close to the fire or to place them sideways to the fire. This will prevent problems.

If the raft has been in the sun, you may need to splash water on the tubes to cool them before transferring the wheeler into the raft. This can prevent a serious burn on exposed portions of the skin.

It is very important that you bring additional water on the trip, and that you have it available for the disabled members of the group. The spinal cord injured person must consume more liquid than the able-bodied. Again, if we are dry, they are dehydrating, and they could pass out and go into shock. They normally need more liquid and on this type of trip they will need to drink even more. So, additional water is a very necessary item.

The wheeler may also experience spasms. These can occur normally, but can also be triggered by movement (as when being transferred from the raft to their wheelchair or vice versa); by cold water; and/or heat. Spasms are basically reflex actions which are increased and exaggerated after spinal cord injury because the brain can no longer get the message to modify or regulate these actions. They will subside and should not create a problem. You should be aware, however, that they may occur.

Balance is also something that should be taken into consideration. A low-level injury can possibly sit up on the frame of the raft because he will have good trunk balance. A higher level paraplegic or quadriplegic, however, will not have that ability and would need to sit on the bottom of the raft. This will give him needed stability and something to hang on to.

If the disabled person does need a wheelchair, crutches or other devices to provide mobility, you should remember that he is very dependent on these aids. Often the able-bodied people will just jump out of the raft and take off and the wheeler just sits in the raft and waits . . . and waits . . . and waits because no one has thought to bring him his wheelchair or crutches. This can make them feel left out and make them feel second best. If someone would simply make it their task to bring the wheelchair to the person, such problems can be alleviated. On a short stop, you may want to discuss with the wheeler whether he will want to get out or whether he will stay in the raft. Again, communication and input will keep them from feeling left out.

If the wheeler is not able to take the responsibility for his own care, or if he feels he needs additional care (as with a quadriplegic), he should have an attendant. And, you should make sure that it is a qualified attendant, one who is familiar with his needs. They can then work as one unit. The wheeler who needs this additional care should not simply bring a friend--it should be someone who can provide qualified care.

The wheeler should be expected to bring all the equipment he will need. He may, however, need help from an able-bodied person to set it up. For example, to set up a tent or other private area for his bowel program. It would be difficult for the disabled person to accomplish this completely on his own, but communication is usually all that is necessary to solve the problem. The same thing applies to the amount of equipment the wheeler needs. You should discuss with him how much he would like to bring, how much he needs to bring, and how much you realistically can take.

As I pointed out earlier, the wheeler should be expected to be able to take the responsibility for the majority of his needs, or he should have a qualified attendant. He should not expect other members of the group to assume the responsibility for his care. And, most of the areas I have covered will not be your concern or responsibility. The point is that you need to be aware of what spinal cord injury means in terms of physical dysfunction and aware that the wheeler has different needs--needs that must be taken into consideration when wheelers are part of a rafting trip. We take many of these needs and physical functions for granted--the disabled person cannot.

The most important thing, I think, is to remember that this is a group adventure and the point is for everyone, able-bodied or disabled, to be involved in the trip, to enjoy the trip. The wheeler should be treated as an equal member of the group. He or she should be involved in decisions that affect the group, involved in all of the group activities and not set apart, allowed to express opinions, allowed to use his knowledge to enhance the group. He should be made to feel that he is a valuable member of the party and is not just being carried along. You should get to know them as individuals--with individual needs, individual personalities and remember that they do have a contribution to make to the group. If this is achieved, the trip will be a success--for everyone.

## SCUBA DIVING: MAINSTREAMING THE DISABLED

by

Scott Taylor, RPT and Jan Brabant, TRS
Craig Hospital
Englewood, Colorado

*From the experiences at Craig Hospital, it has been found that scuba diving can be an enjoyable and efficient rehabilitative tool in disabled programs. This paper describes the program instituted at Craig Hospital.*

Six years ago, Craig Hospital, working with a local diving shop, began a program to teach spinal cord injured patients to scuba dive by integrating them into regular diving classes with the able-bodied. The program was a joint effort between myself, a physical therapist and certified diving instructor, and Jan Brabant, a therapeutic recreation specialist at Craig and a scuba diver.

Since its inception, the program has proven that disabled diving students can perform the necessary skills as well as able-bodied students, that there is no need for special diving classes for the disabled and that no equipment modifications are required. The only requirement is that the disabled diver be able to handle himself and his equipment, both in and out of the water, and that he have good use of his hands.

We take the disabled students through the standard eight-session course and through five open water dives. The only difference we have found between the disabled and the able-bodied is one of time--a little extra time is sometimes required. The disabled diving students has to get in and out of a wheelchair, and it may take a little longer to don the gear. Beyond that, we found that the disabled students did just as well as the able-bodied, and we have not encountered any problems. Statistically, about 20 percent of all diving students will have problems in some areas, but the percentage has not been that high with our disabled students.

The new diving equipment that is now available is of tremendous help to the disabled diver. We are very safety oriented in scuba diving. We stress preventing possible problems, and this equipment, while it was not developed for the disabled diver, offers him options that can help insure not only his safety, but the safety of his diving partner as well.

For example, the jacket-type buoyancy compensator which holds you vertical when you are resting on the surface of the water is a great advantage. With the old "horse collar" type, the diver had to compensate to keep himself vertical. Plus, the jacket-type is easier to get on and off--I use it myself for just those reasons.

The octopus regulator is also a helpful piece of equipment for the disabled diver. This is simply an extra regulator hooked to the tank and the diver carries it in front of him. If your buddy runs out of air, you simply hand him your octopus, and he can still use his arms to come to the surface. With the buddy breathing system of sharing a regulator, the diver's hands are occupied with passing the regulator back and forth, and since he will usually not be able to use his legs to swim, this could be a problem for the disabled diver--particularly if his diving partner were unconscious or unable to help himself. The octopus eliminates this potential problem.

The low pressure inflator is another safety factor for the disabled diver. With this, the diver can inflate his buoyancy compensator with a press of a button, rather than having to take his regulator out of his mouth and inflate the buoyancy compensator orally. Again, this requires the use of the hands, making it difficult for the disabled diver to continue to swim.

As far as other needs of the disabled diver, they are very few. We expect the disabled student to take the responsibility for his own needs--if he can't he shouldn't be involved in this type of activity. However, there are a few things that should be taken into consideration when teaching diving to the disabled. Because of the reduced circulation, lack of sensation and lack of movement, skin breakdown can occur if certain precautions are not observed. We use pieces of carpeting to provide padding on the side of the pool in order to protect the skin when the student transfers from the wheelchair to the deck, and we recommend that the student wear booties or other coverings on his feet to protect them from being scraped on the bottom of the pool. Beyond that, each diver will know what he needs in terms of individual skin protection.

With some disabled students, we have had the problem of their legs floating up. If they do, we strap weights on the legs, again being aware of possible skin problems and making sure they put adequate padding under the straps. And if one leg tends to float up, we simply strap the legs together.

The medical contraindications for scuba diving are the same for the disabled as for the able-bodied. We ask all our students to fill out a medical history before we begin the classes, which will bring out any medical conditions that might affect the diver. We ask them to obtain a medical waiver from their physician, but we also require a medical waiver for our able-bodied students who might have medical problems, such as heart disease, etc. We also ask all of our students if they are on any medications because depth and pressure can increase the effects of some medications.

The main thing I would stress is the importance of open communication between the disabled student, the diving instructor and the able-bodied students. The disabled student must be able to communicate his needs and the instructor and the able-bodied students must be receptive to that communication. If they don't understand, or if they have questions, they shouldn't be afraid to ask, to find out what the disabled diver needs and why he needs it. If this idea of communication can be kept in mind, the classes will go smoothly and the disabled diver will have no more problems--medical or otherwise--than anyone else in the group.

I feel that our experience in teaching scuba diving to the disabled demonstrates that the disabled diver usually does not need special facilities and that he doesn't have to wait for special classes. The disabled diver might, in certain situations, need help transferring in and out of a dive boat, and he might need to give a bit more thought to the selection of a dive site in order to make sure that it is wheelchair accessible. And since a number of the more popular diving sites are accessible now that really should not present a problem. All that is really needed is the ability to swim and the desire to experience the underwater world--the things that are a prerequisite for anyone learning to dive, whether able-bodied or disabled.

Too often the disabled are segregated out and made to feel that they can't take part, that they have to wait for special classes or special facilities. Once in the water, there is basically no difference between an able-bodied and a disabled diver, and I think this is the advantage of scuba diving for the disabled individual. He is able to get out of the wheelchair, to discard the braces and crutches and be on an equal basis with his able-bodied friends. The only difference is the method of moving through the water--the disabled diver will usually not be able to use his feet to kick.

The main point is involvement and education. Even if it were desirable, few organizations working with the disabled have the funds or the expertise to provide in-house scuba diving classes. And there is no need for them. If you are willing to take the time to talk to certified diving instructors in your area and educate them about the various disabilities they might be dealing with and how their needs can be handled, I think you will find that they will be more than willing to work with you and to integrate the disabled into their classes. One of the goals of the Craig Hospital program, particularly in therapeutic recreation, has been to show the disabled that they don't have to be segregated out, that they can take part in recreational activities with their able-bodied family and friends. And they have accomplished this goal, in many instances, by working with community resources--in this case High Country Divers, the company I am involved with--and showing them how they can integrate the disabled into their programs. This not only makes sense economically, it is one more way of showing the disabled that they can, again, be very much a part of our mobile society.

Even now, when one of our disabled students mentions that he or she scuba dives, people often say, "You can't do that;" they just assume it would be impossible for someone with a disability. And if the disabled individual doesn't know what is available, what is possible, he will be influenced by that attitude, and it will handicap him even more. The more the disabled get out and take part in leisure activities, the more awareness that will be created and the more the emphasis will shift from disability to ability.

Scuba diving is fun; it is a social activity which allows you to meet new people and explore new options, and it is possible for the disabled.

## SUMMARY PAPER

## KINSMEN CAMP HORIZON PRESENTATION

by

Bob Davies

*Six representatives from Kinsmen Camp Horizon (Bragg Creek, Alberta) presented a one hour explanation on the Alberta approach to outdoor programs for the disabled. The main emphasis evolved around Kinsmen Camp Horizon Programs in the high adventure activities with various groups from the southern Alberta areas.*

Bob Davies (Camp Director)

- Emphasis on the abilities of people rather than the disabilities.
- Camp Horizon has provided opportunities for over twenty years to all groups who require special adaptive programs.
- Seventeen full time staff man the center. During summer sessions an additional forty staff are hired.
- Short talk on the background of programs provided in Alberta: William Watson Lodge
  Camp Health, Hope and Happiness
- Most able bodied camps do not have physical facilities or trained staff to provide programs for disabled persons or groups.

JoAnn Beals (Camper participant)

- Discussion on the progression of rafting programs for quadraplegics and non-ambulatory individuals.
- From the swimming pool to the level three whitewater river runs.
- Must deal with the fears and anxieties of the participants.
- Must watch for circulation problems and use proper lifts.

- Should conclude with a pleasurable social event (night out at the pubs, etc.)

Jan Armstrong (Camp Intern - Formal Spinal Cord patient)

- Dealt with the fears and anxieties of a spinal cord accident victim.
- Explained the insecurity, doubts and anxieties spinal cord persons face.

Doreen Waugh (Camp Intern)

- Explained the roles of staff in Camp Horizon.
- Administration staff and service support staff often perceive themselves in a white collar/ blue collar dichotomy.
- Need for all staff to participate with campers (avoid the specific roles).
- Role of an intern working with disabled groups:
  (a) must learn to adjust thinking in physical needs, care needs and programs when working with disabled,
  (b) the internship provides terrific experience for working with any type of group.

Dave Powell (Camp Participant - Australian double amputee)

- Emphasis on high adventure programs for disabled.
- Comparison of Australian and Canadian systems:
  (a) Australia has a long way to go to provide for outdoor pursuit opportunities.
- The need to explore all facets of programs in order to adapt equipment and content to disabled needs.

Michael Gund (Camp Program Coordinator)

- Experiences with mentally handicapped:
  (a) must know the clients and their abilities,
  (b) must plan well in advance the logistical data,
  (c) all programs should be a progression (known to the unknown),
  (d) must be flexible and able to work at a slower pace,
  (e) must have clear objectives in mind for all programs.

The session was wrapped up with a slide show presentation, which showed the various groups and activities.

Clients - i.e., Psychogeriatrics
Senior citizens
Mentally handicapped (high and low functioning)
Physically disabled, e.g., cerebral palsy, spinal cord accident victims
Special need groups: diabetic
learning impaired
hearing impaired
visual impaired

Activities at Camp Horizon

| | | |
|---|---|---|
| Rafting | Dog sledding | Teepee living |
| Kayaking | Pulking | Camp-outs |
| Canoeing | Cross-country skiing | Workshops |
| River Expeditions | Winter Expeditions | Seminars |
| Climbing | Ice caving | Symposiums |
| School programs | Mountain treks | Farm living |
| Special education | Trail riding | Traditional camping |
| Snow shoeing | | |

For any further information on Camp Horizon, please contact Bob Davies, Camp Director, Kinsmen Camp Horizon, Box 540, Bragg Creek, Alberta, Canada, TOL OKO. Phone: (403) 949-3818.

## PART II

### ISSUES IN OUTDOOR LEADERSHIP

The written record of the Bozeman conference will fail to reveal that several issues were hotly debated throughout the days that the conferees were together. Ideally, all discussions might have been recorded and transcribed, but that was beyond the resources of this meeting. This section includes papers that hint at the issues, though they do not reveal the emotion that gripped participants when some of the issues were under discussion.

Certification of outdoor leaders is a topic of heated debate throughout the outdoor recreation field today. Few discussants ever seem to be moderate in their views. This was revealed in a Friday afternoon panel on the certification issue. The papers here by Bill March and Kelly Cain describe the general topography of the ground that was covered. No resolution of the issue was possible, but there seemed to be a consensus that one of the serious questions that conferees should in the future address is "Can we define a profession of outdoor leadership?" Standards of outdoor leadership will be set--the principal issue is who will set them and how.

A second central issue revolved around the "common adventure" concept. There seemed to be two principal schools of thought among the gathered outdoor "leaders:" that the common adventure approach is a useful way around the serious issues of liability and the certification dilemma; that the common adventure approach is an abrogation of responsibility and is of limited usefulness. A Friday morning panel brought out the emotions on this issue. The papers here contain useful thoughts on how it might be resolved.

A third issue of less general emotional involvement is that of management of the public lands used by most outdoor recreation programs and the impacts that such management has on programming and experiences in the field. Demand for outdoor recreation resources is high and growing. The resources themselves are shrinking as other demands compete with recreation for their use. Jim Rennie and Curt Shirer suggest some of the problems, though conferees did not focus as much attention on this issue as circumstance may force them to in future meetings.

The Bozeman conference introduced the issues and left for future conferences the challenging task of resolving them.

## WILDERNESS LEADERSHIP CERTIFICATION

## CATCH 22

## ASSESSING THE OUTDOOR LEADER - AN INSOLUBLE PROBLEM?*

by
Bill March
University of Calgary
Calgary, Alberta

"Good judgment is the result of experience,
Experience is the result of good judgment."

At the present time in Canada from Nova Scotia to Alberta, the theme of wilderness leadership certification has been the topic of much discussion and debate. The general conclusion appears to be that philosophically it is not desirable but practically there is no alternative and the pendulum may be swinging toward the general adoption of a comprehensive wilderness certification scheme along the lines of the British Mountain Leadership model. As a product of, and to some extent a builder of, the British system, I have serious doubts as to the validity of what it proposes to achieve.

Rather than reiterate the pros and cons of certification, it is far more useful to examine exactly what certification is and what it is trying to accomplish and then review the certifying process. Many people do not realize that certification has a legal status in law and a higher standard of performance is expected from certified people than non-certified people. In

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*The following three papers were submitted by Bill March to supplement his discussion of certification at the 1984 National Conference on Outdoor Recreation. The first paper by Bill March originally appeared as an article in Foothills Wilderness Journal, Spring 1980. The second paper is a response by Keith Wilkinson to March's Foothills' article. The final paper is March's reply to Wilkinson's comments.

Bill March's new revised edition of Modern Snow and Ice Tehniques has recently been released. Copies are available through March at the University of Calgary, Physical Education Department, 2500 University Drive N.W., Calgary, Alberta, T2N 1N4.

other words, people undergoing certification are increasing their liability. A question which has not been posed but which has to be asked is "How liable is the certifying body for the performance of its certified product?" If a body is not liable then there is little value in my eyes in the certifying process. On the other hand, if the body is liable, it is undertaking an impossible task in attempting to certify "wilderness leadership." The crucial factor in the equation is "sound judgment" and no one has yet come up with the formula to test this quality adequately in a training program. The onus of legal liability on certifying agencies would lead to extremely rigorous assessment and recurring periodic re-assessment which would be both expensive and restricting of an individual's time and money.

Historically, the situation has risen by the application of the well proven formula of skills training and coaching certificates in the professional field of physical education and recreation to the wilderness environment. The key mistake is in treating the wilderness environment, with its high element of objective dangers and isolation from the normal human life support systems, in the same manner as the cultural environment. I believe the wilderness is the domain of the experiential learner and that only by personal experience over a long period of time can a person begin to acquire the level of judgment to operate safely in a leadership capacity.

If we accept certification as the attainment of a certain level of competencies, we must also accept the physical limitation of its validity. The performance evaluation takes place at a specific place, at a specific time and in the presence of an assessor or examiner who is an inextricable component of the situation. The assumption is made that the candidate will repeat his performance at another time and in a completely different place! Given the limitless variability of the natural environment, I find this a difficult assumption to accept. Also, performance may decline or improve through the years, necessitating expensive and time-consuming re-assessment to maintain validity. In addition no one has bothered to study the assessor/assessee relationship and the highly subjective element in the assessment process. In the five year period between 1970-1975, I was an instructor, then the Deputy Director at the National Training School, Glenmore Lodge, which was responsible for training and assessment of mountain leaders in summer and winter conditions. During that time I was involved in the assessment of several hundred people and from this experience I drew the following conclusions regarding the limitations of the assessment process:

1. <u>The presence of the assessor</u>. When assessing a candidate on a difficult navigation leg in a blizzard or undertaking an emergency bivouac, the presence of the assessor is an insurance for the candidate. After one particularly grueling day of navigation my assessee said, "Well, I knew if I got lost that you would sort it out!" This was certainly not the attitude I was interested in fostering. Even worse was the candidate who exclaimed after a practical test on a steep slope of self-arrest with an ice axe, "I knew you would not make it too hard so I was

in danger!" In actual fact the accident rate in self-arrest was quite high on assessment courses since slips on snow and ice are the leading cause of accidents in winter.

2. <u>The subjectivity of the assessor</u>. This was a recurring problem which was somewhat alleviated but never entirely removed by using two assessors and a director of assessment with each candidate. I noticed that assessors tended to assess in their own image or "clone" and certain candidates were more suited to certain assessors and vice versa. Over a period of time, the subjectivity of assessors was affected by the following factors:

--Overfamiliarity with the assessment terrain.
--Stereotyping of assessment tasks.
--No confidence in one's own personal abilities and judgment.

I can remember moving my assessments in winter navigation to unknown terrain and getting lost several times with the candidates I was assessing. Needless to say they all passed navigation!

Subjectivity may also be affected by misuse of the stress factor. There is no doubt that a person undergoing an assessment for a certificate which may have important career implications for him is under a considerable degree of emotional stress. Many assessors utilize this situation as part of the assessment situation in conjunction with psychological tricks. The judicious use of periods of stony silence combined with gimlet-eyed stares, abrupt questioning, knowing nods, quizzical looks--the assessor can reduce the most competent candidate to a quivering mass of doubts and indecisions. Not only is this unfair practice but the comparison of "assessment stress" with "emergency situational stress" is not valid. Recognition of stress with the candidate and dealing with it is a special responsibility of the assessor. I clearly remember the case of a candidate of considerable experience who was extremely nervous. I could not understand the difference between his poor performance and his considerable logged experience. A heart-to-heart discussion revealed he had to obtain his certificate or lose his job! I eventually convinced him to act naturally and henceforth his performance improved considerably. (Objectively speaking). It is possible for any assessor with a detailed local knowledge and the misuse of the stress factor to fail almost any candidate presenting himself for assessment in wilderness travel and survival skills.

3. <u>Assessment miming the assessing</u>. After a series of so-called assessment courses the word spreads and assessment prompting, prior reconnaissance of assessment areas; learning of the assessors idiosyncrasies become the objectives of candidates. The system carries in itself the seeds of its own destruction and the attainment of "valid" and consistent assessment becomes an impossible goal.

4. <u>Criteria of assessment</u>. One is inevitably thrown back onto an evaluation of performance. Success is easy to evaluate

as is speed but what of style and quality of execution. The following is a theoretical gradation of skill.

Movement of crampons on a $30^{\circ}$-$40^{\circ}$ ice slope.

1. Expert - fast, dexterous?
2. Competent - moves with ease and control.
3. Average - moves slowly but safely.
4. Below average - moves very slowly and ponderously.
5. Unsure - moves in clumsy fashion.
6. Nervous - skitters, very slow and shaky, a danger to others as well as himself.
7. Falls off and injures himself - assessor dismissed for inadequate supervision and lack of execution of reasonable judgment.

Apart from the ludicrous and unacceptable situation of point 7, the assessment does not take into account the attitude of the candidate. For example, the expert may be overconfident and feel he has nothing to learn whereas an unsure person has a very clear perspective of his limitations and where he is in the ability range, and consequently is being very circumspect. The importance of attitude cannot be overstressed and in the Outdoor Pursuit Program at the University of Calgary, increasing emphasis is being placed on this aspect of leadership development as opposed to personal skills competence. The learning process and attitudinal development is purposely stressed as opposed to stereotyped training and certification because it is in these long-term objectives that potential leadership development lies.

There are, in spite of the above arguments, dedicated believers in the training and certification schemes, which are great vehicles for building career empires and of particular attraction to bureaucrats because of their superficial simplicity. If people wish to pursue this formula, there are a few "standards" which they should consider.

(a) all assessors/certifiers should be professionally trained in assessment techniques;
(b) all assessors should be reassessed on an annual basis.
(c) all assessors should be legally liable for their certification;
(d) all assessment candidates must have access to an independent appeal process if dissatisfied; and,
(e) all assessors should be evaluated by assessment candidates.

If it were possible to fulfill these requirements, it is possible that a certificate may have some significance. Unless a certificate has some real substance and endorsement, it is a meaningless charade, a license to kill and a scapegoat for the bureaucrats.

If we are to dismiss assessment and certification as the answer in the provision of outdoor wilderness leadership, what can we put in its place? This question must be answered from the legal standpoint since in the event of an accident or a fatality, this will be the first recourse for the redress of any negligence. It follows logically, therefore, that (i) the individual in charge is liable, (ii) the agency is liable. It is, therefore, the responsibility of the individual to be competent and for the agency to ensure this fact. To assist in this, all agencies should be familiar with the following seven legal points of outdoor recreational program planning.

(a) each outdoor recreational program should have a clearly articulated objective;
(b) the nature and scope of risks inherent in the activity must be reasonably related to the articulated objectives;
(c) participants in the proposed activity should be evaluated with respect to their ability to participate and their likelihood of benefitting from the activity;
(d) the nature and scope of risks inherent in the activity should be fully disclosed in advance to the participants and/or their parents;
(e) when a planned activity contemplates a level of skill and knowledge on the part of the participants which they do not possess, the activity itself should be modified or the participants should be given sufficient training before the activity commences;
(f) contingency plans must be developed and available for implementation in the event that emergencies arise during the activity; and,
(g) all staff should be thoroughly familiar with the terrain in which an activity will be conducted, and they should be furnished with equipment which is dependable and sufficient.

This should be reinforced by simple basic guidelines of a wilderness safety code for land and water in summer/winter which outlines the principles of safe party travel. The application of these principles, i.e., detailed content, style and presentation may be left to the individual agencies. This flexibility is essential in a democratic society and is, moreover, crucial to the individual philosophies, aims and objectives of the different agencies.

The provision of legal dimensions and principles of safe wilderness travel are not in themselves regarded as an adequate substitution for certification and one must add the crucial factor--experience. This may be accommodated by providing an authenticated log of current and past experience for potential wilderness leaders. The great advantage of this approach is that potential wilderness leaders can progress at their own rate and time within the broad policy outlines. There would be decentralization of responsibility in people and an increased emphasis on self-responsibility especially in people adopting leadership roles. It may not be as administratively convenient as the certification/training, but we should at least give it serious consideration. It is a sobering thought to remember that certified and uncertified leaders make mistakes, have accidents, lose their charges and die in the wilderness. When one arrives at the bottom line, nothing can remove all risk, only reduce it to socially acceptable proportions.

## ANOTHER LOOK AT OUTDOOR LEADERSHIP CERTIFICATION

by

Keith Wilkinson

I enjoyed Bill March's article on "Assessing Outdoor Leaders" in Foothills Wilderness Journal (Spring 1980), but I was surprised to see the approach to certification that he adopted. I did not feel that his essay proved a case against assessing outdoor leaders; rather, I felt that he had his own ideas of leader competency and was searching for ways that these might be assessed. I was also surprised that his viewpoint throughout the essay was that of the instructor-leader alone.

As all wilderness leaders, and lawyers, will tell you, there are three areas to be examined in wilderness outings. There is the leader; there is the client, or student; and there is the "guarantor," or agency, for which the instructor/leader is working.

As an owner of an outdoor pursuits organization, I am aware of the issue of certification as it applies to legal liability. Under Quebec law, my company is held responsible for its leaders, coordinators and instructors as it administers and controls its program. If I hire a certified instructor, I have at least the knowledge that he had attended and passed a course in the area in which he is working. If I wish, I can investigate the methods of assessment adopted in the course. The alternative is to hire an uncertified leader. He is less liable for his actions than the certified leader, as Mr. March points out, but I am just as liable as for a certified leader, since I am the owner of the company that is hiring him. So if I am fully responsible, I would prefer to hire a leader whose competence has been certified. Moreover, I have no doubt that clients or students would prefer to have a leader or instructor who can show some proof of competence.

It can be argued that if the assessment process is not a valid one, then my confidence in the certified leader over the uncertified leader is unfounded. Indeed, Bill March's premise that the "critical factor" in the equation of certification is "sound judgment," and he feels that no one has yet come up with a formula to test this quality adequately in a training program.

But perhaps we should not be seeking a "formula." Mr. March is at pains to point out that he was deeply involved in the MLC program in Britain, and he knows of no objective criteria that would work in assessing candidates. The behaviorist approach to testing was in its heyday during the birth of the MLC program, but in all areas, evaluation is now being based on a holistic approach. No longer do we need to give marks for a list of pre-determined behaviors, especially in the area of leadership skills. Instead we can look for overall impressions.

For example, let me explain the methods that are either being used or which are under consideration for the Canadian Ski Association Tour Leader Award Level III. As Bill March points out, only personal experience can lead to the acquisition of the level of judgment needed to operate in a leadership capacity when faced with the objective dangers of the wilderness environment. In accord with this, Tour Leader III candidates are expected to have a period of logged experience as a pre-requisite for assessment. In addition, it is proposed that there is a period of "encadrement." Successful candidates are required to assist and lead ski tours, under the supervision of a certified Level III, for a set period of time, before their certification becomes valid. This period of "encadrement" is part of the evaluation process, where candidates can still be failed, and it also helps to resolve the difficulties inherent in evaluations being undertaken at a specific place and time and under the baleful glare of the assessor.

But the CSA Tour Leader program still has an assessment course, and I feel that it is in this week-long period that many of the benefits of certification can be found. The assessors are part of the ski tour that is undertaken. The approach is flexible and a variety of leadership styles are sought. There is a chance for ski tourers from across the country to exchange ideas on safety, techniques, and equipment and to compare styles and methods.

The Canadian Ski Association course is only one certification program, and its methods would not apply in all areas. However, most leaders can outline very succinctly what they expect from their assistants or instructors. These expectations form a base for assessment. Perhaps a course in the Outdoors Pursuits program at the University of Calgary does not constitute a certification, but rest assured that graduates will use it as a "de facto" accreditation certification for organizations hiring instructors is an indication of competence. Clients and students want the best possible leadership and instruction; from a certified instructor they can get it, but from a well-intentioned amateur, they may not. The law recognizes the worth of the certificates by increasing an instructor's liability. Bill March may not like the machinery for operating a certification program, but it does not make the idea less valid.

Finally, let me agree with the author of the essay the a certification scheme does give opportunities for empire building, and it can become a bureaucratic nightmare. But this does not have to happen. Levels of competence can keep spiralling upwards to maintain an elite, but this can be avoided. The executive body of a certification scheme has a responsibility to strengthen its discipline, to encourage the exchange of ideas on safety and technique, to investigate methods of assessment, and to support and police its members. If it can do this with a flexible, sympathetic and national approach, it can be the agency to reduce the "potential dangers in wilderness experiences to socially acceptance proportions." Such danger will be reduced for students, clients, outdoor organizations, and for the leaders themselves.

## A REPLY TO WILKINSON'S COMMENTS

by

Bill March

I was pleased to read "Another Look at Outdoor Leadership Certification" since it was my intention to promote discussion of the "certification process." Keith Wilkinson is quite right in assuming that I am searching for more satisfactory ways of not only assessing but preparing leaders in the field of outdoor pursuits. I can sympathize strongly with his point of view regarding the legal necessity of having certified people. He does, however, miss the points I am making: 1) that poorly run certification schemes may be a greater danger than no certification, 2) that certification does not take into account "competent" uncertified people - to this point, clients prefer a "competent instructor" de facto not an instructor certified "de jure." Unfortunately, the two are not always concurrent. And, 3) that the certification process has been given "undue emphasis" at the present time at the expense of the holistic approach.

I was interested to read of the development of training techniques in the Canadian Ski Association Tour Leader III award scheme which I believe is a step in the right direction. The use of logged experience and a period of "encadrement" are excellent additions to the inevitable stereotyped certification process. The "encadrement" process where the trainee leader is under the "mentorship" of an accepted experienced expert is one of the most important aspects of leadership development. The question is: How long is this period? Is it a fixed time or is it variable depending on the progress of the candidate? What is the "mentors-apprentices" relationship? How is it monitored? What are the feedback processes? How is responsibility progressively shifted from mentor to apprentice? These questions need to be asked because we are really the first generation of "outdoor pursuit educators." The people running programs of training come primarily from very strong experiential backgrounds; we are not products of our own programs. We must be really careful not to succumb to the "instant expert" syndrome so prevalent in our society, and we should be evaluating ourselves by the performance of our product. There is a great danger with certification of focusing on the certificate not the person. The success of any certification scheme ultimately depends on its product. It is my belief that the leadership development is a long term process with many facets involving use of theory courses, laboratory situations, training and assessment courses, logged experience, and adequately supervised internships. If the certificate is an adequate reflection of this input and due accord is given to the holstic process than I believe we are moving in the right direction. There is still, I believe, a considerable amount of serious work to be done on refining the process. I agree there is no magic formula or recipe, but it is possible to improve on the existing situation. It is reassuring to know that the CSA is cognizant of the problems of certification, especially in relation to leadership development. If my article makes just one assessor re-examine him- or herself closely, I feel it has achieved a worthwhile aim.

NOTE: The following two pages of material, including the pros and cons of certification and the press release from the Federation of Mountain Clubs of British Columbia, were submitted by Bill March as appendix material to his certification discussion.

## APPENDIX A

### OUTDOOR LEADERSHIP CERTIFICATION

| | PROS | CONS |
|---|---|---|
| SOCIETY | Protects the consumer<br>Public safety<br>Calibre of excellence | (i) Closed shop/High cost<br>(ii) May exclude experienced non-certificated people |
| GOVERNMENT | Facilitates control of activities | (i) Restricts freedom of choice of an individual<br>(ii) Regulation vs. Education |
| INDIVIDUAL | Personal Standard/ Yardstick<br>Motivation | (i) Wrong people for reasons |
| EMPLOYERS | Standard/Yardstick<br>Legal Liability | (i) Certification diseases Instructoritis<br>(ii) Coursitis |
| CONCLUSION | Certification is convenient in a complex society. | |

APPENDIX A (continued)

PROBLEM - WHO IS TO CERTIFY?

EDUCATORS

PROFESSIONAL ASSOCIATIONS

CERTIFICATION

GOVERNING BODIES

PRIVATE COMPANIES CAMPS/VOLUNTARY ORGANIZATIONS

All contribute to the process at different stages and levels.

FURTHER PROBLEMS - HOW?

1. There is too much emphasis on the "certificate" rather than on the process.

2. An indepth examination of the process of assessment reveals that we have not given enough thought to the development of leaders. Training, Education, Preparation, Selection - Self selection.

Further detailed research is required.

APPENDIX B

PRESS RELEASE OF THE FEDERATION OF MOUNTAIN CLUBS OF BRITISH COLUMBIA, P. O. BOX 33766, STATION D, VANCOUVER, B.C. V6J 4L6

Issued May 1981

TO ALL THAT IT MAY CONCERN:

Re: Mountain Leadership Certification

The Federation of Mountain Clubs of British Columbia represents 31 outdoor clubs and organizations in the province of B.C. (Canada). The Federation is the recreation/sport governing body for hiking, climbing, and all self-propelled mountain activities. At the last annual general meeting (November 1980), after eleven months of investigation and discussion, it was unanimously agreed that the F.M.C.B.C. states its opposition to mandatory leadership certification.

In recent years there have been suggestions that leaders of high risk mountain activities be certified in their ability to lead. Leadership in these activities primarily involves a great deal of judgment. We feel that this required judgmental skill cannot be realistically assessed in the manner we presently assess technical skills. "You cannot hang a label on a person's ability to judge; however, it may be possible to label that person's ability to perform a technical skill."

Based on our own experience and observations of other certification programs, we feel that this mandatory certification could lead to severe restrictions being placed on public use of crown lands. Furthermore, we question quality and quantity control of certification programs presently in use and realize that possession of a certificate can be a false guarantee of good judgment and safe leadership. Therefore, the F.M.C.B.C. stands opposed to any form of Mountain Leadership Certification.

For further information, please contact the Federation at the following address: Box 33768, Station D, Vancouver, B.C., V6J 4L6.

On behalf of the F.M.C.B.C. membership, we remain:

Simon Priest, Chairman
Safety & Education Committee

Arno Schortinghuis, President
F.M.C.B.C.

## WILDERNESS EDUCATION ASSOCIATION CERTIFICATION

by

Kelly Cain

*It is the responsibility of any emerging profession to research, define, and measure its own field of knowledge and standards if it is to be recognized by society as a valuable and valid profession. If we fail to do so, this responsibility and privilege might well be taken up by government interference bent on imposing unreasonable restrictions in an area they know little about. Therefore, the Wilderness Education Association is a program aimed at researching, defining, and measuring one small aspect of our profession, that of fundamental outdoor leadership.*

The Wilderness Education Association (W.E.A.) is a non-profit educational organization which incorporated in 1978. W.E.A. was the brain-child of Paul Petzoldt (founder of the National Outdoor Leadership School and first Chief Instructor for the Colorado Outward Bound School), Dr. Frank Lupton, and a number of other concerned professionals in outdoor education, search and rescue, camping, park administration, ecology, law, and environmental education. W.E.A.'s distinguished group of educators and administrators, associated with over ninety colleges and universities, school districts, state and federal agencies have worked to develop and promote a national standard for outdoor leadership because: 1) increasing numbers of people are looking for outdoor recreation and adventure; 2) accidents and expensive search and rescue operations are on the increase; 3) many valuable sections of the wild outdoors are being damaged by improper recreational use; 4) institutional and personal liability for accidents and damages are being clarified; 5) insurance liability costs are rising; insurance is difficult and expensive to obtain; restrictions on group use of national lands are increasing; and 6) outdoor leadership certification helps to reduce liability insurance costs, obtain public land use permits and assure safe, pleasant adventures in the out-of-doors while still conserving the environment.

The National Standard Program for Outdoor Leadership Certification (N.S.P.O.L.C.), sponsored by W.E.A., is the culmination of years of observation, experience, and trial and error testing to determine an appropriate format and curriculum for the educational training and certification of outdoor leaders/educators. The Program is a continually evolving, fundamental, experience-based, university- and college-level curriculum designed to develop leaders who are able to:

1) Exercise sound judgment in a variety of outdoor environments and conditions;
2) Safely lead others in the wild outdoors;
3) Teach others to use and enjoy the wilderness with minimum impact; and,
4) Demonstrate a basic standard of outdoor knowledge with minimum impact.

Thus, the N.S.P.O.L. Certification represents the evaluation of an individual's performance based upon their own strengths and limitations. This is in contrast to evaluation based upon an individual's ability to reach and perform at a predetermined level of hard skills ability. The W.E.A. program represents an attempt to redirect the leadership certification movement toward an emphasis upon improvement of individual ability. This, again, is in contrast to the vertically measured and power oriented notion generally associated with certification schemes.

With the millions of user days recorded in remote wild areas of the United States each year, thousands of these are schools and organizations sponsoring group programs for which they are responsible for providing qualified leadership. The N.S.P.O.L.C. allows potential employers, parents of youth taking trips into the wilds, insurance companies, wild land administrators, or others interested in the protection of wilderness users and areas to know that these certified outdoor leaders have been trained in decision-making related to safety, conservation, and enjoyable learning experiences.

The primary emphasis and philosophy guiding W.E.A.'s certification program is its commitment to education related to outdoor leadership. Thus, the central focus of our entire curriculum is the development in our students of learning, using, and teaching sound judgment/decision-making ability. This ability, we hope, in turn, is then passed along to their students. Judgment/decision-making is the central theme of our 18-point curriculum, since from a leadership and teaching standpoint, judgment relates to all other technical areas as the synthesizing agent by which these technical areas are used to make quality decisions in any specific situation.

The Wilderness Education Association 18-point curriculum includes:

Judgment/Decision-Making
Leadership
Expedition Behavior

Environmental Ethics
Basic Camping Skills
Group Process & Communication Skills
Expedition Planning
Specialized Travel/Adventure Activity
First Aid, Emergency Procedures, Survival
Health & Sanitation
Rations
Equipment
Clothing
Travel Techniques
Navigation
Weather
Natural & Cultural History
Evaluation

The W.E.A. teaching model is based on four common elements of every program: 1) that every leader is different; 2) that every individual/group is different; 3) that every program situation is different; and 4) that every program and participant must be evaluated. With these in mind, it is safe to say that every leader must make hundreds of decisions a day, no matter how minor or complicated they may be, based upon the conditions of a situation at any specific time. For example, a leader's decision at any particular time may vary from choosing words to respond to a student's question about a plant, to deciding the amount of responsibility delegated to student leaders, to deciding how to evacuate a mountaineering accident victim with multiple fractures from a site ten miles from the nearest trailhead.

Thus, our Standard Program has evolved into an extended five-week wilderness trip aimed at combining technical training of the 18-point curriculum with the subjective, yet specific process of judgment/decision-making. With the realistic assumption that quality leadership and responsiblity for a safe and enjoyable learning experience cannot be accomplished through leading by a set of predetermined rules unless every situation is the same, which they are not, we feel that our program has much to offer the outdoor leadership/education profession.

Finally, it is through the N.S.P.O.L.C. that we attempt to provide opportunities for potential graduates to experience real leadership responsibility, to become more aware of their strengths and limitations related to outdoor leadership, to not accept leadership responsibilities beyond their capabilities, and to learn a process for judgment/decision-making which contributes to planning, executing, and leading a quality wilderness experience.

W.E.A. programs are currently conducted in the diverse environment of the Western Rockies and Alaska. Program lengths vary from a three and one-half week Professional's Program to a full college Semester Program. Travel skills providing many leadership opportunities include backpacking, ocean kayaking, canoeing, mountaineering, cross-country skiing, and caving. College academic credit can be arranged for W.E.A. programs or can be directly obtained by attending any one of the twenty University Affiliate Programs which are teaching the W.E.A.

N.S.P.O.L.C. at their respective locations around the U.S. and in Canada.

# APPENDIX A

## PURPOSE OF THE W.E.A.

## NATIONAL STANDARD PROGRAM

## FOR

## OUTDOOR LEADERSHIP CERTIFICATION
## (N.S.P.O.L.C.)

TO DEVELOP AND CERTIFY LEADERS WHO ARE ABLE TO:

I. TEACH OTHERS TO USE AND ENJOY THE WILDERNESS WITH MINIMUM IMPACT.

II. SAFELY LEAD OTHERS IN THE WILD OUTDOORS.

III. EXERCISE GOOD JUDGMENT IN A VARIETY OF OUTDOOR ENVIRONMENTS AND CONDITIONS.

IV. DEMONSTRATE A BASIC STANDARD OF OUTDOOR KNOWLEDGE AND EXPERIENCE.

## APPENDIX B

### GOALS OF THE N.S.P.O.L.C.

I. THAT STUDENTS DEVELOP SOUND OUTDOOR LEADERSHIP AND WILDERNESS USE THROUGH A PROGRAM BASED UPON QUALITY JUDGMENT/DECISION-MAKING.

II. THAT STUDENTS RECOGNIZE AND BECOME KNOWLEDGEABLE OF THEIR OWN STRENGTHS AND LIMITATIONS RELATED TO OUTDOOR LEADERSHIP RESPONSIBILITY.

III. THAT STUDENTS ACCEPT FUTURE LEADERSHIP RESPONSIBILITY BASED UPON KNOWLEDGE OF THEIR OWN STRENGTHS AND LIMITATIONS.

IV. THAT STUDENTS ACTUALLY EXPERIENCE AND PROVE, THROUGH PERFORMANCE, A BASIC UNDERSTANDING OF THE 18-POINT N.S.P.O.L.C. CURRICULUM.

## APPENDIX C

### BASIC CHARACTERISTICS
### OF THE
### N.C.P.O.L.C.

I. FIVE WEEK EXPERIENTIALLY BASED STANDARD PROGRAM

- A. SAFETY
- B. CONSERVATION
- C. ENJOYMENT
- D. EDUCATION

II. EDUCATIONAL PRIORITY

- A. 18-POINT CURRICULUM BASED UPON JUDGMENT/DECISION-MAKING
- B. WHY'S
- C. TEACHING TECHNIQUES
- D. TEACH ONE WAY WHICH WORKS
- E. TEACHING SEQUENCE BASED UPON PRIORITIES OF THE SITUATION

III. FUNDAMENTAL LEADERSHIP EMPHASIS

- A. JUDGMENT/DECISION-MAKING
- B. SITUATIONAL
- C. ERROR ON THE SIDE OF PRUDENCE

IV. CONTINUAL EVALUATION BASED UPON ACTUAL PERFORMANCE

# APPENDIX D

## N.S.P.O.L.C.

## 18-POINT CURRICULUM

1) JUDGMENT/DECISION-MAKING
2) LEADERSHIP
3) EXPEDITION BEHAVIOR
4) GROUP PROCESS AND COMMUNICATION SKILLS
5) ENVIRONMENTAL ETHIC
6) BASIC CAMPING SKILLS
7) RATIONS
8) EQUIPMENT
9) CLOTHING
10) HEALTH AND SANITATION
11) TRAVEL TECHNIQUES
12) NAVIGATION
13) WEATHER
14) FIRST AID AND EMERGENCY PROCEDURES
15) NATURAL AND CULTURAL HISTORY
16) SPECIALIZED TRAVEL/ADVENTURE ACTIVITY
17) TRIP PLANNING
18) EVALUATION

## APPENDIX E

### N.S.P.O.L.C.

### EVALUATION COMPONENTS

I. EXPLANATION OF THE EVALUATION PROCESS AND PURPOSE

II. COURSE-LONG ENTRIES INTO THEIR PERSONAL EXPEDITION JOURNALS

III. MID-COURSE EVALUATION

- A. PEER EVALUATIONS
- B. INSTRUCTOR EVALUATIONS
- C. MID-COURSE INTERVIEW WITH EACH STUDENT
- D. INSTRUCTOR REVIEW OF EXPEDITION JOURNALS

IV. END-OF-COURSE EVALUATION

- A. STUDENT COMPLETION OF SELF ABILITY ASSESSMENT
- B. PEER EVALUATION (OPTIONAL)
- C. INSTRUCTOR EVALUATION
- D. EXIT INTERVIEW
- E. INSTRUCTOR REVIEW OF EXPEDITION JOURNALS
- F. STUDENT EVALUATION OF INSTRUCTORS

V. POST-COURSE

- A. STUDENT COMPLETION OF COURSE EVALUATION

THE ROLE OF ACADEMIC DEPARTMENTS IN

OUTDOOR RECREATION PROGRAMS

by

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*Outdoor recreation on college campuses has evolved from a simple individual pursuit to a complexity of program types. College union outdoor programs have emerged, as has need and opportunity for cooperation between such programs and academic departments involved in outdoor recreation and education. Both outdoor programs and academic programs can serve each other. The Humboldt State situation reveals some possibilities. Serious questions about outdoor recreation need to be considered by all involved.*

## Introduction

As one reviews the history of outdoor recreation on the university campuses of America, it is evident that the simplistic has become quite complex. A few of the earliest of university students surely participated in recreational activities in the out-of-doors without the benefit of an outdoor program. Some brought family- and/or peer-developed skills from their youth to the campus. If these students found the university located in or near a geographical site appropriate for the students' skills, the outdoor skill was most probably practiced and enjoyed during the students' discretionary time. Their participation in recreational activities was probably considered to be frivolous and hedonistic--not the stuff a university education is all about.

This simplicity gained in complexity as soon as this individual desired partners or the unskilled student sought acquisition of new skills. If these newfound partners were to gather on campus for the purpose of planning future activities or the sharing of past, the administration or student government demanded that they call themselves something, write a constitution, submit bylaws, and elect officers--the recognized outdoor club-organization was established. The request for university support soon followed. The strengths of club structure allowed the selected outdoor recreation activity to grow and enhance the lives of many students. The weaknesses of club structure encouraged the disenchanted to return to the simplistic scenario or seek alternatives.

Over the years, the college union, from its origin as a forum for debate, emerged in outdoor recreation programming and assisted clubs with organization, equipment storage, leadership training and coordination. In some instances, the union waited in the wings for a student organization to become weak and falter. To rescue the activity, the union "took over" and provided staff and program to the students. The College Union Outdoor Program took many forms. Some have been highly structured and didactic "canned programs." Others have been purposefully flexible, experiential, and "cooperative."

Concurrently, with the development of union outdoor programs during the 1960's and early seventies, non-university outdoor oriented programs emerged, such as Outward Bound, the National Outdoor Leadership School, and other leadership development, stress/challenge and adventure organizations. In addition, community service programs surfaced which utilized the power of outdoor recreation-education activities, concepts and methodologies. University academic departments, in a traditional mode of reaction as opposed to proaction, began to recognize the student interest and academic potential of becoming more involved in outdoor activities. Single discipline departments moved more of their programs to the "field campus." Outdoor education curriculum, which had focused on school camping for the fifth and sixth grade levels, began to expand. Under consideration were the inclusion of special populations, outdoor adventure education programming and stress-challenge programs.

Boom! All of a sudden, it seems, we now have a more complex outdoor recreation situation on our university campuses. This gathering in the form of a national conference and the topics to be discussed provides clear evidence of this evolution as well as the effects of a more complex society--management of resources, conceptual approaches to programs, certification, special populations and more.

This paper will explore the role of academic departments in university outdoor programs. The exploration will include a general review of college union outdoor programs' relationship with academic departments, a current model, and a set of questions which may affect future outdoor recreation programming.

## College Union Outdoor Programs and Academic Departments

As the director of a college union outdoor program in Colorado from 1970 to 1980, I experienced a wide range of relationships with academic departments. During the first three years, there was the distinct feeling of having the program considered a "second-class citizen" of the campus. My perception was that elitist academicians ignored the program from their "ivory tower" of academia. When the program ("cooperative adventure" style) met with success and notoriety, it was criticized and ridiculed as an irresponsible, radical, student activity carry-over from the sixties. I considered the program to be on target with the students and community, progressive and in no need of academic interference or opinion. The invisible barriers between the union outdoor program and the academic departments had been established--and I was as guilty as they. Those barriers included: 1) distrust, 2) perceived protection." The barriers were reinforced when competition increased for student participation and university resources began to be reduced. University-wide student attrition and the corresponding reduction in resource allocations prompted academic departments to move off of "dead center." The days of growing enrollments and increased staffing were in the past. The physical education department began to offer outdoor skill acquisition courses, previously the domain of the union outdoor program. The psychology department sponsored workshops such as the "Psychology of Risk," which utilized the outdoors and outdoor skills as a medium for self-concept development, group dynamics, etc. The biology and geology departments expanded their field trips to include river travel and multi-day bicycle excursions. They offered credit. They demanded use of our equipment. They offered to give credit for our activities--with a few minor modifications to our program. That scared us!

The growing pains were felt by all involved. Most importantly, the students did not receive the quality of experience that might have been possible. Program maturation took time and, I am happy to report, continues. The sharing of this personal experience is significant in that I am convinced similar situations occurred and are occurring on other campuses.

We all know how to avoid barrier construction, and we know how to dismantle those barriers. In a spirit of remembrance and support which comes with this type of conference, allow me to review. Both academic departments and union outdoor programs must: 1) openly articulate operational philosophies, 2) announce program goals and objectives, 3) provide quality programs supported by qualified personnel and resources, and 4) continuously seek and provide evaluation.

It should also be noted that the level of formality of this process must vary with the inherent conditions of any given institution. Those conditions include forces such as university mission, quality of faculty and staff, student profile and history of the specific situation.

## Contemporary Outdoor Programs

What do you look like? It must first be remembered that every campus is unique--unique in location, educational philosophy, type of student, faculty personality, customs, habits, and so on. It is, therefore, not surprising to discover that outdoor recreation programs are also unique. The "simplistic scenario" exists. There is no organized outdoor program on many campuses. The club, which has as its central theme a specific outdoor recreational activity, is strong at some universities. The club which serves students with many outdoor recreation activities is present at many institutions. Community service programs staffed by volunteer or paid students, serving special populations by using the outdoors and outdoor recreation activities, seem to be rapidly growing. Union outdoor programs vary tremendously. The cooperative adventurer concept has been developed by some. Others have various levels of staff-organized instruction, trips, and expeditions. The most recent form of outdoor program to emerge, that I am aware of, is the contract arrangement with a private business charged to direct the program on campus. There are wide and diverse types of academic departments which have an effect upon the campus outdoor program.

## Academic Departments

Let us focus for a moment on academic departments. While there are many areas of study which use the outdoors as a medium for single discipline learning, only a few feature a direct curricular pathway to outdoor education. The recreation, leisure studies, physical education, natural resource management departments are examples. Their mission, in many cases, is to provide courses in skill acquisition, history and principles, philosophy, leadership development, and administrative techniques and theory. What can they provide to the total campus outdoor program? I believe they can provide:

1. A group of students involved in a two- to five-year program that prepares those students for entry level positions within the departments' respective professions. These students have interests which "spillover" and are, therefore, likely to become involved in non-academic outdoor programming.
2. Specialized courses for students employed or volunteering with campus clubs, service organizations, and/or the union outdoor program.
3. Academic support for recreation programs on the campus.
4. Faculty sponsorship of outdoor-oriented recreation groups.
5. Leadership in new student orientation programs.
6. Experienced and skilled volunteers and employees.

How does the academic department benefit from a campus outdoor program? The total outdoor recreation program provides:

1. Locations and situations (i.e., practicums, internships, etc.). Note: The campus is a beautiful working laboratory which is rarely used to full benefit of the students.
2. Shared use of equipment that may not be affordable by any single campus elements, but is affordable when used and funded by all.
3. A source of students interested in the department's academic area of study.

The "Symbiotic Relationship"

Let me suggest some "ifs." If goals and objectives can be openly agreed upon; if a mutual trust can be attained; if the psychology and realities of territoriality can be minimized, and if cooperation can be achieved, then a "symbiotic relationship" can exist. All aspects of the campus outdoor program can mutually benefit from the existence and ongoing operation of the others. I have seen the campus where there are fine academic curricula that interest students who love outdoor recreation. That campus, however, lacked in club structure, service organizations, and a union program. The students had no easy grounds to test and apply the theory, principles, and practices gained through coursework. I have seen other campuses which have high quality union outdoor programs. Students from many areas of study (majors) benefit from such a program. This type of campus, however, did not have a curriculum which allowed the serious student of outdoor recreation or related areas an opportunity for a degree in those areas of study.

I believe the ideal situation is one in which all elements are "alive and well" and working together.

L. B. Sharp's basis thesis concerning outdoor education, the essence of which is "That which is best taught in the classroom should be taught there. That which is best taught in the outdoors through direct, first-hand experience with the natural object should be taught there," can, in a bit of a convoluted way, be applied here. Each element of a campus outdoor program should do what it can do best and allow the other units to do their best at their specialty.

At Humboldt State University, the Department of Recreation Studies is not well equipped to directly service the community, sponsor short-term outdoor recreation trips, or facilitate short-term instructional sessions. This is not the academic department's role. We can provide extended opportunities for skill acquisition, leadership development and other aspects of preparation for a career as well as exposure to general education concerns. We are fortunate that many forms of outdoor programming exist on the campus--clubs, union program, active community organizations, and student-community service groups. We find that all of our programs feed on each other.

The Recreation Administration student following a pathway of Outdoor Recreation-Education works as a work-study employee in the Outdoor Adventure Education program of the University Center. The same or another student leads or facilitates the backpacking trip to the Grand Canyon or a winter tour on Mt. Shasta. Another is involved with Youth Educational Services as a volunteer director of Discovery (river activities for economically deprived youth) or Project Challenge (land-based activities for "youth at risk"). The Paddling Club has officers who major in Recreation Administration. Clubs and organizations provide activities which attract certain types of students. Some of these students become Recreation Administration majors because of their experience with the club or organization. Students who would like to participate in a union-sponsored program may not possess the skills and knowledge to do so. In some cases, they elect to enroll in appropriate skill acquisition courses in an academic department. Once they have the skills, they need opportunity to practice, test and expand those skills. The union has just the programs. The relationship among the outdoor recreation programs is not only "symbiotic" but also synergystic.

"New" Questions and Concerns

There are two thought lines I will approach here. The first is primarily an academic problem of definition. The second is a series of possible questions which may affect outdoor recreation in general.

First, professionals in the delivery of leisure services have a wide variety of definitions for the term "recreation." The term "outdoor recreation," therefore, inherits some problems of definition. What is it? What does it include? Does it need definition? Where does outdoor recreation end and outdoor education begin? What are the differences among outdoor education, environmental education, and conservation education? Is there need, demand or desire to answer these questions? I believe the academic domain will either assist in answering the above questions or adjust programs based on the answers provided from outside of the university.

Second, and last, I believe outdoor recreation is becoming even more complex. There are more types of activities being participated in by more types of people. There are more conceptual approaches, styles of operation and a fascinating web, a network of sorts, that affects all of us involved in outdoor recreation. As an example, we on university campuses are affected by the Association of Experiential Education when they produce a "Peer Practices" document. We are affected by the Wilderness Education Association as their curriculum is adopted or rejected by campuses, organizations, and/or individuals across the country. The American Camping Association , American Canoe Association, American Alpine Club, and, in fact, all organized groups who suggest standards, affect how we operate. The resource management agencies, the legislative bodies and the judicial systems have heavy impact upon our program operation.

The significance of the role of academic departments in outdoor leadership development and other areas of outdoor recreation concerns will be determined with time. We should, in the meantime, remember our history and learn from it. All of us in the academic, student services, public, private, profit, non-profit, commercial and non-commercial sectors should seek trust, avoid jealousies, communicate our statements of goals, and be objective in terms of appropriate turf to tread.

The organizers of this conference are congratulated on their wisdom and efforts to bring us together for the purpose of sharing, discussing, and debating. The process will assist in producing strength, integrity, and continuity in outdoor recreation.

Postscript Note:

The primary concerns of conference attendees participating in this session were:

1. Graduates from some outdoor recreation curricula are knowledgeable in areas of philosophy, principles, practices and theory--but they do not possess adequate activity skills;
2. "Block" scheduling is one attempt to help reduce this problem; and,
3. Students need practical application opportunities during their academic program.

# LEADERSHIP AND COOPERATIVE ADVENTURE PROGRAMS

by

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*"Cooperative leadership" is not a contradiction in terms. Cooperative adventure, like any creative group process, contains elements of structure and power, and the way these elements are used to influence group process is what makes up leadership.*

*By developing a well-defined philosophy of cooperative adventure leadership, leadership role models, and a greater awareness of leadership and cooperative group process among program users, we can significantly enhance the quality of experience for activity initiators and participants in cooperative adventure type programs.*

PROPOSAL

By developing and promoting a well-defined philosophy of cooperative adventure leadership, we can significantly enhance cooperative adventure programs and activities.

Definition of Terms: Cooperative Adventure

Cooperative adventure is an idea that appears to have been interpreted in a multitude of ways during its growth in acceptance as a program style over the past fifteen years. For the purpose of discussion, allow me to submit my own, admittedly limited, interpretation of this concept.

Cooperative adventure is a creative group process that functions without a formally recognized group leader. It is a process where people express their own needs and support each other's needs. It is a process where everyone takes responsibility for making the adventure happens, becoming actively involved in the planning, decision-making, problem solving, and work the activity requires. It is a process where people share resources such as skills, equipment, knowledge, experience, food, etc.

Cooperative adventure provides those who become involved with unique opportunities for personal growth, development of community and friendships, and personal connection with the natural world. Individual abilities and power are increased through the combined resources of the group (people are capable of accomplishing things as a group they could never have accomplished on their own). There is positive reinforcement for values like taking responsibility, cooperating, and sharing.

The greater the participant involvement in creating a cooperative adventure, the greater the potential impact and value of that experience.

Over the years, I have witnessed (or, on occasion, have helped generate) a number of misconceptions concerning the nature of cooperative adventure. The classic misconception is that cooperative adventure is a unstructured, spontaneous, and leaderless style of adventure where everyone has an equal voice and "goes with the flow." On the contrary, a cooperative adventure will generate a very definite structure; it need not always be egalitarian or democratic, and it is certainly not without its leaders.

## Definition of Terms: Leadership

The word "control," like the words "power" and "structure," is often viewed negatively when used in context with words like "cooperation" and "cooperative adventuring"--as if these concepts are mutually exclusive. Yet elements of control, power, and structure are a fact of life in every creative group process, no matter how democratic or laissez-faire it might be. Once past narrow and stereotypical connotations, we can see these elements for what they really are--potent, yet objective, variables in the creative group process. They can be used for cooperation as well as domination, facilitation as well as manipulation, for opening up rather than restricting.

"Leadership" is no more than the management of these variables in creative group processes. Yet it, too, is often treated as taboo by cooperative adventure programs, as if the integrity of their philosophies is threatened by the mere mention of the word. Leadership exists in every creative group process. It is any act of initiative taken to influence group process. It can dominate or facilitate. It can be controlled by one individual for long periods of time, shared by many for a short period of time, or any gradation between these extremes. It can be rigid and institutionalized or flexible and constantly evolving. By understanding leadership, we can more successfully participate in creative group processes, and, particularly, cooperative group processes.

## Examples of Leadership Action in a Group Setting

* Setting a goal.
* Identifying needs.

* Devising a plan.
* Identifying a problem.
* Presenting options or alternatives.
* Defining how decisions can or will be made.
* Asking other people's opinions.
* Requesting advice.
* Calling for a vote.
* Establishing consensus.
* Keeping discussions focused/on track.
* Collecting and organizing information for discussion.
* Delegating responsibility.
* Making a decision.
* Promoting an issue or concern.
* Initiating the introduction of people to each other.
* Negotiating changes in plans.
* Arbitrating a debate or difference of opinion.

Some Problems That Can Arise on Cooperative Adventures

* Confusion when everybody's idea about what cooperation means turns out to be different.
* Disappointment when the trip turns out to be less challenging than expected; anxiety when the trip turns out more challenging than expected.
* Resistance when the trip turns out to require more work than expected.
* Withdrawal or resistance when decisions are being made in a way people are not prepared for.
* Frustration when most of the responsibility for the trip seems to fall into the unwilling trip initiator's lap.
* Impatience when the group can't seem to make a decision without hours of haggling.
* Frustration when the group seems to take forever to get anything done.
* Conflict when an individual attempts to dominate or manipulate an unwilling group.
* Conflict arising out of irreconcilable differences of opinion.
* Resentment when people insist on telling other people how to do their job.
* Personality conflicts.
* All kinds of problems when people ignore or break contracts or agreements.
* Confusion and distress when individuals or factions develop different or conflicting goals in the middle of the trip.
* Alienation when a group remains isolated from each other throughout the trip.
* Disenchantment with the cooperative adventure process when interpersonal bummers ruin an otherwise fine trip.

Why A Philosophy of Leadership?

My suggestion is that we attempt to make our program participants more aware of what can and does happen on cooperative adventures, and what can be done to control the variables in this process so that it best meets their purposes in participating.

General information about the process and benefits of cooperative adventures appears readily available. There is a good deal said about sharing resources, taking responsibility, and becoming involved in decision-making, but little about the inherent problems that make taking these actions difficult. There are very few <u>specifics</u> about how the cooperative adventuring process actually works, or how participants can become actively involved in making it work. It sometimes seems a faith exists that there is a magic about the combination of well-intentioned people, adventure, and the wilderness that automatically produces successful cooperative adventures. Ten years of experience in our outdoor program have proven that faith ill-advised, and that, particularly on extended or difficult outings, such faith can lead to frustration, disappointment, and occasionally, downright lousy experiences.

It is the "cooperative" variable, in "well-intentioned" people that most often interfere with the magic of cooperative wilderness adventures. A great variety of people are attracted to cooperative adventures for a variety of reasons. For some, a "cooperative outing" is nothing more than an inexpensive, laid-back trip. The idea of sharing goes no further than carpool, food, and other group expenses. Others come to cooperative trips with very clearly defined ideas about where they are and are not willing to cooperate. Many become involved with only a vague notion of what they're getting into, not discovering if and how they want to be involved until the process is already underway. This variety of attitudes can lead to a real shock for some unsuspecting trip initiator who suddenly finds the unwanted bulk of trip logistical and decision-making responsibility dumped into his or her lap.

These are some of the more obvious, and perhaps, cynical examples of attitudes about cooperation that people bring with them on these adventures. They represent only a portion of the great range of dispositions towards participation that occur on cooperative trips. For a cooperative trip to be successful, there must be significant agreement about and commitment to its cooperative nature. The process, however, of obtaining this understanding, agreement, and commitment is neither obvious nor simple for most cooperative trip participants.

On many outings, particularly where beginners and intermediates are involved, participants may want to take part in the decision-making, problem solving, and other key responsibilities of the trip, but lack the confidence, experience, or skill to take on a significant role. When this is the case, those who are most confident, skilled, and able tend to be pushed into traditional leadership roles, making decisions for and giving direction to the group. When either type of participant, experienced or inexperienced, skilled or unskilled, fails to grasp the nature and implications of the relationships that may develop among them, the potential for a great variety of interpersonal, group, and even safety problems is established.

One of the principle values of cooperative adventure is that it provides those who participate with the opportunity to actively share in the creation of their own experience. The greater the involvement in this creative process, the greater the impact and value of the experience. By providing an invitation to and connecting point for cooperative adventure and little more, we leave a lot to luck and can be increasing the potential for disappointment and counter-productive experience. There are several ways we can expand opportunities for involvement, promote and develop the ability to become involved, and reduce the numbers of people who fail to achieve their goals in their adventures. These involve demystification of the processes of cooperative involvement and leadership and include: making available methods for planning, communicating, coordinating, group problem-solving, decision-making, etc.; by discussion of the kinds of relationships and respnsibilities that develop between people on cooperative adventures; by identifying potential problems and possible solutions.

Cooperative wilderness adventure can be a powerful medium for personal growth, the development of community, and connection with the natural world. But there is nothing automatic or simple about creating such an experience. Like all things of value, there are needs which must be understood, problems which must be solved, and sacrifices which must be made before it can begin to occur. By developing and promoting a well-defined philosophy of cooperative adventure leadership, we can create an awareness that can significantly enhance the participant involvement, probability of success, and potential impact of the programs and activities we facilitate.

## Definition of Terms: A Philosophy of Cooperative Adventure Leadership

A philosophy of cooperative adventure leadership is simply the recognition of the values of this particular style of activity, the elements that exist in this creative group process, problems and obstacles that may occur, and tools and strategies that work (and those that don't work) in pursuing the good things that this ideal offers.

The following is a list of some of the more significant elements of cooperative adventure leadership:

A. Self-Knowledge

1. What do I want to do?
2. What do I want to get out of it?
3. How will I share this experience (responsibilities)?
4. How should decisions be made?

B. Communications

1. Giving clear information
2. Listening
3. Checking for understanding or consensus

C. Knowing Group Character

1. Resources
2. Needs, strengths, weaknesses
3. How might group character affect trip character?

D. Planning

1. Defining goals
2. Defining needs
3. Defining trip processes
4. Negotiating consensus on trip process

E. Introduction

Open the door to group interaction in the creation of the adventure.

F. Focusing

. . . of the group energy and attention on the needs or issues at hand.

G. Problem Solving

1. Identifying problems
2. Analyzing and brainstorming solutions

H. Decision Making

Autocratic - Democratic - Barter - Negotiation - Consensus. How and when will which styles be used by whom?

I. Coordination

1. Trip logistics, nuts and bolts
2. Define and interpret "cooperative trip contract"
3. Implement, arbitrate, and, if necessary, renegotiate trip goals and/or contract

<u>Some Strategies for Developing and Promoting Cooperative Leadership Awareness</u>

1. First, take the time to define your own philosophy of cooperative leadership.

2. Make it an issue. Bring it up for discussion with people active in your program, in the center, on trips, whatever.
3. Consider yourself and staff role models for this philosophy, and make sure your philosophy becomes an integral part of the way you run your center, classes, outings, activities, and your program in general.

4. Make books, articles, and other literature available at your center.

5. Write articles in your program's publications or campus papers.

6. Write up a concise version of your philosophy of leadership and make it available at your center.

7. Develop events around it:

   (a) A cooperative leadership orientation or course. It could be focused on staff, volunteers, high-action participants, or the general program user population.

   (b) A round table discussion or seminar involving any or all of the above populations.

   (c) Lecture/seminar by special guests: representatives from other programs, campus experts (departments of psychology, recreation, business management, etc.)

8. Build it in as an integral element in any skills training you may do.

# ACCESS TO PUBLIC LAND: PERMITS AND PROHIBITIONS

by

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*Permits are required for group use of public lands. The various types of permits are briefly reviewed.*

Outdoor programs are influenced by their ability to use public land for recreational purposes. There are a variety of permit systems which greatly influence whether programs are successful or even possible. They include:

Federal Wilderness Permits - These are normally issued by the Forest Service. They have been in use for many years. They generally do not hinder use but do specify regulations for a given area. Many wilderness areas have dropped such systems in recent years. They are usually issued at a self-registration box at the trailhead or by mail in person.

National Park Permits - The Park Service issues permits for almost all backcountry use in each area. They are usually free but in high use areas may be rationed. They specify conditions of use and park regulations. They are issued on site but may be received through the mail in some cases.

State River Permits - Issued by all of the federal agencies to control numbers and impact on river corridors. Some are issued on a reservation basis, first come first served. Many are issued on a lottery basis. These systems usually allocate portions of the river use to commercial outfitters who then sell space to folks who want a guided trip. Those who choose this option have a great deal of flexibility in when and where they can go. Those who have to go through the lottery (usually college outdoor groups), have no flexibility, and, in fact, the odds are stacked against getting on the river.

Institutional and Semi-Public Outfitting Permits - The U.S. Forest Service may require organized groups to apply for special permits. These permits would be required regardless of whether a fee, charge, or other consideration is collected from the participants. A fee may have to be paid to the government as well as indemnification of the U.S. Forest Service.

State Licensing - Idaho is one state where a license board determines who may conduct trips within the state. Activities licensed include hunting, fishing, all river activities and hazardous mountain excursions including cross-country skiing. Any of the above activities where there is a charge for participation, paid staff from whatever source, or bartering for services are subject to licensing. There are limits to the number of licenses or permits issued and in some cases access to outdoor areas may be limited unless the organization hires a state licensed outfitter for that area.

Commercial Outfitting Licenses & Special Use Permits - Any activity deemed commercial in intent (see above category for a description of Idaho) has to be licensed by states with such requirements and the federal land managing agency for the area travelled. Requirements such as insurance, bonding, and specific training must be fulfilled by the organization conducting such trips.

**AN UNCOMMON ADVENTURE**

by

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*"An Uncommon Adventure" draws a line of distinction between common adventure and cooperative adventure programming and asserts that common adventure programming cannot be institutionalized to meet staff needs for program success. Most outdoor programs offer cooperative adventure approaches because it is easier to control, but does bring the potential of increased liability. Suggests staff should evaluate their operating style and take necessary precautions for non-common adventure programs. A mix of options may best meet the needs of all participants.*

In the late 60's Gary Grimm of the University of Oregon Outdoor Program brought forth a new idea in outdoor leadership. The common adventure concept emerged as an alternative to authoritarian modes of leadership. Grimm surmised that most activity in the outdoors was of this type; essentially friends getting together with shared responsibility for an outdoor adventure. What they shared were common interests, responsibility, and often equal levels of skill. No formal leadership responsibilities were given to any one member of the group.

While such activity may have been prevalent, Grimm realized that some people may be hindered by a lack of ideas, information, equipment resources, physical skills, or friends with similar interests. Outdoor programs could fill that void by offering a forum where resources could be shared and common adventures initiated.

The advantage to outdoor programs fostering common adventures is obvious: outdoor activity would flourish with a minimum of hassle. Trip initiation would not be limited by the number of "official" trip leaders or formally organized trips. Program and individual liability would be lessened because participants would be running their own trips, not placing reliance and responsibility on one leader or organization.

The disadvantage to a common adventure approach is primarily the difficulty in program staff assuring a minimum level of activity will be taking place at any one time within the program. Participants may also have valid reasons for avoiding trip initiation under such a system. These include:

--Lack of understanding of the system or a lack of confidence in their ability to initiate a trip under such a system.
--Lack of physical skills or fear of attracting others who may be more highly skilled, possibly disrupting the objectives of the trip.
--Lack of personal transportation or other resources to make the trip happen.
--Fear of getting a "turkey" or other non-conforming person on a trip and having to take responsibility for that person.
--Concern over personal liability.
--No need to initiate trips through the program by individuals who have their own friends, skills, and equipment.

Some potential participants may express dissatisfaction with the common adventure system because they perceive the role of paid program staff to provide leadership in the outdoors. They may wish a more structured approach or other organizational support. They may argue that paid program staff have advanced skills as a result of their employment and should be willing to organize trips and lead them.

With any of these disadvantages of common adventure, programs may experience lower levels of activity than desired. Programs which rely on this leadership approach solely may have regular concerns over a lack of volunteer trip initiation. The institutional needs of programs are not the same needs as those of volunteer trip initiators. Program staff may wish to publish a detailed listing of outdoor trips and activities taking place over a semester. Getting commitments from volunteer initiators far in advance of trip departures may be a problem. Initiators may not wish to schedule their time that far in advance, and there is always the problem of planning around the weather and school schedules. Without advance information staff may not be able to effectively inform potential participants of upcoming trips. This may, in turn, lead to lower participation. Those with experience in common adventure programming can relate to the problem in telling a participant that "Yes, we will probably have some rock climbing this spring, but I cannot tell you when or where it will go. Can you check back in a month or so?" In summary, while common adventure programming has many advantages in the outdoors, it may be difficult to advertise and organize within a program. Much like any volunteer activity, the program staff is at the mercy of people's whims.

Common adventure trip initiation can be distinguished from other forms of leadership through the following factors:

1. Cost are equally shared. Initiators are not getting paid or receiving benefits for organizing the trip. Each person's cost may be different because of equipment already owned by that individuals, but cooperative costs such as transportation tend to be equal. Costly trips, because of expensive advertising or other overhead, probably are not common adventure in nature. This is because such expenses are usually originated and funded through program sponsorship. The key element is who initiated the cost of overhead, the participant or the program staff?
2. Skill level of participants must be relatively equal. A staff member who has a high degree of skill in relation to other participants cannot dodge all responsibility simply because he is acting as a volunteer in that case. A recent court case affirmed this principle. Highly skilled staff members who volunteer to initiate trips cannot be held to a standard less than a professional if they normally get paid to conduct such activities. On instructional trips there is an obvious setting up of roles between skilled instructors and unskilled participants. Instructional trips generally cannot be treated as common adventure.
3. All participants should have a shared responsibility for the success of a trip. Even though some individuals may have greater ability and interest in directing the group, those who have lesser ability have an equal say in the trip's outcome. Because of each participant's "common" status, no one may be blamed for trip failures.

It is apparent that common adventure trips do not need programs or organizational support to exist. They are very similar to the ride boards found on any campus. While programs can assist common adventure initiation through making resources available, programs do not benefit from those trips in the same way that participants do. It is very hard to measure program success and growth when trips are not dependent upon and controlled by program staff. Those staff who are insecure in their positions and wish to demonstrate how important their jobs are may attempt to artificially stimulate the common adventure process in order to increase trip offerings. This may be done through a number of incentives offered to trip initiators. These incentives range from secret "under the table" wages, to office jobs with the implied understanding that office employees will initiate trips on their own time. An approach that also is used is to withhold outdoor equipment that is owned by the program except to those who are initiating a common adventure trip. Those who desire to conduct a private trip (probably common adventure in nature) with only their close friends may have the choice of opening up the trip to others to get program equipment or to seek other sources of equipment outside the program. This is an unfortunate trade-off because those who ultimately leave the program take their interest and money elsewhere. Those who open their trip to others are then acting as agents of the program. They are "paid" for their trip initiation through access to equipment. Such trips are, of course, no longer common adventure in nature. The program and the individual initiator may then increase their liability and responsibility for participants.

There are really two different approaches that programs may take. If they wish to run a common adventure shop then they must live with the disadvantages of volunteerism to gain the advantage of limited liability. Those program staff who tinker with the common adventure system must realize that they are increasing their liability for the benefit of increased trip offerings. One cannot have it both ways. Those choosing the latter way should be advised that the courts will hold them to a higher standard in the conduct of activities. As a result, staff may have to take action to make sure trip initiators are really competent and that program-supplied equipment is in good repair. If staff are already taking such actions, it is good evidence that they are controlling the outcome of trips, and, therefore, the trips could hardly be labelled common adventure.

It is my observation that most all programs are really offering what could be termed cooperative adventure. These are cooperative trips which function in the field like common adventure trips but are organized and initiated through paid staff or incentive-led volunteers. What this means is that most trips have the potential of bringing liability back onto the program and school or individual staff. Simply calling activity "common adventure" does not make it so. Staff who recognize their part in planning and controlling activities must then make sure things are done in a non-negligent manner. There is nothing wrong with operating in this manner, it merely requires a recognition that common adventurism cannot be all things to all programs.

Such cooperative adventure approaches seem to be a dominant method of conducting business through most outdoor programs. This is because many participants actually seek that form of programming, and it best meets their ends. Not everyone wants to run their own trips, and many students and others desire competent instruction, effective organization, and greater guarantees of positive trip outcome. The number of commercial outdoor schools and guide services attest to the fact that many people seek a more professional approach--which isn't to say that volunteer-led common adventure trips are not well run. It means that people often expect to get what they pay for. Free, informal trips may appear amateurish, even if they are not.

Because individuals may seek more formalized experience and program staff have an easier time scheduling and advertising them, it may be appropriate for outdoor programs to offer a program "mix." Programs offering such an approach would have common adventure programs originating as interest dictated, with more formal instructional and cooperative trips rounding out the schedule. This approach might serve more individuals.

Many of us feel that common adventure trips have the highest potential for personal enjoyment of any leadership method.

Participants gain more when they are responsible for putting the package together. But it should also be recognized that individuals have to be trained to function within such a system. Education in this country does not often give individuals the incentives and encouragement to work without guidance from above. Beginners, in particular, need to learn skills before they will feel comfortable organizing with a bunch of strangers. One has a hard time evaluating the competencies of others if one is less competent to begin with.

Program staff may wish to evaluate their trip offerings to determine if specific actions need to be taken. If participants and initiators have a "common" relationship, then no action may be necessary. If the relationship is fostered through programmatic incentive, staff should re-evaluate their liability stance and either provide the guarantees to make trips safe or refrain from controlling initiators altogether. They may also choose to do both and so provide a mix of options to suit the greatest possible range of interests.

# BEYOND OUTDOOR RECREATION

by

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*Outdoor recreation programs introduce people to the outdoors, thereby increasing pressure on resources. Program leaders should consider the future of the resource and the participant by seeking ways to influence lifestyle. This may be done by avoidance of excessive equipment and by complementing outdoor adventure activities with related activities, such as the leraning of homesteading skills. The goal should be the long-term maintenance and enhancement of the program participant's life.*

There are many outdoor recreation programs across North America offering such activities as backpacking, canoeing, kayaking, climbing, caving, wilderness travel and the like. The recognized values of such activities are adventure, challenge, physical and mental demands requiring self-control of a high nature, personal growth and satisfaction, the dealing with stress and fear, and increased environmental perception.

The offering of outdoor activities, like the ones mentioned, has a lot of implications. The participants experience some measure of unique outdoor values. The environment gains advocates who provide physical, moral and financial support. This is exhibited in a wide variety of conservation groups, large scale cleanups (i.e., Lower Salmon River, Mount McKinley) and the small-scale efforts of individuals who pick up trailside litter.

Unfortunately, there are negative aspects connected with offering outdoor experiences that are often ignored or denied. The major one is that we encourage more people to be "out there." We actually create more "users" than there would be without our offerings. Many future hikers, climbers, and canoeists will get their introduction and basic skills through our activities. This exerts pressure on our resources. Environmental degradation caused by outdoor recreationists is quite evident on overused trails, caves, cliffs and river banks.

I am not suggesting that we should not offer outdoor programs. Through education and various types of legal controls, the environment can be protected and attitudes (about use and ethics) can be influenced. Regardless, we are still responsible for increasing pressure on the environment we love, and this at a time when there is less money available to manage and maintain outdoor recreation areas.

In light of this, we must have a view to the future. This must include our responsibility for protecting the environment through the educating and influencing of participants in our programs. Our views, at present, expressed in program goals and objectives, are too shallow. They concentrate on the values expressed in the first paragraph. Our views should include influencing the lifestyles of participants as well as their outdoor behavior, skills and attitudes.

What am I referring to by lifestyle? It's the complete picture of how we live, where we live, what we eat, what we buy and our philosophy of living.

Some outdoor programmers may think it is inappropriate for us to be concerned with influencing lifestyles, or that it's an impossible task. I don't believe it's either inappropriate or impossible. If we want to do something more significant or long-lasting with our programs, we have to go beyond offering just activities. We must influence the consumption of leisure goods and philosophies of life of clients.

I know from personal observation and experience that we all are more than just purveyors of outdoor experiences. All of us are educators, in a sense, because our "students" want to learn as well as partake of our activities. If they were completely confident and competent, they would be out by themselves or sharing the leadership of their own groups. As it is, they look up to us, to our knowledge, judgment, skills, philosophies and lifestyles. We educate and influence them by our positions of leadership, if in no other way. As such, we need to take advantage of our positions to instill responsibility in living.

One perceived aspect of our occupations and lifestyles is that of freedom. We appear to have more freedom than people in business or industry. We believe this ourselves; we have a "Freedom of the Hills" outlook. Our students pick this up from us as they're around us without our making an effort to portray this. But, freedom is in Lifestyle, not just when we're out canoeing, climbing or caving. We might feel the "freest" when we're out, but the reality is that we have to return. We have to come down, up or out and cool off or dry off and return to responsibilities, debts, social/personal/professional pressures, broken appliances, bald tires, etc., etc.

We tend to look at freedom in spatial terms with the "great outdoors" being the place for real freedom. The daily responsibilities of home and job impose constraints that are not present in the outdoors. We travel over familiar routes at home, with work to be done along the way; while in outdoor space, we explore and go wherever we wish without obligation.

A more accurate view of freedom might be in terms of Time.

The normal round of activity fills our time with obligations that attend debts, personal relationships and other responsibilities. We spend the majority of our time dealing with "life" and a relatively small amount of it enjoying freedom. So perhaps we might do the greatest service in our outdoor programming by putting our emphasis on managing lifestyle rather than on the escape of outdoor recreation.

In words, we spend the majority of our time dealing with "life," and a relatively small amount of it enjoying the supposed freedom. It makes more sense to put our emphasis on managing our lifestyle and worrying less about escaping to the wilderness.

What we, the outdoor professionals, are doing is providing the training for "escape" from the real world. I don't see anything wrong with that; in fact, that's one of the basic services and attractions of recreation. My point is that we can do so much more of substance than we are doing now, if we influence lifestyles.

So, we have a problem here. We're creating and teaching outdoor users, but we're not going far enough. There are <u>some</u> examples of going beyond programs to lifestyle, such as the Outward Bound practice at some of their schools of having a group goat garroting. This is done to enhance the welding of groups together and to dramatize responsibility for actions (and maybe to create vegetarians and justify all the cheese and soybeans they eat during the course).

Some leaders of outdoor programs that I've talked to are not in agreement that programs should extend into personal lives. I contend that they do whether we like it or not. Therefore, we had better "go for it." Actually, the goals of many of our more "prestigious" programs (Project Adventure, Outward Bound, NOIS, WEA) extend to influencing the personal lives of participants.

A major factor in influencing lifestyles deals with consumption "or unconsidered consumerism." We encourage people to enjoy the outdoors and to get in touch with nature, but we don't really encourage them to be discriminating when they get outfitted (especially with high-tech equipment and clothing). I don't want to appear as an ascetic or hypocrite, because I wear pile, Thinsulate Gore-tex, Sontique and Qualofill and even have an Early Winters Last Watch. I do, though, believe in simplicity and function and the replacement of gear with technique. We can help our charges by encouraging them to make considered buys of gear and avoiding non-functional impulse buys. The students should recognize that their consumption is related to environmental conditions. Plastics, nylon and other synthetics come from non-renewable resources and affect our ecosystem. It's shallow thinking to ignore these facts.

There's also the tendency to replace technique with equipment. Consider the terrific skills and knowledge of the mountain men in the Rockies, Smokies, Cascades and Sierras and their "primitive" gear (at least by our standards). We all know climbing equipment freaks that have EB's, big racks complete with Friends, etc., and can't lead 5.5.

Another factor about unconsidered consumption is the often distracting or insulating effect that high-tech clothing and gear has between the environment and the participant. It's very easy to fuss over and worry about your "goodies" so much that you forget to look around and feel and enjoy.

I'm not down on all "high-tech" gear. It has its place, but that's just not every place. On big mountains the challenge and magnitude of the venture overshadows man's attempt to conquer with just gear. We all know that it takes a lot more than that.

What do you suppose many of our revered environmental and wilderness loving idols would have thought of the Early Winters type catalog? Would John Muir have bought a "Kitchen in a Pouch" or Enos Mills (Colorado), Norman Clyde (Sierras), Bob Marshall (Alaska & NW) or Thoreau raved over the 28 oz Calypso Backpacking Guitar or space age "Sixpacker?" My guess is that they would wonder if we weren't losing as much or more than we're gaining.

I feel that we have a responsibility in our programs to educate the outdoor consumers we're creating. A good example of this is in a basic climbing class at Montana State. Typically, students ask what they should buy to get started in climbing. I advise what I consider a safe minimum, and not to get everything at first. I tell them to concentrate and work on technique and to buy the extras as their skills increase.

There are other factors concerning the influencing of lifestyles. What happens to our program participants in the future as they gain too many responsibilities or too many years to do much climbing, kayaking, caving or extended wilderness trips? How do we prepare our participants for the distant future? Or, can we or should we? Do we just take them out, let them have fun and that's it? Or, as I believe, can we actually do something for them for the long term? Many of our activities are for younger or non-disabled bodies. The number of older, very active people, like Fritz Weisner, who in his 80's still climbs 5.9, is pretty small. We need to look at our programs and individual activities for their potential for enhancing the lives of all people--elderly, handicapped or limited due to environment. We need to explore program alternatives and modifications following the excellent example of C. W. HOG.

The concept of substitution becomes important here. There are activities that are complementary to most other activities in terms of what a person gets out of them. They may not duplicate the values received exactly, but often are better for that participant's evolving situation. An example might be the substitution of cross-country skiing for alpine due to leisure or economic changes in a person's situation. It could be the opposite due to increased income or physical disability limiting cross-country movement.

I've been an active outdoor recreationist since 1958. Through much of this time I've also been a professional observer of the changes in trends, fads, activities and equipment. I've seen myself and others change pursuits for various physical, mental and logistical reasons. I find that although my enj yment of climbing, canoeing and the like is as intense as ever, there are other unexpected activities that give me many of the same feelings. These are activities that I originally would not have realized would be compatible or complementary or "substitutable" with the ones I've been involved with.

In the analysis of this, a relationship appears. There is a way to add to our programs and make them more complete, diversified and future/lifestyle oriented. There are activities related to lifestyle, environment, philosophy, attitude ad physical demand that have the same values of challenge, adventure, satisfaction, etc., as the more traditional outdoor recreation activities.

The types of activities I mean are, for example, "Homesteading Skills." These involve construction of cabins, hunting, fishing, raising livestock, horsemanship, packing, gardening, woodcutting, butchering and beekeeping. The homesteading or self-reliant lifestyle is a more "complete" experience than say rock climbing or backpacking. It is definitely lifestyle oriented as opposed to activity based. Yet, many of the same values are found in both. Other areas to consider are Habitat Management (for plants and animals) and Stream or Land Reclamation.

The same mentality exists in mountain men and mountaineers, homesteaders and rafters, and climbers and log cabin builders. Perhaps you remember Robin Smith who solo sailed around the world in the "Dove." He now is married, has children and is building a "homestead" in the Northwest.

I am suggesting that outdoor recreation programmers consider offering complementary self-reliant oriented programs whenever possible. These programs will address their regular clientele needs in other than traditional ways. In other words, attempt more depth and diversity for the future. A basic ecological principle is that diversity in an ecosystem equals strength. This is true for our profession also.

I am not suggesting that all of us get into teaching all of the topics I mentioned. It's not that difficult to arrange workshops occasionally on any of those topics or even to sponsor a "Homestead Week" where participants are exposed to the concept. Another way of exposure is to make arrangements to visit simple alternative living sites when you're on trips. Some scouting around on your pre-trip run will turn up some places. Many of these topics already are being taught at your schools. All it takes from you is some coordination for a multi-disciplinary effort.

When I think of the complete outdoors person, I think of John Colter or William Sublette or the many men who lived in the west whose security was in their ability, skills and judgment (not in their equipment). That is the kind of attitude I would like to see developed in our programs.

For the healthy future of our profession we should consider doing the following:

1) Take a close look at our program goals and objectives. Do they provide for the future? Is there sufficient depth? Are they addressing the influencing of lifestyles?

2) How can we manipulate our offerings to include some other activities, workshops, and trips to accomplish our goals? What non-traditional resources are available?

The rewards of broadening our vision to include the future and the lifestyles of our participants can be great. They can mean the return of values being lost through increasing consumption and the resulting loss of truly meaningful living skills.

## PART III

### OUTDOOR RECREATION PROGRAMMING AND ITS ENVIRONMENT

The largest number of papers fall within this amorphous third category. Many, perhaps most, of the people who came to Bozeman did so to find out what other similarly interested people were doing and how they were going about it. They hoped to go home with ideas that would enhance their outdoor programming work, and most people probably attained this goal.

The conference group brought together "old timers" and people who recently joined the ranks of the outdoor recreation programmers. Many participants were students. Ron Watters' essay puts the efforts of the former into perspective and informs the newcomers of the background of the movement of which they are now a part. Most of the people in attendance in Bozeman were associated with college and university outdoor programs, and while Watters revealed that such programs have been around for almost twenty years, other papers indicated that the same problems faced by the initial programmers are still present.

Legal liability, financing, communication, conflict resolution and risk management are problems that all outdoor programs must confront. Papers here help define these problems and provide some "nuts and bolts" help with them. Others point out the need for continuous sharing and communication between programs for a steady flow of ideas and information.

The environment used by outdoor recreation programs is of concern to other contributors. It is a limited resource, a renewable resource demanding care and attention by users and the federal managers who control it. Condition of outdoor recreation resources and access to them will affect the quality of most programs and outdoor experiences. Conference participants were urged to play an active role in maintaining and improving the resources upon which they depend.

# THE CHALLENGE OF WILDERNESS MANAGEMENT*

by

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*Growth of use of wild places has roughly paralleled growth of outdoor programming. Designated wilderness has increased during this period of growth, while the extent of "wildland" has shrunk. The expectation is that demand for the wilderness experience will increase in future, while the resource will continue to shrink. This situation poses a challenge. Creative, effective wilderness management will be necessary if the resource quality is to remain high. Yet today wilderness management is generally inadequate. Agencies are not funded for it. Environmental groups tend mostly the necessary task of preserving what wild country remains unprotected. Inadequate study and thought is given to solving management problems. This session looks at this problem area, seeking direction.*

The problem I wish to address is that of sustaining and "managing" for the long term one of the central resources for outdoor recreation programming--wilderness. The topic seems appropriate for this meeting because many of the programs represented here conduct their activities in wilderness environments. They depend on such environments for many of the qualities of the experiences that they promote. Most outdoor recreation leaders would agree that there is a scale of quality in outdoor recreation experience, and that wilderness is the setting for the experiences of highest quality. Thus, if there is a serious threat to wilderness, it is also a threat to the most prized and sought after of outdoor recreation experience.

*Note: Koma Kulshan: The Story of Mt. Baker, by John C. Miles, was recently released. It is available from The Mountaineers, 306 Second Avenue West, Seattle, Washington, 98119.

There is a threat to wilderness, and it is simply that wild country in the United States is being loved to death. Wild country is being damaged by too many users and by some users who are unwilling to behave themselves properly in wild areas that are ecologically fragile. A dimension of the problem is that those who should be concerned about wilderness management are too busy with other tasks to pay much attention to difficulties emerging in existing designated wilderness. Environmental groups are bent on assuring that more and more de facto wilderness is protected by congressional establishment of wilderness under provision of the Wilderness Act of 1964. They cannot be faulted for this, for the last remnants of unprotected wilderness are shrinking, and there will not be another opportunity for protection. yet, it may soon be too late as well to correct serious problems that are developing in many wilderness areas.

The main difficulty seems to be that we wilderness preservationists have not thought enough about long-term management of our resource. And what a resource it is! In September of 1983, the Sierra Club published a summary of the National Wilderness Preservation System.[1] At that time there were 269 wilderness areas in the system. The largest was Wrangell-St. Elias in Alaska with 8,700,000 acres, the smallest a mere six acres at Pelican Island in Florida. Total acreage in the Wilderness Preservation System was 79,807,600 acres, or 3.4% of the land area of the United States. Since these figures were compiled, several more wilderness bills have been passed by Congress, adding nearly 5,000,000 more acres to the system. Finally, bills aimed at protecting 4,238,270 acres have been introduced in Congress. If all should be approved (which is unlikely), then the system would total nearly 90,000,000 acres.

While more land is being placed within the National Wilderness Preservation System, more money is not being allocated to the management of the system.

An indicator of the problem of inadequate resources for management is the budget of the U.S. Forest Service. This agency managed 165 units of the NWPS with 25,252,800 acres as of January 30, 1983. The 1984 Forest Service budget reveals a[2] shift in priorities within the agency in the past four years. Funds for preparation of timber sales since the last non-Reagan budget (1980) are up 8%; for road construction, up 4%; for lumber company credit for road building, up 38%; for recreation and cultural resources, down 12%; for trail maintenance, down 43%. From 1980 to January 30, 1983, nearly nine million acres have been added to the lands to be managed by the Forest Service as wilderness. While the Forest Service wilderness acreage has increased by 36%, the budget for recreation and for trail maintenance has declined. Why is this? The reason may be indicated in a memo sent by John Crowell, Assistant Secretary of Agriculture for Natural Resources and Environment to the Chief of the Forest Service. Crowell, who oversees the Forest Service for the Reagan administration, warns the Chief that the multiple use policy may be "unduly impacting efficient use of priced resources."[3] Multiple use does include wilderness, but the value judgment about the primacy of "priced resources" certainly indicates where the priorities of the current administration are. No increases in funding for wilderness management seems likely from them.

So what do we need money for anyway? Perhaps now is the time to finally discuss some of the specific problems plaguing wilderness areas so that we can understand how money allocated to wilderness management might be used. A recent trip that I took with my wife to the Bridger Wilderness in Wyoming illustrates some of the problems. We were there in mid-September after the peak period of use had passed. Fall was coming on and snow dusted the high peaks of the Continental Divide. We observed several problems. Trails were in bad shape in places. Serious erosion was occurring in some spots. Trails were slowly spreading across alpine meadows as hikers unwilling to get mud on their boots walked parallel to the muddy rut made by previous travelers. In some meadows three and four grooves were worn across flat areas. Better trail maintenance might provide one good walking surface and reduce the trail spread.

At the trailhead various "rules of the backcountry" were posted. Backcountry visitors were asked not to camp within 200 feet of lakes and visitors were requested to minimize open fires in the high country. Both rules were blatantly ignored by the few parties we saw. Bonfires flared on the north shore of Island Lake, and there was evidence everywhere that the mystique of the campfire is still with us. We encountered one party of sixteen, an open violation of the twelve member party limit that is almost universal within the National Wilderness Preservation System. They were from an "outdoor leadership school" and should have known better, but apparently they did not. This large group, all in heavy mountain boots, made an obvious trail everywhere they went.

The trailhead sign warned us of *giardia*, which is a growing problem in wilderness areas throughout the West. Within one campsite, not far from the edge of a lake, we found human waste and toilet paper simply thrown on the ground--and this was a tough seven miles from trailhead where only the true wilderness buff should be! Several campsites were badly littered, some trash that of backpackers, other than of horsemen. Every other party we encountered included a dog. Hikers laughingly reported the wildlife-chasing prowess of their pets. At campsites, ditches ran all over the place. Most campsites were so heavily used that there was no vegetation in the site itself. All firewood had been stripped from trees. We even found a fresh bough bed, something rarely seen these days, the boughs stripped from an evergreen growing at over 10,000 feet!

Each of these problems alone, in an area as vast as the Bridger, seems not too serious. But taken together they reveal how the wilderness resource is slowly being degraded. There is need for considerable trail maintenance, even construction of good trails in alpine areas to reduce water and mud problems so that people will stay on one trail and not create many new ones. There is need for revegetation work in many places. Perhaps there is need for rustic toilets in some of the more heavily used spots. In particular, there is need for more and better information and for supervision of heavily used parts of the wilderness. There is some of all of this today, but not enough.

Several years ago, a student and I did a study of the climber impact problem in Grand Teton National Park.[4] Problems there were not dissimilar from the Bridger a few miles to the east. The once pure water of the Teton backcountry is now unfit for drinking without treatment. Unplanned and unmaintained trails have appeared on the approach routes to popular climbs causing erosion and loss of vegetation. Campsites on the fragile alpine ecosystem are now hard-packed abiotic clearings scattered in irregular fashion through the canyons. Popular campsites are filled to capacity throughout the summer, and it is not uncommon to have to wait in line at the start of the most popular climbing routes. There is no question among regular users of the Teton backcountry that many areas of the park have lost their wilderness character.

The reason for the problem is dramatically obvious. Today Grand Teton National Park experiences more climbers in one week during the busy part of the summer season than climbed in the Teton Range before the park was established in 1929. During July and August of 1981, the Park Service checked out 7,212 climbers in the park. In August, the rate was 142 per day. Over half of these climbers made their approaches through Garnet Canyon, and the uneven concentration of climbing in the park is illustrated by the fact that there were 1,349 attempts on the Middle and 2,067 attempts on the Grand Teton that year.

The cause of problems like these is more than sheer numbers. Still rooted in the minds of some users is the idea that wilderness is an endless resource to be conquered and used by the human population. It is difficult for climbers to make the transition from viewing the majestic Teton mountains as a timeless and indestructible resource to the ecological reality of its being a fragile and complex environment. Few climbers are aware that the small alpine flower hindering their use of a "thank God" hold might have taken thirteen years to mature to the flowering stage, as in the case of the moss campion. Or, that their desire to shave fifteen minutes off their descent time by short-cutting a trail may contribute to a scar in the side of the mountain that could take many years to heal. Presently there is no education program in the park aimed specifically at climbers to help them become aware of the consequences of their actions. They are "frontiersmen," beyond the reach of civilization, pitting their will and skill against nature. The problem of their impact has no place in their minds, even as it was absent from generations of true frontiersmen before them.

The problem is not that the managers of Teton National Park and the Bridger Wilderness do not perceive the problems. Most of them do. In the Tetons, there has long been recognition of the need for a comprehensive backcountry management plan that would reduce the amount of environmental impact caused by park visitors. Measures like prohibition of fires in the backcountry and campsite limitations have been taken. In the mid-1970's, park supervisors began to approach the problems of impact by hiring two backcountry rehabilitation technicians and coordinating YCC crews in the building of new trails and revegetation of overused areas. Meadows and lakeshores were designated as off-limits to overnight camping so that revegetation might occur, and in some places there was improvement. But recently the National Park Service has faced a tight budget in which roads and facility maintenance has taken priority over resource management in the funding process. Backcountry staff has been reduced, making enforcement of regulations difficult. The rehabilitation positions have been cut, and there is no longer a YCC to provide the inexpensive labor for various projects. Shifting priorities within the National Park Service, reflecting national policy, make its situation relative to wilderness management not unlike that of the Forest Service--management is reduced at a time when there has been an increase in NPS administered wilderness and increasing user pressure.

Do users themselves perceive a problem? We attempted to assess that in our Teton study by administering a questionnaire to climbers. The results indicated that climbers regarded the backcountry as impacted and overcrowded. They identified erosion, human waste pollution, and vegetation damage as the most serious impacts. When asked how they thought the impacts could be reduced, they overwhelmingly favored a program of minimum impact education.

So what is to be done? In the Teton case the climbers felt that the solution was education rather than restriction. The managers, on the other hand, did not think that education was a practical way of reducing impact. They did not believe that they could reach enough climbers with educational efforts to make a significant change in behavior and reduce the impact problem. They favored rehabilitation and user control, which they regarded as more reasonable for them, with the funding and time limitations of their situation. We concluded that an impasse was likely to result with the users favoring one approach and the managers another. Any program managers use will have to be acceptable to users if it is to work.

I conclude from all of this that there must be initiatives on several fronts:

Research--There is need for extensive research into how wildlands can be managed. This takes money, and funds are restricted, but they must be sought. The research should be carried out not only by the agencies themselves, as most is today, but by people outside the agencies, perhaps even by user groups. From July 23 to 26, 1985, there will be a national Wilderness Research Conference at Colorado State University in Fort Collins. It is in the interest of users to know what sort of research is being done and what should be done, so some of us should attend this conference.

Education--Unquestionably there is need for greater efforts to educate users about minimum impact wilderness travel. Outdoor Programs can play a special role in this, for they have access to large numbers of users and prospective users. A seminar on minimum impact should be a regular feature of outdoor program activity. A policy of all outdoor programs should be that their leaders (or "organizers" in the cooperative wilderness adventures system) be informed about good backcountry behavior and use nondirective ways of educating for this behavior at all times and especially in the field. Where possible, formal courses in wilderness recreation and management should be offered in institutions of higher education. A recent study of "wilderness-related education" revealed that quite a few courses dealing with wilderness are offered in American universities.[3] Two hundred and forty-two instructors responding to a survey taught 542 courses to nearly 8,000 students in each of 1981-82 and 1982-83. It is interesting to note, however, that while one-third of the courses had "wilderness appreciation and use" as their main objective, half that number focused on wilderness protection and management. More emphasis needs to be placed on the latter.

Politics--The figures cited earlier indicate that there is great need for political action for better wilderness management. The environmental lobby has been very successful in its efforts to create a National Wilderness Preservation System. That job is not complete, but it is now time to direct a significant proportion of the political energy to assure protection of wilderness resources. This is, unfortunately, going to take money. Money is required to do research, to educate users, to hire managers and to prepare specialists to deal with the unique challenges presented by wildlands. Money is necessary to revegetate, to build trails and to police the backcountry in order to deter those unwilling to police themselves from ruining it for everyone else.

Management--The rallying cry of the current administration has been to "get the government off the people's backs." For wilderness, this has meant less management. Wilderness permits have been discontinued in many units of the NWPS. Such permits may have been a nuisance to users, but they were a valuable source of information to managers. We need the information they provide.

Because we have less management now, I believe we will have more than we want in the future. The consequence of loosening controls will be more abuse, and more draconian measures will be required later to repair the damage.

Rather than resist management, we must insist on more of it. Some years ago, many of us attended a conference at Timberline Lodge on Mount Hood in Oregon. The title of the meeting was "Wilderness and Individual Freedom." There was much anti-management rhetoric--the wilderness is the last bastion of freedom and so forth. But we may have to limit freedom in the long-term interest. The price of more freedom now may be far too little in the future.

<u>Cooperation</u>--Finally, we must have cooperation between all parties involved with the wilderness. We may have bones to pick with managers and with horse people, for instance, but we must recognize that we all are dependent upon the same resource base. We must work together. The managers are beleaguered by greatly increasing demand for wilderness recreation, by the difficulties of managing more area with less resources, by priorities set by politicians in Washington who have no knowledge of conditions in the field. They need to be watched carefully to see that they work in the interest of the land and of its users, but they need support as well.

John Muir wrote that "There is a love of wild nature in everybody, an ancient mother-love ever showing itself whether recognized or not, and however covered by cares and duties." He seems to have been correct in this view if the numbers thronging into wildlands are any indicator. We, who are outdoor recreation programmers, who help people go outdoors, have a responsibility to take the long view of our outdoor recreation resources. We must work for their preservation in every way possible so that many generations can "Climb the mountains and get their good tidings," as John Muir also said. If we do not, then who will?

## ENDNOTES

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[3] Ibid, p. 245.

[4] Randy Harrington and John Miles, "The Climber Impact Problem in Grand Teton National Park," Mazama, 65 (1983).

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HISTORICAL PERSPECTIVES OF OUTDOOR AND WILDERNESS RECREATION PROGRAMMING IN THE UNITED STATES*

by

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*Beginning with the influences of western expansionalism, the history of outdoor programming development is traced. Modern concepts of outdoor education originate with Kurt Hahn in Great Britain and were influenced in the United States by two well-known mountaineers, Paul Petzoldt and Willi Unsoeld. An important departure in the philosophy of outdoor programming--and a major topic of discussion in this paper--occurred in the late 60's with the advent of common adventure programs. The success of common adventurism is likely due to the national mood and receptiveness of college-age youth of the period. The paper concludes with the suggestion that the future trends in outdoor programming will be partially formed by legal interpretations.*

To understand the changes that have occurred through the years with respect to outdoor recreation programming, it is helpful to go back in American history. Current day thought on outdoor recreation has its roots in western expansionism and settling of the frontier. The American frontier presented a formidable challenge to the early settlers who attempted to clear lands and forge a living. The imposing hardships of untamed country, climate, and illness took a heavy toll. Those who weren't strong individuals either hardened to the demands or perished. It was this breed of "rugged individuals" and their sense of pride as the land was cultivated and towns and cities

*Note: This paper is a chapter from Outdoor Programming Manual. The full manual is available from the ISU Outdoor Program, Box 8118, ISU, Pocatello, Idaho, 83209.

grew out of the wilderness, which provided the growing nation with a source of national character and strength.

As the wilderness, however, was pushed back farther and farther, American attitudes about wild country began to change. In the scholarly work, Wilderness and the American Mind, Roderick Nash looked closely at American attitudes to wilderness. Nash observes that prior to the 1890's

> . . . it was generally assumed that because the frontiersman was good, the wilderness, as his primary adversary, was bad--the villain of the national drama. But the growing perception that the frontier era was over prompted a reevaluation of the role of primitive conditions. Many Americans came to understand that wilderness was essential to pioneering: without wild country the concepts of frontier and pioneer were meaningless.[1]

This gradual change in national attitude from one of an adversarial view of wilderness to one of a beneficial view, was slow in coming, but came. Key individuals--Henry David Thoreau, John Muir, Aldo Leopold, Robert Marshall, among others--wrote and spoke of this changed attitude. Of these, probably no one expressed the value of wild country more fervently than John Muir, the founder of the Sierra Club. In the 1880's, Muir was the sounding board of the new climate. National strength no longer came from conquering the remnants of wilderness but from the enjoyment of the remaining wilderness. Like an ascetic, Muir went into the mountains with little more than the clothes on his back and hard bread and returned to proclaim, "Climb the mountains and get their good tidings. Nature's peace will flow into you as sunshine flows into trees. The winds will blow their own freshness into you, and the storms their energy, while cares will drop off like autumn leaves."[2]

With religious fervor and in his poetic writing style, Muir described the benefits of wild country, benefits that an individual could gain by travelling and spending time in the wilderness. Muir, thus, was describing the benefits of outdoor recreation in wild, unspoiled tracts of land. Indeed, he wasn't the first. The Romantics, with Thoreau chief among them, all spoke of the virtues of the enjoyment of nature and outdoor activity.

Muir's form of recreation was a highly individualized, personal, spiritual journey into the sanctuary of the wilderness. Not all Americans were as ambitious and dedicated to the enjoyment of the outdoors as Muir and choose rather to go into America's backcountry with friends and companions. It was natural that organized groups were not far behind the nation's changed perceptions. "The ending of the frontier," Nash states, "prompted many Americans to seek ways of retaining the influence of wilderness in modern civilization. The Boy Scout Movement was one answer."[3] Emphasizing outdoor activities and woodsmen's skills, the scouting organization rapidly became the largest youth organization in the country.

In 1892, Muir, with a group of other men who enjoyed recreating in California's outdoors, formed the Sierra Club. The club which provided an organized means to help protect wilderness, was primarily formed for "exploring" and "enjoying" the Pacific Coast's mountains.[4] Other clubs came into existence including the Appalachian Mountain Club (pre-dating the Sierra Club in 1876), Mazamas of Portland, Oregon (1894), Campfire Club (1897), and others.[5]

Thus, for many years from the late 1800's on, organized recreation activities were sponsored by clubs and youth organizations. Recreational activities sponsored by the clubs utilizing the outdoors were always perceived as clean and wholesome. In fact, the positive, healthful image of outdoor recreation was as close to America as the proverbial mother and apple pie. More than any well known figure in American history, Theodore Roosevelt personified these values. Sickly as a young child, Roosevelt's health improved with an active outdoor life, and he became the vigorous leader of a country rapidly assuming a place among the world powers.

In the early days of organized outdoor recreation, there was little concern about the philosophy of programming activities. Organization reflected current thought. The Boy Scouts, taking a mild militaristic slant, organized leadership of youth along a series of ranks, i.e., Tenderfoot, Second Class, First Class, etc. Club organizations also generally followed structured, regimented forms of organizing outdoor trips with designated leaders.

Eventually, one man was to appear on the scene and become the single most important influence on organized outdoor activities. It wasn't in the United States, but rather in Germany where this vitalization of ideas would originate. Kurt Hahn was born in the late 1800's to a Jewish family in Berlin. After suffering the injustices of the Hitler anti-Jewish Third Reich, Hahn fled to Scotland where he expanded upon his educational philosophy developed in Germany. Hahn's ideas were to provide a full-rounded education to help youth not only intellectually but also improve their overall quality of life. His system of education was one of learning by experiencing--by challenging both the mind and the body.

During the early part of World War II, German U-boats shocked the British by deft and masterful undersea warfare against British merchant and navy shipping. As the tonnage figured mounted, so did the cost of lives. Even survivors after attacks, afloat in life rafts suffered heavy casualties in the struggle to reach safety. The toll was disproportionally heaviest among the young sailors. Those who notice such things in time of war began to wonder why. Was it because of the training that young sailors received? Deciding that, indeed, it was, methods were explored to provide training which prepared them with the knowledge and ability to cope in a survival situation. Hahn, called upon to provide the training, developed month-long courses in which young British sailors were exposed to a variety of skills by actively learning to use small boats, conducting rescues, participating in physically demanding sports and carrying out a several-day expedition in a small boat. Hahn's form of training was a success. Sailors in survival situations were better prepared and, though the Germans continued sinking ships, more young survivors lived. Known as Outward Bound, the concept after the war became popular in Britain as a way of building character among its young people. The concept was soon being applied in land-based activities such as hiking and climbing.[6]

An American, Joshua Miner, who had become a convert of the Hahn school of thought, travelled to Britain and worked with Hahn. He returned and eventually with the help of Princeton friends launched Outward Bound in the United States. The first series of courses took place in Colorado, opening on June 16, 1962.[7]

The American adaptation to the Hahn's Outward Bound was held in wilderness areas in Colorado, Oregon, Maine, North Carolina and Minnesota. Courses consisted of distance runs, swimming in icy streams and lakes, ascents of mountains, long backpack trips. Students learned skills in first aid, map and compass, rock and snow climbing techniques, survival tactics, outdoor cooking, shelter building and other skills. Courses also included solos where individuals were isolated in a remote location and spent three days alone with only a few camping items. Like Hahn's, the courses ended with the final expedition where a group of students orienteered across a wild area and ended at a designated place on the map.

Outward Bound came at a time when America was going through one of its cyclic periods of change. It was no coincidence that Outward Bound grew rapidly during the turbulent 60's, an era of freedom marches, student protests, and peace rallies. To many youth who eagerly signed up for courses, the Outward Bound experience offered a back-to-nature alternative from their image of a chaotic and mad world. The syllogism was that since government and society were corrupt, the world of the outdoors, untouched by government and society, was good.

To other youth, with the image that was fostered in its promotional materials, Outward Bound offered an attractive challenge. Through the Outward Bound experience, young people would build character, find confidence in themselves and better face the challenges when back in civilization. Some interpreted Outward Bound as a way of helping youth who had gone awry. And, in fact, Outward Bound techniques were applied to special juvenile delinquent programs. It was this character building view of Outward Bound that sold the idea--not particularly to youth craving an alternative from what they felt was a corrupt society, but to its sponsors who were donating more and more money to the organization.

At the Colorado Outward Bound School that first summer in 1962 were two personalities which would play separate, but important, roles in shaping future outdoor programming. Both were important names in American mountaineering: Paul Petzoldt, the tall, large bear of a man that was one of America's early climbers in the Himalayan mountains, and Willi Unsoeld, the short, ebullient pioneer of the first ascent of the West Ridge of Everest during the successful American Everest Expeditio..

Petzoldt, with a knack for sensing opportunity, started his own outdoor school in 1965 called the National Outdoor Leadership School (NOLS). Petzoldt set up NOLS as an instrument to train outdoor leaders, which he promoted as a new approach to the Outward Bound idea.[8] NOLS grew and became the second largest outdoor school, though total enrollments were still far less than several Outward Bound schools. After a number of years, Petzoldt became embroiled in controversy within NOLS and was removed from the board of directors. He went on to start still another school, Wilderness Education Association (WEA), which he claimed would provide certification programs for outdoor leaders. Certification, however, is a controversial topic and WEA, at this time, is far from gaining any widespread acceptance.

Willi Unsoeld went a different route. After spending time working as a Peace Corps director in Nepal, he joined Outward Bound and travelled about the country giving speeches and promoting Outward Bound. Outward Bound could not have found a better spokesman, for Unsoeld was a dynamic, charismatic speaker. Eventually Unsoeld became disenchanted with personalities in the higher levels of the organization and took a job with an experimental school in Washington, Evergreen College. With no departments, no faculty rank, no grades, no required courses, Evergreen was to the liberal-minded Unsoeld an educator's dream. Unsoeld taught year-long courses such as "Individual in America," utilizing wilderness recreation as a means to stimulate philosophical study and discussion.*

A few years earlier, Unsoeld had been a spokesman for Outward Bound, but his increasing popularity made him a spokesman for the whole wilderness recreation movement. More people than ever before were flocking to the mountains, rivers, and wilderness areas. His life, full of energy, changed tragically when his daughter, Devi, died while attempting to climb the Himalayan mountain, Nanda Devi, for which she was named. Two and a half years later, Unsoeld and a young student were caught and both died in an avalanche while his party of Evergreen[9] students were attempting a winter ascent of Mount Rainier.

Long before Unsoeld's integration of wilderness recreation into the Evergreen College courses, outdoor programming had been occurring at other colleges and universities. For years, outing clubs such as the Dartmouth Outing Club, Harvard Mountaineering Club, Hoofers Outing Club, etc., had been established at colleges. The clubs were usually run with the help of a faculty advisor and club officers. Business meetings were held and plans made for club outings.

In the late sixties, college outdoor programming went a step beyond the club format. At another experimental school, Prescott College in Arizona, Roy Smith, a Colorado Outward Bound instructor, was hired. Under Smith's influence, the physical education program became oriented toward such wilderness outdoor activities as mountain rescue, whitewater kayaking, sailing, rafting, backpacking, etc. In the fall of 1968, Prescott offered to its freshmen a three week wilderness orientation before

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*Some of his classes became so unstructured that most of the class time was sent simply hammering out what students wanted to get out of the class. Some of his brightest students dropped out in frustration.

classes began. The three week course was similar in most respects to the standard Outward Bound course.[10]

An important diversion in college outdoor programming appeared at about the same time Prescott College began its series of wilderness skill cslasses. The catalyst was provided by Samuel McKinney. McKinney, who was the development officer at St. Helen's Hall, an Episcopal school in Portland, listened to a talk by Joshua Miner and became interested in the Outward Bound idea. Shortly after, the Northwest Outward Bound School opened in the summer of 1966.[11] McKinney applied for the job, but it was given to Bill Byrd, who possessed broader mountaineering experience. Undaunted, McKinney moved to Portland State and started organizing outdoor trips through the Student Union.

On one of those trips, McKinney and a group of students crammed into a pickup truck and drove across Oregon and Idaho to Wyoming, where they spent several delightful days in the Tetons. McKinney, in early spring of 1967, came to Eugene, Oregon, at the University of Oregon, to put on a slide show about the trip. Showing slides, his philosophy of outdoor programming came across as simply one that dispenses with spending a lot of time organizing, and puts the emphasis on getting out and doing things. McKinney explained that he had only two rules: The first one was that there were no rules, and the second was that women couldn't wear curlers on trips.

Among those in the audience enthralled with what McKinney was telling them were John Miles and Gary Grimm. Miles, who was working on post graduate work at the University of Oregon, had received his undergraduate degree from Dartmouth. A progeny of the Dartmouth Outing Club, Miles wanted to put together a program at University of Oregon that would provide greater opportunities than presently existed. Grimm, interested in the same, was involved in an increasingly frustrating and eventually unsuccessful pursuit of a doctorate's degree in outdoor recreation, which at the time did not exist at the University of Oregon. What Grimm, Miles and other friends eventually initiated at the university was a fairly simple system.* Announcements were posted in the Student Union concerning various outdoor trips that individuals were initiating. If someone wanted to sign up for a trip, they could do so on a clipboard that was kept behind the Union's Information Desk. By the end of the first school year, 400 students had participated. A year later, 1000 students had participated. Grimm and Miles obviously were on to something.[12]

What they were harnessing was a part of a national mood among the college generation of the late 60's. Though students participating in the frequent campus demonstrations were, according to polls, in a minority, their effect was that a majority of students were caught up in the strong current of a greater social consciousness. America was younger than it had ever been before. Forty million Americans were between the ages

*Grimm and Miles have differing memories of the sequences of events leading up to the formation of an outdoor program at the University of Oregon. This version is a composite of the two recollections.

of 14 and 24, representing 20% of the population, double the number of youth at the start of the decade.[13] More than ever, the nation's youth were enrolling in colleges and universities. In the mid 40's about 15% college-age Americans enrolled, by 1965 40%, representing 5 million students. By 1969, enrollment rose to 6.7 million.[14]

The sheer numbers and peer pressure at the time to "become involved" created a large pool of students who readily embraced the ideas of the young outdoor program. From this pool, Miles and Grimm found that students were eager to organize trips as well as take them. Students were willing to set up slide shows, organize symposiums, and without hesitation, protest degradation of the environment.

According to Miles, "the reason that outdoor clubs faded and outdoor programs grew had a lot to do with our emphasis on participant responsibility. We minimized rules and regulations and maximized cooperation. It was a program of openness and sharing."[15] The late 60's were an opportune time for any program in which participants played a key role in its direction and organization. It was doubtful that the emerging outdoor program would have met with the same success, or worked at all, in the quiet, conformist mood of the 50's.

Another phenomena of the late 60's also contributed to the early success of outdoor programs. That was money. Before runaway inflation and increasing unemployment on the 70's and early 80's, the "now" generation was basking in the prosperity of the late Johnsonian years. Never before had the younger generation had so much wealth. Over 25 billion dollars a year was spent by teenagers in the late 60's.[16]

Although most students who participated in outdoor program activities in those days were not wealthy, a high proportion came from middle or upper-middle class families. Many of them had stereos, owned their own vehicle, and had enough money to pay for gas to go on trips posted on the bulletin board in the University of Oregon's Erb Memorial Union.

In 1968, Dick Reynolds, the director of Erb Memorial Union, asked for proposals to set up an outdoor program on a more formal basis. Grimm's proposal was accepted and in the 1968-69 school year, he started on a $3,000 annual salary. Next year, the salary was $5,000, and the third year, Reynolds, embarrassed that Grimm was working full time as well as weekends on a half-time salary, brought the salary more in line with full time status.[17]

In the meantime, John Miles had left Oregon and as Assistant Director of Student Activities started an outdoor program at Western Washington University in Bellingham. In the spring of 1969, Miles invited individuals involved in outdoor programs to a conference to be held camping and kayaking in the San Juna Islands of northwest Washington. Grimm and McKinney were there, as well as Harrison "H" Hilbert and Ernie Naftzger from Idaho State University.

It was a memorable conference in the formative, innocent years of outdoor programming. Grimm remembers it as the ideal circumstances for outdoor program professionals to conduct a conference--outdoors with good companions and beautiful surroundings. The weather was crystal clear. Around the campfire stories of trips were told far into the evening. Miles remembers that at dawn, the group still awake and still deeply involved in conversation were captivated by the sunrise backlighting the looming figure of Mt. Baker in the east.

A share of the time was taken up by the usual frolic at such events. McKinney was an advocate of playing "new" games--holding hands, prancing in circles, rolling down hills and other types of friendly, personal contact contests. Grimm had an aversion to the games and stayed away. McKinney could never understand why Grimm didn't like them. Miles, however, knew why. Rolling down a hill in one of the games, Miles smashed his head, knocking himself senseless for a time.[18] Hilbert and Naftzger returned to Pocatello, and early in the summer of 1970, Naftzger, director of the Program Board, freed up funds from an unfulfilled position and hired Hilbert.[19] Other colleges and universities picked up on the idea and started programs.

The programs set up by Grimm, Miles, Hilbert and other colleges differed from outing clubs and Outward Bound-type school in two key areas. First, an area already touched upon, the program's activities were largely initiated by the participants. Outdoor program directors such as Grimm and Hilbert provided a resource center and program guidance from year to year, but depended upon participants to help provide the energy and ideas to keep program activities going. Any participant "who wished to share ideas, transportation or companionship for a wilderness adventure" could post a sign up sheet.[20] There were no approved or designated leaders. Anyone was welcome to post a sign up sheet and initiate a trip. The trip board where sign up sheets were posted was a means of allowing people with similar interests to get together and go on trips together.

The second key difference, leadership of trips, was accomplished by a democratic means. Weight was given to those who had more experience, but the final decision on any matter concerning the group was made through a democratic process.

This style of outdoor programming was eventually called common adventurism. The term, common adventurer, was a legal term that was turned up by one of Grimm's student employees, Richard Wyman.[21] Wyman, who was attending law school at the University of Oregon, prepared several papers for Grimm concerning the liability risks of common adventure programs. According to Lyman's research, the liability was low.

During the late 60's and early 70's, Grimm, a contemplative man with silver-streaked hair and wire-rimmed glasses, wrote and spoke passionately of the common adventurer concept. In a 1970 paper, Grimm drew upon ideas of B. F. Skinner, an education theorist, who advocated the use of positive reinforcement in education rather than "aversive" or disciplinary means. "At the University of Oregon, the Outdoor Program operation revolves around the idea of promoting positive reinforcements whenever possible in every natural outdoor setting."[22]

The idea of leaderless trips was the most radical departure from prior forms of organized outdoor recreational programming. In a 1973 paper, Grimm and Hilbert put it this way: "Leaders do not have to make decisions for others, nor is there a need for set decision making procedures in outdoor program activities.

Everyone expresses his opinion and decisions are made which satisfy all members of a group." The story is told of Grimm and Hilbert on a winter trip in Teton National Park. Grimm had taken along dogs. Dogs are now forbidden on winter trips in the Tetons, but at the time, there was no clear-cut policy. One of the rangers, seeing the dog tracks and deciding that he would investigate, followed the tracks on a snowmobile. After much trepidation, which included a close call when his snowmobile broke through the ice of a lake, the ranger eventually reached the group. "Whose in charge here?" the ranger demanded. "No one," someone replied. "There are no leaders in this group." Grimm and Hilbert weren't around at the time but members of their party, quite serious in their remarks, were mirroring the Grimm-Hilbert philosophy of leaderless groups. The ranger, no doubt taking it an impertinence and unable to issue a citation, left in a foul mood.[24]

"By the 1970's," Nash writes, "a wilderness recreation boom of unprecedented proportions was in full stride."[25] Contributing largely to this boom were the various types of outdoor programs--clubs, Outward Bound schools, college programs. Suddenly, wilderness, a refuge from urban life and a place of solitude, had become crowded. "Ironically," Nash observes, "the very increase in appreciation of wilderness threatened to prove its undoing. Having made extraordinary gains in the public's estimation in the last century, wilderness could well be loved out of existence in the next."[26]

To cut down on the impact on wilderness, nearly all types of outdoor programs and schools began to encourage minimal impact camping techniques. The use of gas stoves, the avoidance of heavily used campsites, carrying out human waste on rivers, and so on, helped greatly in minimizing the impact of the great numbers of wilderness users.

Even minimal impact techniques, however, didn't solve overcrowding problems. To tackle this thorny problem, public land agencies stepped in and started regulating use--limiting use in certain areas and even holding lotteries on popular rivers on which the lucky ones were picked out of a hat. How that use was allocated between commercial--for profit--users and non-commercial users quickly developed into a heated polemic. College outdoor programs, with Grimm in the lead, excoriated commercial rafting outfitting for courting public land agencies and politicians and receiving an unproportionally high percentage of user days. Though tempers have cooled and other organizations* have taken on the task of challenging allocations, the problem remains a constant concern for outdoor program professionals.

In spite of the fact of the differences that do exist between outdoor programs, all have one common denominator--risk. Some form of risk is involved in nearly all outdoor recreation. Leamer, Unsoeld's biographer, compared outdoor programs' use of risk to the use of dictionaries, computers, or microscopes in

*Examples of other organizations working for equitable allocations include the Wilderness Rights Fund and National Organization for River Sports.

other disciplines. The fact that such activities as mountaineering and whitewater rafting are risky is part of the attraction that draws people to the activity in the first place. Unsoeld succinctly explained that "it has to be real enough to kill you."[27]

The fact that participants can be injured and die while involved in outdoor recreational programs create a difficult dilemma. On one hand, programs must run activities with a reasonable degree of safety. No shoddy program is likely to survive the public censorship if it is responsible for a rash of preventable injuries and deaths. On the other hand, a program can't take all the risk out of an activity. The appeal and benefits that the participant gains from the activity diminishes as the risk is removed. Imagine hiking into the Grand Canyon with a chain-link fence erected alongside of the switchbacking trails to prevent falls. To be perfectly safe, an outdoor recreation program simply could not do much of anything outdoors. There is always some degree of risk in any outdoor activity, even one an innocuous as hiking down the Bright Angel Trail in the Grand Canyon.[28]

Because accidents have occurred and will continue to occur, there is no question that the legal profession will continue to play a role in shaping the character of outdoor programming. The legal profession's impact has been felt for some time. Presently many schools or other agencies are without opportunities for outdoor recreation because of a national paranoia of liability whose grip on administrators is so widespread that at times it has seemed to reach epidemic proportions. The benefits for many individuals who could have participated in such programs are thus denied.

Unnerving as the thought is, outdoor programming will be influenced by attorneys, who largely have no other interest in the viability of the outdoor recreation movement other than their percentage of monetary damages in litigation. Courts, however, do not operate in a vacuum of public opinion. Public opinion can be influenced by diligent individuals who, by use of the media, carefully and thoughtfully present a fair message of the risks and values of outdoor recreation.

What must be done, and what remains a great challenge to professionals in the outdoor field, is to reach a better understanding of what consititutes acceptable risks in outdoor programming and articulate that to the general public. If professionals fail to do so, then the courts will surely undertake the task without their assistance.

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## A REVIEW OF THE MAJOR CONSIDERATION FOR TRIP PLANNING IN LAND BASED OUTDOOR PURSUITS

by

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*The key to avoidance of accidents in outdoor pursuits is good trip planning. Twelve major considerations for trip planning are described, ranging from philosophy to food. The descriptions are general but show ways to reduce the risk on trips.*

A majority of the accidents that occur with groups in the outdoors are a result of poor planning by the leaders. Many of the accidents are caused by such factors as over-estimating the group's ability, inadequate equipment and unnecessary risk taking. A review of the major considerations necessary for trip planning will result in less accidents and assist the leader in putting together quality field trips.

1. PHILOSOPHY: The philosophy of the trip is developed prior to the field experience, and outlines the purpose and objectives of the field trip. Major conflicts arise when leaders fail to define the purpose of the trip and, subsequently, recruit individuals who do not realize that the field experience is going to be a tough wilderness epic. The leader who sponsors an outdoor activity is making a promise to the clients that they will complete the experience. If the clients are not made aware of the "rugged" philosophy of the trip, the leader will need to tone down the trip to fit the weakest member in the group. Conversely, if the trip philosophy is a "smell the flowers" experience, this will also need to be explained to the prospective clients in order for them to make a decision about their participation.

The philosophy of the trip should also outline the specific role(s) of the leader(s) and the responsibilities of the participants during the field experience. Is the leader(s) going to play an active role in the decision making for the group? Or will the leader (s) be non-directive and allow the group members to make the decisions on activities, etc. Clarifying the roles and responsibilities of the leader(s) and participants will reduce most of the decision making conflicts that occur during the field experience.

2. SITE SELECTION: The field area should support the purpose and goals of the trip. The site selected should contain the resources needed to conduct the type of activities planned for the group; for example, lakes for fishing, cliffs for climbing, and rappelling, etc. The field site should also be a low visitor use area that is accessible and has a minimum of objective dangers. Many outdoor programs conduct a staff reconnaissance trip to check the field site for hazards and suitability prior to taking students into the area. This is a tremendous idea to follow when possible.

3. REALISTIC SCHEDULES AND ROUTES: Many accidents in the out-of-doors result from groups undertaking too ambitious a trip. It is important that the leader plan realistic schedules and routes for the participants on any field experience. The basic schedule planning is done by mentally walking over the entire route with the map concentrating on matching the route with the ability of the group and the proposed time schedule. If the route does not seem feasible of if there are too many contingencies built-in to the time schedule, then it should be modified or an alternate route designed. The concept is to match the group with the area and schedule in order to have the optimum experience. It is important to remember that most successful outdoor programs do not travel far in a day. In most cases, travel is limited to 3 miles or less per day for the first few days of a course.

4. GROUP POLICIES: The group policies for the field trip interprets the sponsoring organization's rules, clarifies "gray areas," and are established during the trip planning process. The group policies should outline the organization's stand on such issues as smoking, alcohol, skinny dipping, co-ed tenting, and search and rescue costs during the field experience. An example of a "gray area" is "who is going to pay for rescue if a participant is injured?" If you have a rescue involving a private helicopter service, is each individual going to be responsible for their own rescue costs? Or is the group going to divide the cost for an individual's rescue? Or is the organization prepared to pay all rescue costs?

Author's Note: I have been a participant on several trips where the policy on "skinny dipping" was not discussed prior to the trip. This resulted in a major conflict between the "naturals" and the other participants which could have easily been avoided with prior planning.

5. SAFETY GUIDELINES: Prior to the trip, the leaders will determine the safety guidelines to support their judgment and decision making during the field experience. The guidelines will cover the activities that are of potential harm to the students, such as: swimming, stream crossing, climbing, rappelling, etc. Listed below is an example of the safety guidelines for the leaders and students regarding lake swimming during the field experience.

Guidelines for leaders:

A. The leader should inspect the swimming area for hazards prior to allowing students to enter the water.

B. A leader must be present when students are swimming and have devised a plan for water rescue.

C. The leader should caution the students about the hazards of diving into lakes and ponds.

Guidelines for the students:

A. Swimming will be allowed only in the area selected by the leaders.

B. A leader must be present before students can enter the water.

C. No diving is allowed.

It is important that the safety guidelines be written in general terms giving the leader(s) "time and circumstance" flexibility to interpret hazards. Specific safety guidelines should be avoided because they do not allow the leaders to exercise judgment and can become a legal trap if an accident happens.

6. RISK MANAGEMENT PLANS: The risk management plan outlines the who, what, and where of the field trip. The primary purpose of a risk management plan is to identify the potential dangers to the students and should describe how risks will be minimized. The risk management plan is completed in duplicate so that the outdoor leader and the organization/agency director will each have a copy. An example of a risk management plan is located at the appendices of this summary.

7. TRANSPORTATION: Transportation is a critical consideration to planning a safe field course. Many leaders in Oregon believe that the transportation of participants is the most dangerous part of the course and needs to be carefully planned. As a general rule, it is best to transport all of your people in one vehicle, such as a bus or van. If your organization/agency has the funds, it is possible to transfer the liability to a private carrier who will hire professional drivers for your vehicles. If you are going to be transporting via car pool, it is important to limit the number of automobiles for

ecological reasons and to minimize logistical problems of getting to the field area. If your program has vehicles, it is critical that the outdoor leader ensures that the vehicles undergo scheduled safety inspections, that they are in excellent working order and have the necessary equipment for safe travel, such as tire chains, tools, first aid kit, fire extinguisher, spare tire, adequate jack, and capability for towing.

8. PERMITS AND LICENSING: The leaders and participants must secure land management agency permits prior to a trip in the areas where they are required. If the trip is classified as commercial, the U.S. Forest Service charges a user fee in certain forest service districts. The user fee is $25 for 100 visitor days. Additionally, it is the leader's responsibility to ensure that each of the students who will be fishing on the trip have a valid license.

Author's Note: A college outdoor program planned a spring vacation hike into the Grand Canyon of the Colorado River. The group drove 1500 miles to the Grand Canyon and checked in with the backcountry desk where they were immediately informed that they could not hike into the canyon, since they had not obtained a permit in advance. This is a classic example showing that leaders need to plan carefully during the trip planning phase, so that necessary permits, licenses, or permission are not overlooked.

9. EQUIPMENT: The equipment needed for a trip must be planned far in advance of the field experience and inspected during the pre-trip session(s). Participants must have a detailed equipment list to obtain the proper gear. A sample backpacking equipment list is located in the appendices. Obviously, a winter course will require more specialized equipment than a mid-summer backpacking trip but either equipment lists should prepare the students for the coldest average temperature for that field area.

It is a good rule to have technical equipment such a ropes, carabiners, slings, ice axes, helmets, harnesses, etc., regularly inspected for wear and breakage. An additional equipment inspection should be made prior to the field trip.

10. FOOD: Food is a big issue in the trip planning phase and is a major consideration that needs extensive review. Traditional ratio planning is based on the system of two pounds of food per person per day at approximately 3700 calories, with winter trips requiring three pounds of food at 5500 calories. When preparing for week long trips, food can be planned by meals and prepackaged in plastic bags with the contents listed inside. Extended outings (2 weeks or more) require more careful planning to ensure satisfying meals that meet the participants' caloric needs, especially if extensive climbing or bushwacking is planned.

11. METHODS OF RESUPPLY: A method of resupply is needed on extended outings so that the students' pack weight is kept to a manageable level. A field trip over 30 days in length will need

one or two resupply points of the delivery of food and fuel to the group. The most common methods of resupply are horse packer, jeep, or meeting a vehicle at a trailhead. The method of resupply must be arranged in the trip planning phase in order to minimize complications.

12. EMERGENCY PROCEDURES: If an emergency occurs (missing student, serious injury, death) the group leaders must have a written set of procedures to follow i order to respond effectively. Most outdoor programs have a set of emergency procedures developed by their staff. The procedures are a step by step plan of what to do in case of an emergency and include the phone number of the county sheriff and the nearest modern facilities. There is a copy of an accident report form in the mountaineering first aid book by Dick Mitchell published by the Mountaineers.

NOTE: Within the Pacific Northwest, there is a trend for outdoor groups to operate as a self-sufficient unit. They rely upon the expertise of their leaders and the people-power of the group to carry out their own searches and rescues. This is a good trend for outdoor programs to follow.

## RISK MANAGEMENT PLAN

Leaders Name ______________________ Course ______________

Dates ______________________ Location ______________________

Description of Route ______________________________________

______________________________________________________________

______________________________________________________________

Overnight Campsites ______________________________________

______________________________________________________________

______________________________________________________________

Contact Person ______________________ Phone ______________

Nearest Search & Rescue Unit ______________________________

Address ______________________________ Phone ______________

Sheriff's Phone __________________ Ranger's Phone __________________

Assistant Leaders __________________________________________

| Participants | Address | Phone |
|---|---|---|
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## FIELD TRIP INFORMATION

Describe terrain that the trip will be over ____________________

Highest elevation __________ Total mileage __________ Estimated rate of travel __________

Coldest temperature anticipated __________ Warmest Temperature Anticipated __________

Youngest person on trip __________ Oldest person __________ Average age __________

Estimate general strength of the group ____________________

Anticipated trail conditions ____________________

Outline potential hazards or risks ____________________

Discuss the procedures to reduce or minimize the above ____________________

# SELECTED LEGAL ASPECTS OF UNIVERSITY OUTDOOR PROGRAMS

by

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*The procedures undertaken by outdoor programs to minimize their exposure to liability should be reevaluated frequently to keep current with legal precedent. This paper, based on masters thesis research by the author, introduces some of the new thoughts on the subject as well as provides updates on recent cases.*

## I. BALANCING SAFETY, FUN AND EDUCATION

"No game was ever worth a rap,
For a rational man to play.
Into which no accident, no mishap,
Could possibly find it's way."

Adam Lindsay Gordon
19th Century Poet

These few lines lie at the heart of what attracts many individuals to high risk outdoor activities. "High risk," of course, is somewhat of a misnomer since many activities described as such involve less risk than driving a car. However, the problem for the outdoor activities programmer is how to provide a meaningful experience in an activity such a whitewater kayaking or ice climbing without endangering participants unnecessarily. The outdoor programmer cannot eliminate accidents or mishaps. But, there are ways to reduce the chances of legal liability entanglements.

The university outdoor program may offer a multitude of differently designed programs that range from instructional fee charging classes to acting as a resource for folks initiating common adventures. Thus, different levels of legal responsibilities owed the participants in each of the programs.

The university outdoor program must maintain in some programs a high degree of professionalism that is equal to, if not higher than, many national outdoor schools such as Outward Bound or the National Outdoor Leadership School. Professional conduct is knowing the "best practices" of the profession and staying current with the latest developments on techniques and teaching procedures.[1]

Within these same programs, outdoor programmers must maintain this high degree of professionalism in regards to the conduct of the activity. In "Legal Aspects of Adventure Education" van der Smissen notes that seldom is an activity considered inherently dangerous, but the manner in which the activity is conducted is crucial.[2] Certain inherent risks are recognized by courts, however, as will be discussed later. Therefore, recognizing that certain activities or programs do have inherent risks as well as making sure participants understand and voluntarily accept those risks becomes just as crucial as the conduct of the activity. Mountaineering classes, including rock climbing and ice climbing, are prime examples. Outdoor programmers cannot prevent dangerous environmental conditions. They can, however, conduct mountaineering classes in a thoroughly professional manner. And they can effectively communicate hazards to students.

How much "safety" can an outdoor program guarantee? The outdoor program cannot be a guarantor of safety even when conducting classes with a fee. A case that is still pending is Ross vs. Colorado Outward Bound School.[3] The plaintiff alleged that the defendant failed to conform with its own rules, regulations and guidelines; and the defendant departed from acceptable standards of mountain climbing technique. In this complaint, the defendant allegedly led students down a hazardous route when a safer one was available. The complaint also alleges, the group leader had previous not been down the route, and that prior experience on the route by the leader was one of the stipulations of the defendant's safety manual.

There are two strong points here regarding fee-charged outdoor activity classes. Personnel in the outdoor program should be up to date, as stated earlier, in the proper techniques and procedures for the activity they are involved in. Secondly, it is probably wise to have written procedures for conducting specific activities and adhere to written policies unless a better plan becomes apparent.

A quick discussion on cerification programs seems to be in order here, because there is a feeling that national certification systems will be a panacea for a university outdoor program's problems with competent leaders and liability. The question is what skill level should a person be able to demonstrate before being called an "outdoor leader." If these national certifications take hold, higher standards may be expected by the court and personal liability may increase if an outdoor program promotes their certification or expertise in a particular activity.[3] As far as outdoor leaders are concerned, experience seems to be the key, not certifications. Bill March, Physical Education Professor at the University of Calgary and team leader for the Canadian Everest Expedition, said, "I believe the wilderness is the domain of the experiential learner, and only by personal experience over a long period of time can a person begin to acquire the level of judgment required to operate safely in the leadership capacity."[4] Problems may arise in courts which recognize national certifications as being synonymous with professionalism.

One pitfall with certification programs is that certified individuals may be expected to perform everything learned. If one fails, as an outdoor leader, to perform up to the standards of the certification process, one is held accountable. On the other hand, if one lives up to those standards and an accident occurs, it may provide a good defense in a potential trial.

## II. STANDARDS OF CARE

The term "professionalism" is an important aspect in a discussion of standards of care. A university outdoor programmer will be held to provide standards of care that are of a reasonable and prudent professional.[5] In Montana, the abolishment of the state's immunity has, hopefully, caused university educators and programmers to examine the legal implications of their actions and standards of care. It is now crystal clear that both institutions and staff can and will be held liable for actions or inactions that harm students unless reasonable standards of care are provided.[6] Lately, though, it seems the courts are placing more responsibility on the students. In Bradshaw vs. Rawlings, a case in Delaware where the State Supreme Court found that Delaware Valley College owed no duty to a student involved in an extra-curricular activity, the court discussed the changing role of colleges with regard to the duties owed students.

> . . . The campus revolutions of the late sixties and early seventies were a direct attack by the students on rigid controls by the colleges. . . . These movements, taking place almost simultaneously with legislation and case law lowering the age of majority. produced fundamental changes in our society. A dramatic reapportionment of responsibilities and social interests of general security took place. . . .[7]

When providing fee-charged instructional classes the outdoor programmer must provide the standards of care a professional would. This requires the outdoor programmer to familiarize himself or herself with many different activities and skills.

The standards of care will change with the activity and the age, degree of experience and attitude of the participant.

It is up to the outdoor programmer to insure that they and/or their instructors are well versed and qualified in whatever activity they are instructing or leading. The more inherently dangerous the activity, the higher the standard of care should be. More research and planning, closer supervision and more intense instruction usually accompanies a winter mountaineering class than a beginning flatwater canoe class. The more demanding activities have more inherent risks and require more logistics on the part of the outdoor programmer. Again, the idea for instructional classes or guided trips is to eliminate all but the inherent risks of the activity.

The differences in the participants themselves may determine the standards of care. In the court case Perkins vs. the State Board of Education, the court felt that the standard of care should be commensurate with the age of the student.[8] In this particular case, the supervisor who was employed at a university was not found negligent because he was providing adequate supervision. University outdoor programmers should pay close attention to the difference in students' ages. This is an important point if programs are conducted with high schools and other institutions, such as city recreation departments.

The participants experience level has a great deal to do with standards of care. A 1.5 million dollar award came to a novice skier for quadraplegic injuries in Sunday vs. Stratton.[9] The mishap occurred to a novice skier on a novice trail when the skier became entangled in a snow-covered clump of brush. The jury felt that this obstacle constituted an undue risk on a novice trail. The outdoor programmer should be aware that a higher degree of care should accompany beginners in an activity. This case changed the concept of inherent risk in skiing and put more pressure on the ski area, although now we may be seeing a change again to put the responsibility back on the skier.

Another aspect which has an affect on the standard of care is the attitude of the participant. In many outdoor activities, physical and mental challenges are met. In the complaint against Colorado Outward Bound, that was mentioned earlier, the plaintiff claimed that the victim was pressured by the defendants to continue in the course, even though she indicated a desire to drop out and that she was pushed beyond her physical and emotional endurance levels.[10] Outdoor programmers and outdoor leader or instructor must understand the psychological element of an adventure activity and be alert to the physical condition and psychological state of the participants at all times.[11] At times, the leader or instructor may have to use their crystal ball to predict how a participant may react mentally in a stress situation in order to avoid unnecessary risk in an activity.

## III. COMMON ADVENTURE COMPARED TO GUIDED TRIPS AND INSTRUCTIONAL PROGRAMS

A common adventure trip in one in which students initiate, plan and participate. The university outdoor program provides only a medium for these adventurous souls to meet. On the other hand, a guided trip or instructional program is initiated, advertised, planned and charged for by the outdoor program.

When a program takes upon itself to initiate, advertise and charge for a rock climbing class, the program holds itself out to be qualified to instruct and lead rock climbing. The program is stating it knows the proper techniques and procedures in rock climbing and will provide the standard of care of a reasonable and prudent professional rock climbing school or institution. This is quite a task when one considers the specialized schools across the nation in mountaineering, scuba diving, sailing, kayaking, etc., and the many various programs a university outdoor program may provide. Running programs carry a great weight of responsibility, but there is no recourse but to offer the standard of care as a professional.

The concept of common adventure is the idea of people voluntarily binding themselves together for an adventure. The concept does not imply that the institution owes any member of the group a duty or care. Since common adventure rests on the premise that participants voluntarily bond together for an experience, there seems to be no legal relationship between participants and the institution.[12] University outdoor programs seem to be relatively safe from any legal hazards by adopting a common adventure program. No program should ever operate as if there were no legal risks, only that the common adventure concept or a self-directing program has minimal legal risks when compared to guided trips and instructional programs.[13]

A recent summary judgment in Idaho, <u>Walsh vs. Idaho State University</u>, supported the fact that even though a common adventure is advertised and organized through a university outdoor program, the participant must accept responsibility for their self and cannot expect a duty owed by the institution.[14] One of the main cases cited by the defendant, ISU, was <u>Bradshaw vs. Rawlings</u>; the case discussed earlier, which is a landmark case in placing responsibilities on students.

## IV. KNOWING, UNDERSTANDING AND APPRECIATING

The words "knowing," "understanding" and "appreciating" seem to pervade most of the cases and literature reviewed for this paper. The outdoor programmer would do well to heed these three words. Assuming that all professional responsibilities towards an activity competently undertaken, the outdoor leader can proceed in full confidence, once they are sure the participants know, understand and appreciate the risks to be encountered.

A participant does not assume any risks of which they are not aware.[15] The leaders or instructors must effectively communicate the risks of an activity to the participants. There must be some indication as to whether the participants understand and appreciate the risks or dangers. This may be particularly difficult because sometimes a risk is not fully appreciated until a "near miss" occurs.

This goes for common adventures, too. A participant must be fully aware of the type of program he or she is participating in and that the weight of responsibility and safety is on his or her shoulders.

Waivers can help impart knowledge and understanding of risks to participants, whether on a common adventure or a guided trip. In order to do this, it is crucial that waivers and releases be specific and impart as many risks as the reasonable and prudent professional can foresee. In Garretson vs. USA, a negligence claim against the sponsors of a ski-jumping tournament did not hold up because the plaintiff had signed a release form.[16] The keys to this waiver holding up were the plaintiff was an experienced skier who entered the competition voluntarily, and who fully understood the release form.

University outdoor program activities should not be avoided because of legal hazards. Outdoor programmers must exercise reasonable standards of care and assure professional organization and conduct of trips and classes. Lastly, they must insure that students and participants fully appreciate all risks involved and share the responsibility. Just as an outdoor educator or programmer would advise the proper equipment and back-up systems for an outdoor trip, one would advise on the liability problem: "Go forth ye prepared and have ye self a good time."

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NETWORKING:

COOPERATIVE PROGRAMMING AND EQUIPMENT PURCHASING

by

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*This paper proposes networking of outdoor adventure programs. Briefly discussed within are the advantages of networking, the problems with networking in an organization (or lack of one) and a proposal for an outdoor programming network. The key would be a newsletter.*

There are several major advantages to networking outdoor adventure programs for trips and purchasing.

1. Interns will be kept busy. Large programs often have intern programs. Often interns are stuck with a lock of unglamorous jobs. A network would allow an intern the chance of working with other schools and, thus, enhance their experience.
2. Small programs will obviously benefit from the vast storehouse of knowledge of the experienced, established programs.
3. Directors of programs will benefit from program sharing. We, as directors, can visit each other's programs. We will be happy to take along one of you on a desert survival program so that you can see what goes on in the desert.

4. A few participants from each of several schools will yield sufficient resources to make international programs possible.
5. We can have programs that will provide students the chance to, say, climb the highest peak in 12 western states and provinces. Each school can provide trips for their state.
6. Programs can cut cost through higher volumes when they purchase equipment together. This especially benefits programs who do not have access to manufacturers to qualify for wholesale. It gives them access to prime dealerships which are somewhat exclusive (i.e., Patagonia, Marmot Mountain Works, etc.).

Two elements are necessary for effective networking--a catalyst to start the process and a vehicle for communication. Our discussions at this conference are the catalyst. We need to follow-up with a vehicle useful to the diverse programs represented here. The vehicle can, in turn, be a catalyst for further progress.

We would like to propose a newsletter. Let's call it Westword (note: after the conference we see the name might be too regional). Westword would contain information like names, addresses, phones, resources each have, the willingness of the organization to share. It might also contain a provocative editorial, cooperative equipment purchase data, or information on what equipment is working, what programs are working or, since information comes from the bottom up, anything that is important to participants. It could reflect the state of the profession.

Westword could become fancy, but we suggest it remain simple and be produced (perhaps on a rotating basis) 4 times a year. Since information is coming from the bottom up, no one is stuck with much work. One person would get stuck with compiling, printing and mailing, but this seems insignificant for the information gained. (It might have been nice if the Westword had been going and through editorials pounded out a definite and clear definition of common adventure before the conference.)

In conclusion: networking programs will be of value to all organizations big and small and be of value to professional growth. Networking can best be achieved through a single method of communication. A newsletter would serve well the function of "communication" and possibly "catalyst" through editorial and opinion.

## FINANCING UNIVERSITY OUTDOOR PROGRAMS

by

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*Funding for university outdoor programs comes from a variety of sources. Whenever possible, subsidies should be avoided. Reasonable fees should be charged, especially for "specialized services." Some program areas bring revenue and can help support other areas. Suggestions for effective fiscal management of programs are offered.*

<u>Where does the money come from that supports outdoor programs?</u>

It comes from four general sources:

1. Student fees (usually collected at registration and often routed via student governments)
2. State taxes (educational funds that support paid staff
3. Generated income (from rentals, miscellaneous fees, etc.)
4. Other income (such as grants, donations, etc.)

<u>How will changing times affect these income sources?</u>

Changing demographics will reduce overall student enrollments.

Inflation will continue to erode budgets.

There will be increasing competition for activity dollars from other student programs as well as possibly from athletic programs receiving state tax cutbacks.

Changing student interests and/or program stagnation will possibly direct money and away from recreation.

THE RESULT: It will become harder to rely on subsidies.
It will become harder to expand programs.
It will become harder to increase staff salaries.

Strategies for financing

Increase volunteerism.
Increase lobbying of funding bodies.
Look for other sources of funds.
Generate income from other new sources.
Make existing services more cost efficient

Dumping excess baggage

The concept of cheaper is purer is bankrupt. Every service has a cost. Subsidies only change who pays for services, they don't make services cheaper. Every effort should be made to offer inexpensive programs, yet the more subsidy dumped into one program, the fewer total programs may be offered and the fewer individuals served. There are no free lunches.

Free programs generate more participation in the short run, but less participation in the long run. One can only give away resources once, but they can be rented many times. Some free programs are appropriate and some aspects of programs cannot pay their own way, but paying one's way as one goes along is the best way of guaranteeing services to many people in the long run.

All students are not poor. Recreation is budgeted into nearly everyone's budget. Students may choose to purchase a car, a stereo, fifteen weekends of getting drunk, a Christmas break at Vail, or a whitewater kayak. Outdoor Programs will never serve every student on campus. Therefore, the effort to serve the poorest students and the least motivated students will seldom return benefits to the program. There are many inexpensive and free things that outdoor programs may offer for those who can afford no more. Those things that are expensive to offer should reflect that cost. Students who really want more expensive programs will be willing to pay for them. They will also be better participants. Even students realize that they get what they pay for. Quality costs!

A strategy of financing outdoor programs through providing public services on a fee basis

By expanding the offerings of the outdoor program to include special services offered to the public on a charge basis, staff may increase cash flow and be able to offer more and better service to the students in return. The University of Idaho Rental Center is a good example:

1975 Rental center is operating on a subsidized basis.
1977 Through appropriate pricing, the center is operating on a breakeven basis and continuing to purchase new equipment for expansion.

1980 Through marketing, the rental center is expanding service to the public while maintaining service to students.
1982 Public use of outdoor rental equipment causes income to greatly expand at a time when few students need use of the inventory. Expansion of rental products increases and quality improves.
1984 Rental center continues growth and is able to offset subsidies in other areas of program operations.

The fundamental idea is to help the services that can generate funds do so and pay for those services as well as other services that cannot generate funds.

A second example is Idaho Educational Adventures (IEA), the University of Idaho whitewater service company.

1980 There is demand for specialized outdoor services at a time when most students are not on campus.
1984 Income generated from these services helps to pay for staff costs, rental center expansion, additional program transportation, and other resources.

THE BIG QUESTION: CAN A PROGRAM MAKE A LOT OF MONEY IN PROVIDING A SERVICE SUCH AS IEA? Answer, generally no. There probably is not specific measurable profit. The return is in increased diversity of services, and increased cash flow to pay for program resources. With new programs, overhead increases as offerings do. The object is to get the income to outstrip the outgo. That takes time and may not be possible in many cases.

Some general rules of thumb regarding fiscal aspects of operating programs

1. Don't give anything away that can be rented. Subsidize only that that has to be subsidized. Staff have a responsibility to the future. To assume that there will somehow be future revenues to pay for future services is dangerous. Help today to pay for tomorrow.

2. Only give things away that cost the program nothing or that advance the general goal of the program. Everything given away has an opportunity cost of what could be returned to the program if it was not given away. Discounts are different than give-aways.

3. Have consistent, logical reasons for the fees that are charged for services.

4. Equipment is not owned until the money is generated to replace it.

5. Demand for services is a function of future action, not just past history. Demand can be created through the efforts of staff.

Conclusion

Has the University of Idaho Outdoor Program subsidy gone down as a result of the discussed actions? No, but several positive things have happened:

(a) The Rental Center has a lot more gear available for use and it is of increasing quality.
(b) Some past costs that were subsidized by the program budget are now paid for by generated income. These include some transportation costs and staff salaries.
(c) More diverse services are now being offered without changing or reducing the cooperative offerings of the program. The program has a greater role and importance within the university as a whole.
(d) When or if subsidies are reduced by outside action the program will be able to pick up the slack within existing income generators. Services will not have to be reduced, only program growth.

# WILDERNESS MANAGEMENT ON NATIONAL FORESTS: PRESERVING A PRIMITIVE SETTING FOR RECREATION

by

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*The United States has a finite and unique resource that only federal agencies with large bases of undeveloped land can provide. The successful management of wilderness will depend largely on public understanding and acceptance of conditions of wilderness use. This paper presents a brief history of forest service wilderness management policy, the options that we have to manage wilderness and pressures on the resource due to increased use.*

During the twenty years since the passage of the 1964 Wilderness Act, nearly 34 million acres of wilderness have been designated on National Forest lands. Nationwide, over 17 percent of the public lands administered by the U.S. Forest Service is within classified wilderness. The wilderness areas range in size from a few thousand to several million acres; some are remote and truly wild, whereas others are playgrounds within an hour's drive of large cities. Although wilderness areas are diverse in their natural characteristics and management challenges, the goal for all is the same: to maintain an enduring system of high-quality wilderness. The Forest Service, as well as other federal agencies which administer wilderness areas, is charged with two responsibilities: (1) to preserve the resource of wilderness, and (2) to provide for compatible human use.

A wilderness setting provides unique recreation opportunities. Personal challenge and inspiration, solitude, isolation, and spiritual renewal are among the experiences sought by wilderness visitors. As their number increases, the quality of the experience they seek may be diminished, and they may be displaced from popular destination sites which have ceased to offer the setting they desire. Unless these visitors are considerate of others and leave no sign of occupation at their campsites, the eventual effect is widening dispersal of human impacts throughout the wilderness, while the popular destination sites continue to deteriorate and begin to offer a setting for recreation that is more similar to a developed campground than a wilderness area.

Federal agencies such as the Forest Service, which administer large areas of undeveloped public land, have nearly exclusive control of public wilderness resources and primitive recreation opportunities. Therefore, the agencies have a social obligation to perpetuate a wilderness resource that is gaining greater cultural value. The quality of wilderness is threatened in many areas by crowding, permanent alterations to the natural setting, air pollution from outside sources, and pressure on public agencies to relax management standards. If wilderness is allowed to deteriorate, it will no longer fulfill the needs of recreationists dependent on a wild setting.

"Wilderness management" is actually a misnomer; whereas wilderness should be considered a resource, just as scenery, forage, and water, are what is managed is the human use, not the natural system. A number of management strategies exist by which agencies try to minimize the impact of human use on wilderness, including the following:

1. Direct restoration of areas damaged by overuse, removal of structures, litter, and other signs of human use.
2. Education of visitors with the goal of encouraging low-impact camping behavior that minimizes the need for restrictions and expands an area's ability to absorb human use.
3. Concentration of users into established camp areas, that are essentially enclaves in the wilderness, with the goal of minimizing human use and impact in pristine areas away from the trail.
4. Direct dispersal of users by management of facilities, with the goal of distributing use over a larger area and thus reducing local impacts. This includes trail location, expansion of access points, and distribution of information about relative use levels in various parts of a wilderness.
5. Regulation of users with the goal of preventing resource damage without closing areas or reducing numbers of users. For example, setbacks from lakeshores, campfire restrictions, length of stay and party size limitations are management actions that apply to all users in an equitable way.
6. Restrict certain areas to uses that least damage the wilderness resource. An example is trail or campsite closure to parties with livestock.
7. Impose restrictions to keep total number of people within an area's carrying capacity. This may include regulation through a permit system, setting a limit on

number of people within a zone of wilderness at one time, and complete closure if an area cannot be restored without exclusion of human use.

All of the above strategies are used to varying degrees, depending on local conditions. The goal of the Forest Service in wilderness management is to allow as much freedom and spontaneity for the recreationist as possible, without impairing the biotic and physical setting. Indirect methods of preserving the wilderness resource are favored where use levels allow, including education and information distribution. The education program is directed toward encouraging wilderness users to behave in ways that do not permanently alter the natural setting. Activities such as cutting trees, trenching for tents, making bough beds, and building large rock fire rings are discouraged, and alternates are suggested. Wilderness education includes publication of brochures and other handouts, press releases and coverage by local and regional media, direct contact with visitors by wilderness rangers, presentations to organized groups and schools, and information given at trailheads and office reception areas. The concept is that educated visitors to the wilderness will create fewer impacts and allow more total use.

Funding for wilderness management is at a low level generally, but in order to preserve wild areas as intended by congress, a minimum level of management should be established. My experience indicates that the most essential aspects of wilderness management are (1) education of potential visitors before they enter the wilderness, to instill an appreciation for the value of the resource, and (2) field contacts made by trained wilderness rangers.

Wilderness advocate organizations have been slow to recognize the significance of wilderness management issues, concentrating instead on allocation. But the understanding and support of such groups and other interested citizens is important to increase agency emphasis and funding for wilderness management, and to support the agencies in their efforts to preserve wilderness in a pure state. Public attention to wilderness management issues will help prevent the piecemeal erosion of the resource by acceptance of increasing impact and sign of human use.

## RISK AND HAZARD MANAGEMENT IN HIGH ADVENTURE OUTDOOR PURSUITS*

by

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*Risk is an inherent part of adventure programming, but it must be managed to maximize safety. The nature of accidents in outdoor pursuits is reviewed. Haddon's three phases of injury countermeasures are described. Ideas for improving safety in high adventure programs are listed. The importance of training, leadership, and supervision is stressed throughout.*

Many schools, clubs, leisure service organizations, and other public and private agencies have witnessed recently a dramatic rise in the popularity of various forms of outdoor adventure programs. Activities such as mountaineering, whitewater boating, wilderness camping, and ropes courses, just to mention a few, represent some of the various forms of physical and psychological challenges in nature that have increased in demand. Whether referred to as natural challenge programs, adventure recreation, high adventure outdoor pursuits, or something else, these types of programs are designed to provide challenges in nature by pitting oneself against the environment and in striving to overcome the environment through personal skill.

Taken at face value, many of these activities present great risk of personal injury or loss to participants. In fact, all

*Note: A helpful reference for leaders of adventure programs is a book by Meier, Morash, and Welton, High Adventure Outdoor Pursuits: Organization and Leadership, 1980. Published by: Brighton Publishing Company, P. O. Box 6235, Salt Lake City, Utah, 84106.

too frequently, the term "risk recreation" is used to describe programs or activities that provide higher than normal exposure to natural and unpredictable danger.

There is no doubt that risks are inherent in the activities just mentioned. In fact, Outward Bound and similar outdoor programs believe that a certain amount of risk is deemed essential and that the hazardous environments in which they operate are necessary to their educational aims. In other words, these programs operate under the philosophy that there is no genuine adventure if there are no real risks.

Although the need for risk may be apparent in adventure programs, the intent of every sponsoring organization is, or should be, to minimize dangers by providing reasonably safe environments. At the same time, experienced leaders know that accidents cannot always be eliminated, regardless of how careful we plan. Accidents are likely to happen due to the nature of the risks and the nature of the environment in which adventure programs take place. Nonetheless, the fact remains that if adventure programs are to justify their existence, every effort must be made to minimize the potential for injury to participants. Consequently, the fundamental dilemma in adventure programs is how to eliminate unreasonable risks to participants without also reducing levels of excitement, challenge and stress--those unique and vital elements that represent adventure in the first place. In essence, there seems to be a paradox in attempting to provide both safety and risk in adventure programs.

Are there ways to provide great excitement, challenge and adventure in outdoor programs without tipping the scales too heavily to the side of risk? The answer is yes, and the following discussion focuses on methodologies for doing so.

HOW MUCH RISK? Perhaps a starting point is to take a closer look at just how much risk there is in higher adventure outdoor pursuits. In this respect, Meyer[1] has made an attempt to gather some useful facts by conducting an informal survey among a number of well established, full-time adventure programs. He estimated a fatality rate of about .5 per million students hours of exposure, as compared to an accident death rate in the U.S. of .1 per million human hours (all causes, at work and away). Thus, he concluded that the risk of fatal accidents in adventure programs may be five times that of everyday activity. On the other hand, these data suggest that adventure programs are safer than a comparable amount of time in an automobile, which he estimated to be about .7 fatalities per million hours exposure.

We can conclude that there are real and significant risks associated with adventure programs, although they may not be as dangerous as many people might first envision. In fact, the risks in many adventure programs are probably no greater than those present in recreational activities such as softball or basketball. Consequently, it is incorrect to use the term "risk recreation" when referring to all adventure programs. Nonetheless, for some adventure programs, the fact remains that there are objective dangers that must be recognized and, consequently, we must make every effort to minimize the dangers if we are to succeed.

THE NATURE OF ACCIDENTS IN OUTDOOR PURSUITS. With the foregoing in mind, let us now turn our attention to the nature of accidents in high adventure outdoor pursuits--their causes and contributing factors.

Meyer's analysis of accident reports from various adventure programs led him to conclude that most accidents are caused by a combination of (1) unsafe conditions (which are unobserved or underestimated), (2) unsafe acts (usually on the part of students), and (3) error judgments (usually on the part of the instructor). Following is a more detailed breakdown of the principal causal factors and their components, which are arranged in order of their frequency of occurrence.

1. Unsafe Conditions: (a) moving water, (b) loose rock, (c) inadequate area security, (d) unexpected weather, (e) improper clothing.

2. Unsafe Acts: (a) poor position, (b) unauthorized procedures, (c) unsafe speed, (d) inadequate water and nutritional intake.

3. Judgment Errors: (a) new and unexpected situations, (b) desire to please, (c) misperception, (d) fatigue, (e) distraction.

Many experienced outdoor leaders know that few accidents occur at random but, rather, tend to fall into recognized patterns. In fact, by reviewing those causal factors previously listed, it is obvious that many accidents are initiated and controlled by a pattern of thought--a considered approach where the situations leading to the accident were not viewed accurately. Therefore, if many accidents are caused, they can be controlled when their causes are identified and understood.

The bottom line is that many accidents happen because people make mistakes. In fact, many accidents are not unforeseeable, and, therefore, we should be able to recognize, prepare for and minimize them. This is especially so for accidents caused by unsafe conditions and unsafe acts, since these causal factors can often be eliminated through the development of policies and operating procedures such as those normally set forth in staff manuals, procedural sessions, or training programs. In other words, we can come up with adequate safety answers before accidents occur. Even so, we can still expect accidents because of judgment error, the limiting human factor that presents the biggest challenge for us to overcome.

Perhaps it should be mentioned that outdoor leaders are not unique when it comes to accidents caused by judgment error, for even highly trained and skilled airline pilots make serious judgment errors in spite of the many checks and balances built into flight safety today. In fact, at least half of the aviation flight accidents are due to lapses in professional judgment called pilot error. Yet, like the airline industry, perhaps the best and only way to minimize critical human errors in adventure programs is through conscientious planning and action, including rigorous training, intense supervision, constant practice, and systematic maintenance of equipment used in our programs.

Another important aspect of accident dynamics is that many tragic accidents are not due to simple blunders or single events but, rather, are sequential in nature, coming as an end of a chain of events. This might be a series or pattern of subtle, seductive and seemingly inconsequential decisions, or lack of them, that stack up until the entire pattern totters and collapses in disaster (which is usually at a time when we think it wouldn't). According to Helms,[2] the sequential accident is the result of miscalculation, and the phenomenon causing the accident was likely some simple, overlooked mistake or perception early on that increased the overall level of risk.

Interestingly, a report of the American Alpine Club's Safety Committee presented evidence to support the claim that sequential accidents are the most common kind of accidents in adventure/climbing schools.[3] According to a 1979 report, most accidents in these programs occurred as a direct result of an individual trying to please others in the group. It is also of interest to note that the second largest contributing factor to accidents in these schools was trying to adhere to a schedule.

<u>STRATEGIES FOR INJURY PREVENTION</u>: Now that we know something about some of the basic causes of accidents in adventure programs, let us turn our attention to some effective measures used to reduce injuries. Obviously, outdoor program leaders should keep abreast of modern theories on safety and the application of strategies or techniques for injury prevention. A point worth noting is that many safety strategies worth our consideration have been developed by public, government, and private organizations, as well as business and industry. Some of these strategies might easily be adopted or modified for use in any adventure program. For instance, one useful technique is a conceptual model developed by Dr. William Haddon for the U.S. Government's program to curtail traffic accident losses.[4]

Haddon's strategy or concept is aimed at reducing injuries rather than merely preventing accidents. In this respect, even when accidents cannot be prevented, such as those arising from human error, there are ways to reduce the frequency and severity of injuries caused from those accidents. The concept sets forth three steps or phases of injury countermeasures that determine the final outcome of a potential accident or injury. Following is a brief description of the three phases, including examples of how they can be used or applied in outdoor adventure programs.

## <u>Three Phases of Injury Countermeasures</u>

<u>Step I</u>. Pre-Event Phase - Preventing potentially injurious events. This phase focuses on the many factors which determine whether or not an accident will take place, such as the elements that cause people and physical or natural forces to move into undesirable interaction.

At the pre-event phase, emphasis is placed on failures that can be prevented by some change in the system, rather than attempting to change errors in human action or behavior. For example, applying this phase to a realistic situation in the activity of mountaineering, let's imagine that a lead climber on a vertical face accidentally dislodges a rock that falls and cuts a companion's head. In this case, the resulting injury could likely be blamed on the lead climber who dislodged the rock, rather than be attributed either to the injured companion who was not wearing a helmet or to other factors such as climbing in an area known for an inordinant amount of loose or "rotten" rock. Thus, during the pre-event planning phase of the climb, a majority of contributing factors to the accident could have been eliminated. The injury might have been prevented if, among other things, the climbers had been required to wear helmets and/or if a more suitable area for climbing had been selected in the first place.

Step II. Event Phase - Minimizing the chances that injury will result while the activity or event is in progress. This phase requires answering the question, "When an accident takes place, regardless of the cause, what can be done to soften the contact?" This phase follows the idea that accidents will happen, so let's protect humans the best way we can. The corollary of the principle is that neither mechanical failure nor human action shall result in injury.

When possible or practical, preference in this phase should be given to "passive" measures of protection, i.e., those that protect the individual automatically, without action on his or her part. The use of seat belts and air bags in vehicles serves as an example of passive measures of protection in the field of highway safety. Action more directly related to the field of outdoor programming might include using belay ropes and helmets for climbing activities or the use of life vests, wet suits and helmets for whitewater activities.

During the event phase, measures of protection that are less passive than those previously described also must be considered in most forms of outdoor adventure programs. For instance, some normal procedures during a winter outing in the mountains should include a periodic snow stability evaluation to determine the likelihood of avalanches. Likewise, proper route selection and travel techniques would need to be applied. Carrying probe poles and requiring the group to use avalanche cords or electronic transceivers would be yet other advisable procedures that would aid in locating victims buried in an avalanche, should such misfortune take place.

Perhaps the most important injury countermeasure in the event phase, just as in the pre- and post-event phases, is the use of trained and experienced leaders who are capable of providing sufficient supervision as well as instruction that is sequential and graduated in difficulty to match the capabilities of the group. When it comes to handling hazardous activities and possible emergencies, one's knowledge, judgment, maturity, and decision making ability are every bit as important as skill in the activity itself.

Step III. Post-Event Phase - Reducing the necessary consequences of accidents. As mentioned earlier, regardless of how careful we plan, accidents can and do happen. It is for this reason that the post-event phase involves salvaging the situation after an accident has taken place, with the obvious intent of doing so quickly before the consequences of the accident lead to serious injuries or loss.

Salvaging critical incidents requires having the proper back-up systems on hand, such as equipment as well as the knowledge, training, or experience needed to implement the needed action. Depending on the given situation, the proper back-up system needed in an emergency might be specific but appropriate equipment or supplies such as a well-equipped first aid kit for treating injuries. On the other hand, the proper "system" might require more elaborate undertakings, such as a search and rescue team attempting to find a lost or injured person in the wilderness. Whatever the situation, the important aspect of the post-event phase is to have the proper equipment on hand as well as the pre-training, practice, knowledge and ability to use it.

Unfortunately, far too many groups involved in adventure programs have not been adequately prepared or trained to deal with real disasters and, consequently, what should have been salvable situations have, far too often, resulted in serious injury or loss. Knowledge of what to do in an emergency is one thing, but without practice, the end result may be disastrous.

<u>CONCLUSION</u>: With the expanding popularity and interest in outdoor pursuits, sponsoring agencies and program specialists need to become more aware of current strategies and techniques of injury prevention. Although the injury countermeasures presented in this paper appear somewhat simple and straight-forward; nonetheless, they demand a systematic progression in planning and action--those very things that must be done to make adventure activities as safe as possible. Adventure programs do have their hazards and, despite precautions, accidents will occur. Yet, knowing something about the nature of accidents and then using proven strategies for reducing injuries will go a long way towards bringing the risks within acceptable limits.

Additional handouts given in this presentation are attached. The first, "Three Phases of Injury Countermeasures," shows examples of ways to reduce injuries in winter mountaineering, whitewater boating, rock climbing, and in the use of rope courses. These specific adventure activities are used for the simple purpose of illustrating how the three steps of injury countermeasures presented in this paper can be applied to the field of outdoor recreation. The second handout, titled "Ideas for Improving Safety in High Adventure Programs," lists considerations that can be helpful in reducing the elements of danger and risk in high adventure outdoor pursuits. Considerations are presented for program sponsors, supervisors, administrators, and leaders or teachers. I hope this information will be helpful.

ENDNOTES

[1] Dan Meyer, "The Management of Risk," Journal of Experiential Education, Fall, 1979, pp. 9-14.

[2] Michael Helms, "Psychological and Sociologi al Phenomena Affecting the Perceptions of Risk and Hazard in Mountaineering," Process and Concepts in Recreational Sports, pp. 240-253.

[3] Ibid., p. 251.

[4] Duncan Clark and Brian MacMahon, ed., Preventive and Community Medicine, pp. 109-140; Alton L. Thygerson, Accidents and Disasters, Causes and Countermeasures, pp. 62-71.

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## APPENDIX A

### THREE PHASES OF INJURY COUNTERMEASURES*
### EXAMPLE OF REDUCING INJURIES IN A WINTER MOUNTAINEERING COURSE

| STEP I<br>PRE-EVENT PHASE | STEP II<br>EVENT PHASE | STEP III<br>POST-EVENT PHASE |
|---|---|---|
| Select/inspect location | Snow stability evaluation (structure measurement; temp. measurement, etc.) | Avalanche victim techniques:<br>--swimming action;<br>--form oxygen pocket for face;<br>--conserve oxygen. |
| Determine alternate emergency routes | Stabolize slopes if necessary (explosives?) | Snow avalanche rescue procedures:<br>--probing for victim;<br>--search by electronic transceivers;<br>--use of avalanche dogs |
| Develop written instructional plan | Use avalanche cords or electronic transceivers (skadi system) | Complete first aid kit |
| Establish, test, and practice accident procedures | Route selection and travel techniques:<br>--travel on ridgetops, in dense timber, on rock outcrops, or in valley far from slopes<br>--avoid cornice areas<br>--go straight up or down when ascending or descending slopes<br>--spend little time on open slopes<br>--only one person cross slope at a time<br>--remove ski pole straps and ski safety straps<br>--loosen other equipment such as pack | First aid, revival, and evacuation techniques |
| Gather data on avalanche meteorology, mountain snowpack, and avalanche phenomena | Carry sectional probes | Phone numbers/addresses of emergency search and rescue teams |
| Check on weather forcasts | Close supervision and progressive/sequential instruction | Bivouac procedures |
| Instigate pre-training and instruction:<br>--travel techniques<br>--map and compass basics<br>--proper clothing/equipment (including shovels, avalanche cord, and probes)<br>--avalanche safety procedures<br>--winter first aid and cold weather emergencies | | |
| Obtain permits and notify responsible person/agency on planned route and dates | | |

*Adapted from Dr. William Haddon. For further information see Thygerson, Alton L., Accidents and Disasters, Prentice-Hall, 1977, pp. 62-67.

## APPENDIX B

### EXAMPLES OF TACTICS FOR REDUCING INJURIES

| TYPE OF EVENT | PRE-EVENT PHASE | EVENT PHASE | POST-EVENT PHASE |
| --- | --- | --- | --- |
| White-water boating | Pre-training and instruction<br>Swimming instrustion<br>Select proper equipment (stable watercraft)<br>Written instructional plan<br>Select proper location (class III water)<br>Permits and notices or permissions<br>File itinerary<br>Get weather information<br>Accident procedures established/tested<br>Alternate contingency plans established | Proper instruction:<br>--Eskimo roll<br>Life jackets<br>Life lines<br>Buddy system<br>Close supervision<br>Progressive instruction<br>Briefing on hazards | Water rescue procedures/ systems<br>Resuscitation training<br>Emergency Bivouac procedures<br>SOS and MAYDAY signals |
| Rock climbing or mountain-eering | Select/inspect equipment<br>Select proper location<br>--available campsites free of hazards<br>--stable rock<br>--stable snow<br>--emergency access routes<br>Pre-training and instruction<br>--knots<br>--belay systems, etc.<br>--climbing signals<br>First aid and emergency procedure training | Rope and hardwear<br>Helmet<br>Harness system<br>Belay techniques<br>Ice axe<br>Close supervision<br>Progressive instruction | Mountain rescue tecniques<br>Advanced first aid<br>First aid kit<br>Emergency bivouac procedures<br>SOS and MAYDAY signals<br>Search and rescue phone numbers and addresses |
| Ropes Course | Pre-inspection and maintenance of course | Close supervision<br>Appropriate spotting a... belay techniques<br>Teach falling techniques | Advanced first aid<br>First aid kit<br>Emergency phone numbers |

147 148

# APPENDIX C

## IDEAS FOR IMPROVING SAFETY IN HIGH ADVENTURE PROGRAMS

The following considerations can be helpful in reducing the elements of danger and risk in high adventure outdoor pursuits.

Considerations for Sponsors, Supervisors, and Administrators

1. Staff selection and training must receive special attention. Look at applicants' leadership experience as well as technical training. Keep in mind that many important qualities are difficult to evaluate, such as good judgment and knowledge, maturity, and one's ability to relate to students. There are no certification programs for such leadership qualities, so look at certification as only partial evidence of competencies.

2. Instigate in-service and pre-course training for your staff, as well as regular evaluations using performance appraisals at the conclusion of each program. Remember that the standard against which program staff should be judged is the action of a reasonable and prudent professional.

3. Do not establish programs or encourage activities that are too dangerous a risk to be practical. Be objective when evaluating such programs and seek advice where necessary to insure safety and freedom from harm for participants. Program personnel must constantly measure the goals and values they expect to derive from the experience against whether they are worth the risk and the cost.

4. Develop a plan of supervision, both general and specific, and use appropriate supervision with sufficient numbers of supervisors/instructors to obtain an adequate ratio. Leader/participant ratios must also be matched to the level of activity as well as the age, maturity, and experience of the students.

5. Use only quality equipment, use it appropriately and, if it is to be worn as a protective device, be sure it is of proper size and fit.

6. Operations and programs should be confined to known areas or locations. Staff should have previous first-hand experience in these areas before the programs begins.

7. Develop emergency plans, including rescue training, and be committed to readiness.

8. Instigate a program of accident reporting, including "near misses," as well as routine safety inspections and program audits. Use check lists when possible and review all reports and forms regularly, looking for problems, potential causes of accidents or patterns of injuries. Also, study and analyze other accidents in hope of averting your own.

9. Check on insurance programs; accident insurance for the participants and personal liability for the leaders. Also, consider supplementary insurance programs for long trips or specifically hazardous programs. Many professional organizations such as AAHPERD and NRPA offer low cost personal liability policies to their members.

10. Using ideas presented here, as well as others, develop a detailed strategy or a systematic plan of action for injury prevention. Consider using techniques similar to the three phase "Injury Countermeasures" program which includes planning for the pre-event, event, and post-event phases of an activity or program.

<u>Considerations for Leaders and/or Teachers</u>:

1. Leaders are not insurers of safety. On the other hand, they are expected to protect against foreseeable harm by performing as reasonable and prudent professionals. Therefore, there should be "reasonable" preparation for activities involving risk. The higher the risk, the higher the preparation. Your preparation as a professional leader should be much greater than what is required or expected from a group of participants.

2. Stay current in first aid and emergency procedures specific to the activities that you conduct. Likewise, always carry an adequate medical kit. Keep in mind that leaders should know causes and prevention of environmental injuries (frostbite, dehydration, hypothermia, etc.) as well as more common types of injuries. The very minimum medical training for an outdoor leader should include advanced first aid and CPR training, as well as a wilderness first aid course. Additional courses such as emergency medical technician or CPR instructor training should also be considered.

3. Develop safety rules, policies and procedures for each activity under your responsibility. These can be written in the form of an instructor's handbook, field manual, or area guide (for instance, a guide could show maps, areas of travel, bivouac and evacuation routes, known hazards, weather patterns and trends, sources of water, names and addresses of emergency and medical assistance, and the like).

4. Inspect all equipment for defects before any activity. If a defective piece of equipment could cause injury, don't use it.

5. The ability to avoid accidents might well be related to one's physical and/or emotional health. Therefore, to be reasonably assured that participants are able to withstand the rigors of an adventure program, leaders should know about participants' general level of fitness, overall health status, and previous experience or performance in similar types of programs. Medical exams, experience records, and pre-course conditioning routines can be helpful and possibly should be required from participants. With this type of information, experienced outdoor leaders often can accurately assess those people most likely to avoid accidents and those that are most accident susceptible. For instance, a fatigued, stressed, or depressed person might likely be accident susceptible, as might one who is overly fearful or reluctant to take part in an activity or skill. In general, those who are afraid to try or are afraid of failure need special help.

6. Through pre-trip meetings and/or correspondence, acquaint participants with the dangers and risks of the activity before the activity begins. Remember that release forms or consent forms may not hold up in a court of law; but, nonetheless, they can serve as one means of warning people that what they are involved in might be dangerous or could lead to injury. Written forms should cover the objectives and methods used, as well as the risks inherent in the program.

7. Follow desirable safety and instructional practices set forth by recognized organizations and specialists.

8. Use only voluntary participants in activities involving risk. Never require or force anyone to participate.

9. Participation should be in accordance to abilities and readiness for the activity. Do not encourage participants to run the risk of activities which are above their abilities. Screening and ability grouping is important, and, in very high risk activities, it would be wise to establish qualifying programs or prerequisites.

   To gauge a participant's state of readiness for an activity and to match skill and challenge difficulty, the leader must attempt to analyze the person's performance in order to learn as much as possible about his/her baseline experience, physical condition, and awareness of risks.

10. Ensure that the participants' program of training is sufficient and carefully graduated in difficulty. Likewise, skills should be taught by progression (i.e., in rock climbing: first teach knots, then belaying skills, then climbing techniques).

11. Perform "reasonable" care in activities involving risk. The greater the danger, the greater the care which must be exercised.

12. Always use proper safety procedures and perform inherent duties. Instruct participants as to the activity's proper safety procedures and know and perform the "duties" that are inherent in the activity. (For example, correct belaying is a duty inherent in the activity of rappelling; requiring the use of life vests is an inherent duty in whitewater kayaking). Be sure participants appreciate the risks involved for violating safety rules and practices. Enforce the rules.

13. Don't let your ego get in the way of good leadership. Attempts to please or impress others, to never be proven wrong, or to live up to some real or perceived expectation can lead to problems. Along these same lines, don't give false qualifications or profess competence, expertise and knowledge you do not possess. Likewise, don't guess. When the safety of others depends on the accuracy of information you give out, make sure it is accurate. If you don't know, don't guess.

14. Develop safety consciousness within the group and encourage self reliance. Encourage participants to be fundamentally responsible for their own safety and to rely on their own abilities. Do not create a false sense of security by inviting them to rely on you.

15. Prevent reckless action and keep participants under control. When you are in charge of an activity, do not let another person act or use equipment in a way that may create an "unreasonable" danger to others. Enforce discipline. There is no place for "horseplay" when life may be at stake.

16. You can't be everywhere at once, so organize your group accordingly. Likewise, provide supervision when it "might" prevent injury. Remember that all the risks of outdoor activities cannot be completely eliminated, even with proper care and supervision.

17. Leaders must be cognizant of dangers associated with the risky shift phenomenon, wherein a group tends to make riskier decisions than the individuals in the group would make alone. This is due to the high value our society places on risk taking behavior and results in promoting higher levels of acceptable risk for the group as a whole. Such group decisions can lead to difficult and dangerous situations. Therefore, in high adventure programs, staff must be able to account for participants' abilities to evaluate accurately and deal with objective and subjective dangers.

18. Maintain a proper attitude towards fear among participants. The fear level should be reasonable.

19. Be aware of "get-homitis." Don't try to adhere to a strict schedule or deadline when it might create problems or a dangerous situation. Always allow leeway in your planning for emergencies.

20. Do your best always. Do any action or activity you undertake to the very best of your ability.

# DEVELOPING A WINTER HUT SYSTEM

by

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*With some ingenuity and the use of volunteer help, outdoor recreation programs can develop winter hut systems. This paper traces the development of a four-yurt system outside the community of Pocatello.*

The utilization of winter huts for recreational and educational purposes is increasing in the United States and Canada. Hut systems presently operating have been developed either by commercial outfitters or organizations such as the Sierra Club. Some of the original hut systems include log or wood-framed structures resembling the well-known European and Scandinavian huts. Though wood cabins are beyond the means of most, the use of portable canvas tents or yurts--described later in this paper--makes it possible for university, city, and other types of recreational programs to develop hut systems in their own area. The initiation and implementation of the hut system developed by the Idaho State University Outdoor Program will be used as an example.

The hut program was launched in the fall of 1983. Through public appeals for help, the ISU Outdoor Program acquired 2 used canvas wall tents and a Coleman stove and lantern as gifts from interested individuals in the community. Both the City of Pocatello Recreation Department and the local nordic ski club became interested and joined the Outdoor Program as sponsors. The City of Pocatello agreed to set up one of the huts and the ISU program was responsible for two other huts. This cooperation and assistance from other community resources was key in the success of the Pocatello hut system.

Three sites for the huts were located on Caribou National Forest land near the town of Pocatello. An attempt was made to pick sites which would be accessible by varying ability levels. The beginning level hut was located 3 1/2 miles from the trailhead near a gradually rising snowbound road. The intermediate hut was 3 miles from the trailhead, but involved a 2300 foot elevation rise. The advanced hut was 4 miles from the trailhead with a 2400 foot elevation rise.

While Pocatello is ideally situated near mountains and national forest land, it is entirely possible to set up one or more huts in less ideal locations. Canvas tents or yurts can be erected in the fall and taken down in the spring. This portability opens up a great range of possible sites. State parks or forests or even a farmer's woodlot in a midwest location are all possible sites. Because use of the huts is during the winter season, there is little or no impact to the environment. Most agency personnel and private land owners, who are fully informed of the nature of the huts, have no objections. However, plenty of time should be allowed to gain the proper clearance and permits to go ahead with the system. Six months in advance is not too early to apply for special use permits with some government agencies.

Each of the three huts in the Pocatello start-up system were located so that a skier or snowshoer could travel from hut to hut. The distance between huts varied from 5 to 8 miles. After the first year of the system, it was found that the great majority of users traveled to one hut and returned. Presently, the hut to hut trip is rare, but it is likely to increase as more individuals become familiar and comfortable with the system.

Approximately two weeks were spent constructing internal wooden frames for the canvas tents. The wood frames were constructed out of 2 x 4's and 2 x 2's to provide support from snow loading against the roofs and walls. Additional rough cut lumber was purchased for flooring. Sheet metal wood stoves were acquired for $40 each from a ranch supply store to provide a heat source in the tents. The stoves were found to be more than adequate for heating purposes, keeping the huts warm and toasty in very cold outside temperatures. The total cost came to approximately $500 per hut not including the donated items mentioned earlier.

In October and November, the tent, flooring, and other supplies were carried into the hut sites. At each of the three sites, two cords of wood were cut and split and the tents erected. To get the project underway, initial efforts demanded a great amount of volunteer and Outdoor Program staff time. The total amount of work came to over 500 man-hours of paid and volunteer labor. In the second year of the program, however, the amount of volunteer and staff time was reduced considerably.

The contents of each hut included a wood stove, axe, broom, grain scoop for removing snow, a table for cooking, and a Coleman stove and Coleman lantern. A small wooden potty was built and installed close to the huts. Included, also, at each hut was a hut log book for individuals to record comments about their trip. After a year of entries, the log books have become fun reading for hut visitors in the evening sitting around the wood stove.

To properly educate users about the huts, a manual was prepared. Information in the manual includes:

1. Cautionary information about the dangers and risks of backcountry skiing and hut use.
2. How to make reservations.
3. When to start hut tours.
4. Condition of hut upon arrival.
5. Contents of huts.
6. How to dig out huts.
7. How much fuel to take.
8. Procedures to follow when arriving and leaving.
9. Suggested equipment lists.
10. Short guide to each hut, access points and difficulty.

Once an individual made a reservation, part two of the hut manual was given to him, which included detailed route descriptions and photocopies of the necessary topographic maps.

Starting in the 1985-86 season, an additional education tool will be initiated. A video tape is under preparation which will visually portray most of the information covered in the hut manual. The video should be around twelve minutes in length which is a convenient period of time for most users to view the tape. All hut users will be asked to sit down and watch the video before undertaking the tour. The showing of the video should be highly effective in presenting key information about the huts. In addition, the tape also serves an important function in alerting potential users to the risks of hut use, which is vital in a proper program minimizing liability.

The Pocatello system was set up to give priority to organized events of the sponsoring organizations as well as trips by volunteers. After reservations were made for organized events and volunteers, the system was open to the general public. Members of the public could make reservations through the City of Pocatello Parks and Recreation Office. The cost of the huts was $10.00 a night. Hut fees, however, will be raised significantly in the future to recover some of the initial expenses as well as provide replacement costs.

In the second year of the program, the canvas tents were replaced by yurts. Yurts are dome-shaped canvas structures which have an internal frame supported by a steel cable. All the strength of the structure is placed on the cable which enables it to support large accumulations of snow without collapse. The dome shape of the of the yurt makes it roomy--the 16 foot size, the most ideal size for backcountry use, will comfortably hold seven people for an overnight stay. Yurts are also aesthetically pleasing with a plastic skylight capping the peak of the structure making them light and accenting the feeling of roominess. One additional advantage of yurts is that they are easy to set up and take down.

The yurts used in the Pocatello system were designed by Kirk Bachman. Bachman, originally a staff member of the ISU Outdoor Program, now owns a backcountry guiding and outfitting business in the Teton area. He has designed a special backcountry adaptation of the yurt which he has fine tuned and tested for the last six years. He lived in a yurt for an entire winter in

Stanley, Idaho, famous for its -45°F temperatures. The approximate price of Bachman's yurt is $2,000. For more information, write: Outback Yurts
P. O. Box 69
Driggs, Idaho 83422

The response from the public and participants using the huts has been overwhelming. By the second year, huts were so popular that some huts were reserved solid from Christmas to March.

One of the spin-offs of the hut system is that it has become an excellent form of public relations for the sponsoring organizations. Members of the public have been very receptive and complimentary of the system. Families can use the easier huts and backcountry devotees rave about the more difficult huts. The hut system is also attractive to the media. Several newspaper and television stories have resulted from the Pocatello system.

Hut systems, whether they consist of one hut in a farmer's woodlot or a series of huts in the mountains, can greatly enhance a recreational program's winter activities. A hut provides an excellent base from which to practice winter camping and survival techniques. With a warm hut nearby, participants can build igloos, snow caves, and snow trenches with little safety risk. If someone becomes too wet and the temperature drops, the hut is available nearby as a backup. Finally, huts provide an important first step for those individuals interested in learning how to winter camp. By using a hut, one can make a few mistakes and still have an enjoyable trip. After a person has learned about proper clothing and has developed some competent travel techniques with a pack full of winter gear, he'll be far more prepared for actual winter camping than had he not had the hut experience.

**OUTDOOR ADVENTURES FOR NEW STUDENT ORIENTATION**

by

Nancie Baldus and Steve Walker
Western Washington University
Bellingham, Washington

*The Western Washington University Outdoor Program became involved in new student orientation in 1983. This program helped introduce new students to the university and to the Outdoor Program.*

In the autumn of 1983 the Outdoor Program at Western Washington University began offering incoming students the opportunity to participate in group outdoor adventures as a prelude to the formal university orientation. The project was very successful in meeting its goals of enhancing new students' initial experience at Western, creating new friends for participants at an important time in their lives plus giving exposure to the Outdoor Program.

Western's Outdoor Program is funded by the Associated Students and administered by a salaried student progr coordinator with assistance from a paid student staff and advisement by a student union professional. In the spring of 1983, Ken Enochs was hired as the Program Coordinator. His desire to provide outdoor experiences as a component of orientation was responsible for the initiation of the Outdoor Adventures for New Students project. Ken's efforts resulted in a well coordinated program that received praise from the Board of Trustees, the Vice President of Student Affairs, the Dean of Students and other administrators of the institution. The initial program went so well that the Board of Directors of the Associated Students allocated funds to pay the next coordinator, Nancie Baldus, to organize it again in 1984. Using an outline similar to the one included, Nancie refined the process and successfully coordinated this year's program.

Beyond the satisfaction of enriching the lives of participants, the project paid additional benefits to the Outdoor Program. All new students were given a personal invitation to participate. Even though everyone could not be accommodated, the incoming class was introduced to the Outdoor Program. Students who did participate returned to their living units enthusiastically spreading the word about the Outdoor Program. Participants learned about local recreational opportunities as well as student-owned recreation facilities. Most returned to take part in other activities throughout the year.

Additional attachments include a sample invitation and response letters.

Questions about Western's Outdoor Program should be directed to Nancie Baldus, Outdoor Program Coordinator, (206) 676-3450;1 or Steve Walker, Recreation Coordinator (206) 676-3450.

NOTE: Conference participants mentioned a wide variety of orientation trips at their campuses. These ranged from two week survival skills workshops to spontaneously scheduled cooperative excursions. At least one school organizes "reorientation" trips for returning students only.

APPENDIX A

# OUTDOORS/

Dear New Student,

August 30, 1983

The response to the Outdoor Program's pre-orientation trip was overwhelming--all of the spaces filled immediately. Even though we would like to take everyone along, we regretfully cannot accomodate you. Enclosed is your check as a refund.

Think of it as a raincheck.

During Fall quarter there is still more exploring to be done. From North Cascade slopes to Puget Sound shores, recreation and outdoor adventure abound in Western's region, and the Outdoor Program helps make it accessible and familiar.

Beginners and experienced, climbers, skiers, sailors--anyone who can't stand looking out the window too long--uses the O.P. as their rendezvous. Maps and brochures are on display for making plans and choosing routes. There's a reference library, including periodicals, covering the range of topics and topography. And the "Trip Board" can be used to announce personally scheduled trips and invite others along, or simply to express your areas of interest and participation.

During the year, the O.P. itself sponsors activities for the outdoor eager. For instance, students last year discovered river rafting and bouldering; some learned First Aid with a camping emphasis, while others happily rolled kayaks in the pool. With the O.P., students have a nexus for centralizing and coordinating their ideas, enabling them to more readily, knowledgably, and safely experience the thrill and satisfaction of outdoor endeavors.

We hope you hold on to the yearning to head out, and will stop by the Outdoor Program when you arrive on campus. Catch us at the pre-orientation activities, or come down to the office in Viking Union 113. We'll be planning more outings and certainly want to include you. See you in the Fall.

Sincerely,

Ken Enochs

Ken Enochs
O.P. Coordinator

enc: uncashed check

**OUTDOOR PROGRAM**

## APPENDIX B

The response to the Outdoor Program's Pre-orientation trips was tremendous. We are pleased to inform you that your registration was received and we have reserved a spot for you. Enclosed is an equipment list which we hope you will utilize to ensure a comfortable and safe trip. We have also included an equipment rental list if you are unable to obtain a piece of equipment needed. The money that was sent covers the following; Transportation from school to destination and back, trip leaders, two dinners and two breakfasts, You are to bring lunch type foods for two days and money if rental equipment is needed. (plus equipment on enclosed list.) We hope your arrival at Western goes smoothly and we can make your entrance to this university a memorable one. If there are any questions or problems, please give us a call at (206) 676-3460. See you there.

Funny how much different a river looks from the bow of a raft; but once you've seen it from this perspective you may never look at rivers the same again. We'll be looking at the Skagit from every angle for three days, and there's hardly a better river for this. The beauty of this river will entrance you, and for first time rafters it's ideal: plenty of steady current to practice maneuvering, and the last stretch is a doosey.

### ITINERARY

| | | |
|---|---|---|
| Thurs,, Sept. 20 | 10 a.m.-12 p.m. | Residence halls open for you to store your gear. Pick up key at Office of Residence Life, High Street Hall #1. |
| | 11 a.m.-1 p.m. | Rent equipment if necessary, at Equipment Rental Shop, V.U. 104. |
| | 3 p.m. | Meet your trip leader in front of V.U. on High St. |
| Fri., Sept. 21 | All Day | Raft the Magic Skagit |
| Sat., Sept. 22 | 3-4 p.m. | Arrive back on campus |

**STRATEGY FOR EXPANDING AN OUTDOOR PROGRAM**

by

Paul Green and Rick Newman
Eastern Washington University
Chaney, Washington

*A strategy is suggested to expand the activities of an outdoor program at colleges and universities. The strategy includes methods of expanding program offerings through volunteers, free and inexpensive guest speakers, product promotion seminars, utilization of area resource specialists.*

*Special attention is given to the recent expansion of the Outdoor Program at Eastern Washington University. A review of the tactics for program expansion will be included.*

The Outdoor Program and the Outdoor Equipment Rental at Eastern Washington University have experienced tremendous growth over the past two years. The Outdoor Program has expanded from volunteer students working on a part-time basis to its current status of a full-time Outdoor Program Administrator who directs the equipment rental and provides outdoor activities for the benefit of the students. The initial concept was to offer low cost, high quality outdoor pursuits for the students and to maintain a variety of rental outdoor equipment for low fees. During the developmental stage, the program gained support from the students, the student-run government, the faculty, staff and the university community. This support along with considerable hard work and innovative strategies for program development resulted in its current success.

EMU is in a typical university community in that approximately one-half of the students (4,000) live in Spokane and commute to school in Cheney. Twenty percent of the students are women returning to school and another twenty percent of the students live in dorms. Programming for this population is both challenging and frustrating.

The Outdoor Program started as an outgrowth of the Outdoor Equipment Rental when the Associated Students purchased about $3,000 worth of gear. The equipment was housed in the Student Union and, because of a limited budget, the rental program was run on a volunteer basis.

In 1979 the Outdoor Equipment Rental was moved to the physical education activity area under the direction of the Recreation and Leisure Services Department where it was run by volunteer students who were majoring in outdoor recreation. The quality of equipment was improved by utilizing the rental monies generated to purchase new gear and maintain the present equipment. Outdoor recreation students were utilized as trip leaders. They ran a variety of land-based and water-based activities and for the first time the equipment rental expanded into cross-country skis and river rafts.

In 1982 an effort was made to bring the Outdoor Program and the Outdoor Equipment Rental on a par with other universities. A proposal was written to the Associated Student government requesting a full-time outdoor programmer who would teach and lead a variety of outdoor pursuits as well as manage the Outdoor Equipment Rental. This proposal contained a profile of the eight universities in the Northwest who had full-time outdoor program coordinators and a discussion of the salary for this new position. As typical of student government, the idea was too innovative and too good to be true, and they turned it down. In their denial to fund the program, the students mentioned that they would like to try it on a half-time basis if a proposal was submitted to them the following year.

In 1983, a proposal for a half-time position was submitted and was approved by the Associated Students as a pilot program. The pilot program was very successful. The half-time outdoor programmer put in more than half-time in order to get the program off the ground. Extensive land, water and snow-based trips were advertised, promoted and led with excellent student participation. The activities offered are listed in the back of this paper.

After a successful pilot program, another proposal was written to expand the half-time position to full-time. The planned strategy for expansion made the proposal possible. In the fall of 1984, the full-time outdoor program coordinator was hired.

## STRATEGY FOR EXPANSION

The primary strategy for expansion of the Outdoor Program and the Outdoor Equipment Rental was the utilization of student volunteers. The main source of student volunteers were from the Recreation and Leisure Service Department where they were required to have professional experience prior to their internship. The students worked a minimum number of hours either as work-study or as volunteers. The student volunteers receive in-service training to understand the job and their responsibilities to the Outdoor Equipment Rental. Student volunteers are also used in leadership programs, students who have the skills and knowledge to lead trips are selected to plan and lead a field trip experience for the students and the campus community. The trip leaders go through a training program to insure safety in the activity they are leading.

The second major strategy for expanding the Outdoor Program was the use of free speakers. The free speakers were local individuals who have accomplished exciting outdoor pursuits or adventures which they were capable of sharing with the student audience. The slide shows included trips in the Alaska range, mountaineering expeditions and exciting areas to visit in the Pacific Northwest.

The third part of expanding the Outdoor Program was utilizing individuals who were promoting outdoor products. Rob Lesser, the representative for Perception Kayaks in the Northwest, put on an excellent display and video program on kayaking in Alaska. This program, although quite extensive, did not cost the Outdoor Program.

Additional concepts that were an integral part of the Outdoor Program expansion are listed below:

A. The Outdoor Program planned exciting multi-media slide shows of outdoor adventures including the east-face Everest climb, Karnali River and Saint Elias Range traverse.
B. Since quality graphics vastly improve a program's image, the Outdoor Program purchased a press-on letter alignment tool and scrounged a large letter typewriter for producing flyers.
C. A research survey of the need for outdoor recreational activities was conducted to determine future program offerings.
D. Quality programs are important for a successful operation. Do a quality job in programming and rent quality equipment. Participants remember a good program for a longer time.
E. Quality programming is not the only key to longevity, and neither are participant counts. A key to success on Eastern's campus is integration of activities with many other departments and organizations. For example, EWU's Outdoor Program has developed programs with the many groups - International Student Exchange, Reserve Officer Training Corps, Human Performance Lab, etc.
F. Food has been an important part of successful trips. While it is logistically harder to plan for good food, the results of serving quality food in the activity are well worth the effort. Students become closer through the preparation of the food and eating together is a very social act which adds to the overall benefits of the program.

Our key tactic that was utilized for program justification was to provide positive mental images of the benefits of outdoor recreation. This audio-visual presentation was shown at the Associated Student government retreat held at a remote lake cabin in northern Idaho. The actual involvement of student leaders through an audio-visual presentation and positive verbal enhancement convinced them that program expansion was necessary. The slides and narrative were able to put the Associated Student leaders in the position of Eastern students participating in high-adventure outdoor pursuits on rivers, on snow, and in the mountains. The presentation outlined the following key factors:

1. Participation in outdoor pursuits improves socialization among students and faculty.
2. High-adventure outdoor pursuits are once in a lifetime experience for many of the students at Eastern Washington University.
3. The Outdoor Program has the highest benefits per dollar investment of student activity funds.
4. Participation in high-adventure outdoor pursuits has lasting value. Students involved in outdoor pursuits are moved emotionally, spiritually, socially, physically in a positive peer group setting which does not happen by attending a three hour rock concert.
5. Eastern's 4,000 commuter students will have an increased opportunity to participate in outdoor pursuits because they are offered in the region rather than on campus.

The slide show was effective as the student government funded the program with a full-time outdoor program coordinator and a ten thousand dollar equipment budget.

## APPENDIX A

## OUTDOOR PROGRAM ACTIVITIES OFFERED DURING THE 1983-84 SCHOOL YEAR

### FALL 1983

Spokane River raft trip
Priest Lake canoe weekend
St. Regis Basin backpack
Priest Lake backpack
Fall bicycle tour
Winter trip leader ski clinic

### WINTER 1984

Mount Spokane ski tour (2)
Lookout Pass telemark trip
Achilles Ranch ski tour (2)
Karnali River slide show
Idle-a-while ski vacation
Winter wilderness workshop
Wallowa ski slide show
Foreign students 49° North ski trip
Kayak pool training
Salmon River rafting trip (6 days)

### SPRING 1984

#### Slide shows:

Mount Everest - Dr. James States
Adventures near Spokane - Gary Cassel
Turnbull Wildlife Refuge - Barry Whitehill
The East Face of Mt. Everest - Kim Momb
Saint Elias Range Traverse - Dr. David Bunch

#### Activities

Kayak pool training
Day canoe adventure & picnic
Bicycle rides
No sweat Running Club activities
Day raft trip and picnic

GROUP DYNAMICS IN THE OUTDOORS

A MODEL FOR TEACHING OUTDOOR LEADERS

by

Maurice Phipps

*A model is suggested for the improvement of group interactions on wilderness trips. Discussion centers on the various components of the model including group development, giving and receiving feedback, conflict strategies, conflict resolution, group dynamics, role functions in groups and group dynamics checklist.*

Groups in the outdoors often experience conflict. In an expedition setting, where there are few ways to "escape" from the group, feelings become intensified and incidents magnified out of all proportion. The success of many an otherwise well planned trip has been jeopardized by lack of education in how to deal with a problem. This is compounded by a lack of awareness of the group members in how their behaviors affect each other. Some behaviors are conscious and others are unconscious, but if they are brought out and discussed openly, changes can be made more easily than by pushing them "under the carpet." If they are suppressed, they'll surface later usually more violently. Educating group members from the earliest opportunity, setting a tone and group norms can relieve many problems that could emerge later. This can be started at pretrip meetings.

I am assuming for this model that the group cannot meet before the start of the course which is expedition style in nature and about one month in duration. I intend for it to be used as a flexible guide as to what might work with one group, could fail with another. This has worked well with college age students. The manner in which it is presented is critical; if the students see the usefulness of learning these communication skills it becomes an integral part of their leadership. This, hopefully, will lead us to a team rather than just a group! With modification, this model could be used for shorter or longer expeditions.

## The Initial Meeting

Cohesiveness is the key to success, so in the course introduction introduce a "we" feeling and stress teamwork. Explain the goals of the course and the group clearly to ensure that everyone is aware of the goals and can work towards the same ends. Include an ice-breaker and brief individual introduction.

As outdoor courses involve many different educational aspects, the group and people skills need to be tailored in at the right moments. For example inc :ding "Expedition Behavior" early is a good idea as this clarifies behavioral objectives and brings an awareness into the group that these niceties do exis. Teaching group roles is often best left to an opportune time when some of the behaviors have been enacted and roles are unfolding. It can have the advantage of stopping some negative behaviors just by giving them labels. There is no best order of teaching, but a logical sequence is as follows:

1. Group development
2. Expedition behavior
3. Giving and receiving feedback
4. Conflict strategies
5. Conflict resolution
6. Group dynamics
7. Role functions in groups
8. Defense mechanisms in groups
9. Group dynamics checklist

The teaching style can involve lecture, discussion and experiential work directly applied to situations that occur from time to time but also from exercises and role plays.

It is important to realize that any group is made up of people who are individuals, so a strong recommendation is to get to know the individuals more intimately. A fifteen minute introduction from each person distributed over the shakedown period of the course will often reveal information that could be helpful in understanding problems later. It also opens people up and increases communication in general. Frequent one-on-one, student-leader meetings also reduce tension produced by poor communication.

An understanding of the following elements will enable the students to increase their knowledge of the internal workings of the group and give labels to behavi: . This will make changes more possible when needed. The awareness of them will eliminate many undesirable behaviors. Include at least five of the nine elements of this teaching model in the shakedown period of the course so that they can be applied early.

### Group Development

Groups go through an initial period where rules, roles and rewards are all in flux.

Cohesive groups are often noisy; they joke around, have disagreements, arguments and overrun time limits. Non-cohesive groups are often quiet, boring and apathetic; they seldom disagree and deal quickly with important issues with little discussion.

Tension is always initially present and can be dealt with through smiles, laughs or jokes, or can be dissipated by humor, direct comment or conciliation. Positive behaviors can be established by their being supported and eventually becoming norms. Norms are the common beliefs of the group, giving expectations of behavior. They help interactions by specifying the responses that are expected.

In group development, there is both a human component, establishing relations, and a task component, the job to be done. Anticipating the kinds of group interaction problems that are predictable enables the leader to avoid being caught off guard and faced with a surprise situation. As the stages are predictable, they can be controlled. The two dimensions, personal relations and task functions, combine at the different stages of group development.

Four stages of development are suggested by Jones (1973):

| Stage | Personal Relations | Task Functions |
|---|---|---|
| 1 | Dependency | Orientation |
| 2 | Conflict | Organization |
| 3 | Cohesion | Data-flow |
| 4 | Interdependence | Problem-solving |

Initially, personal relations show dependency on the leader who sets the ground rules. At this stage the parallel task function is orientation of individuals as to the work involved. Individuals will be questioning why they are here, what they are going to do, how it will be done and what the goals will be.

Conflict develops in the personal relations dimension and organization as a task function. The conflict may be covert but is there. Conflicts are normal expectations. Johnson and Johnson (1975:140) state: "It is <u>not</u> the presence of conflicts that causes disastrous and unfortunate things, it is the harmful and ineffective management of conflicts." Conflicts come from contention for leadership, task influence and popularity. They are complicated by our own unresolved problems with authority, dependency and rules.

If the group resolves the interpersonal conflict, a sense of being a team is achieved and the cohesion enables data to flow efficiently. Ideas are shared with feelings and feedback is given. There is sharing of information related to the task and people feel good about belonging to the group. There could be a period of play unrelated to the task, an enjoyment of the cohesion.

Interdependence is not achieved by many groups. There is high commitment to activities related to the common goals, experimentation with problem solving is supported and there is collaboration and competition which is functional. There is interdependence in personal relations and problem solving in the task function.

## Expedition Behavior

Paul Petzoldt (1974) maintains that "Expedition Behavior is a basic teachable skill." He bring out the point that conscious control can be lost in situations that seem desperate such as storms, accidents and especially when food runs short.

Petzoldt devotes a chapter in his book, The Wilderness Handbook, on Expedition Behavior, spelling out in detail positive and negative behaviors. Time taken to do this at the beginning of a course or expedition helps to set positive group norms during the orientation phase of the group development. A comprehensive session which facilitates everyone's involvement will lay cooperatively set ground rules.

Expedition Behavior, as defined by Petzoldt is:

> An awareness of the relationship of individual to individual, individual to group, group to individual, group to other groups, group to administrative agencies and individual and group to the local populace. Good expedition behavior is the awareness, plus the motivation and character to be as concerned for others in every respect as one is for oneself. Poor expedition behavior is a breakdown in human relations caused by selfishness, rationalization, ignorance of personal faults, dodging blame or responsibility, physical weakness and in extreme cases, not being able to risk one's own survival to insure that of a companion (p. 128).

## Giving and Receiving Feedback

When group norms are overstepped or problems occur, feedback has to be given for behavior to change. Often an evaluation of the "leader of the day" is done as a group process in a review of the day. In both situations, individuals receiving feedback tend to become very defensive. Defensiveness should be discouraged and sometimes feedback over Expedition Behavior could be done individually.

Feedback done "one-on-one" with students two or three times during the course prevents many problems such as misguided goals. Feedback for leader of the day is often done by the group as well as instructors. In this situation asking the student leader first what he or she would have done differently in hindsight reduces defensiveness as they can often see their mistakes as they make them. It is all the better too that the students are encouraged to evaluate themselves in this way.

Giving feedback requires accuracy, objectivity and clear communication. Focus feedback on:

1. Behavior rather than the person.
2. Observations rather than inferences.

3. Description rather than judgment; in terms of more or less, rather than either/or. Rather than "You are a ...!", it would be more appropriate to say "When you did this, it made me feel ...!"
4. Behavior related to a specific situation rather than abstractions.
5. Sharing of information and ideas rather than giving advice.
6. Exploring alternatives rather than answers.
7. The value it may have for the recipient not the kudos or release for the giver.
8. The amount of information that the person can receive.
9. What is said rather than why.

Give feedback at the right time and place. Excellent feedback presented at an inappropriate time may do more harm than good. Feedback enables the learning to take place more effectively after the experiential leadership situations. Some groups attack when giving feedback, some do not really give any, just positive statements. Both these styles need to be monitored. Once trust develops and if the above guidelines are followed, students accept feedback as a useful learning situation.

Conflict Strategies

We know from the group development section of this model that conflict is going to appear even though we have laid ground rules through discussing Expedition Behavior.

It is essential to be able to discuss specific conflict behaviors in feedback and review sessions, so analysis of such strategies is needed. Describing and labeling conflict strategies enables recognition and helps considerably in conflict resolution.

Johnson and Johnson (1975) give an exercise "Stranded in the Desert" which initiates controversy and conflict. The group has to resolve a hypothetical situation of survival in the desert in which there are alternative solutions. The exercise should be given to the group to resolve as if the solution is important, without them being aware that it is to uncover conflict styles. Direction in Joining Together differ in this respect as the exercise can be used to illustrate the learning elements of controversy and concerns. The object of the exercise here is to illustrate the different conflict strategies and their appropriate use. It also is to enable individuals to see how their strategies are perceived in conflict situations by other members of the group. They often do not correspond, which is revealing to many students. Johnson (1981), in Reaching Out, gives another effective exercise called "The Fallout Shelter."

Give the exercise which explains the situation to each member of the group and give a time limit of one-half hour for them to resolve it by concensus. (Voting will destroy any discussion, controversy, conflict and learning.) Small groups of around six would be preferable to a large group to enable more interactions.

STRANDED IN THE DESERT EXERCISE

Situation

You are one of eight members of a geology club that is on a field trip to study unusual formations in the New Mexico desert. It is the last week in July. You have been driving over old trails, far from any road, in order to see out-of-the-way formations. At 10:47 a.m. the specially equipped minibus in which your club is riding overturns, rolls into a fifteen- to twenty-foot ravine, and burns. The driver and the professional advisor to the club are killed. The rest of you are relatively uninjured.

You know that the nearest ranch is approximately forty-five miles east of where you are. There is no other place of habitation closer. When your club does not report to its motel that evening you will be missed. Several people know generally where you are, but because of the nature of your outing they will not be able to pinpoint your exact whereabouts.

The area around you is rather rugged and very dry. You heard from a weather report before you left that the temperature would reach 110 degrees, making the surface temperature 130 degrees. You are all dressed in lightweight, summer clothing, although you do have hats and sunglasses. Before your minibus burned, you were able to salvage the following items:

Magnetic compass
Large, light-blue canvas
Book, Animals of the Desert
Bottle of 1,000 salt tablets
Four canteens, each containing two quarts of water
One jacket per person
Accurate map of the area
A .38 caliber pistol, loaded loaded
One flashlight
Rearview mirror

The group needs to make two decisions: (1) to stay where it is or to try to walk out, and (2) to hunt for food or not to hunt. To make these decisions, it will be necessary to rank the salvaged items in the order of their importance. And in making the group decisions, your group must stay together. (p. 140).

The correct answer is not the issue at stake here, giving one could reinforce the competitiveness of some students.

When the time limit is over, get everyone together and give an explanation of the following strategies as outlined by Johnson (1981).

1. The Turtle--withdraws from the conflict.
2. The Shark--forces and tries to make opponents accept their solution.
3. The Teddy Bear--smooths and avoids the conflict in favor of harmony.

4. The Fox--compromises, giving up part of his goals and persuades others to give up part of theirs.
5. The Owl--views conflicts as problems to be solved, confronts, seeking solutions that will satisfy both parties.

Drawing the turtle, shark, etc. in notebooks provides for some amusement and lowers any tension produced by the exercise. It paints mental pictures also, and students tend to use the terminology frequently after it has been introduced.

Ask the students to write the names of the others in their group on small pieces of paper and on the other side of each piece write the conflict strategy that best fits their actions in this exercise. Then pass the pieces of paper to the members. Each member should end up with pieces of paper containing the conflict styles as seen by the other members. This enables a perception check.

At different times, any of these styles are appropriate, however, good judgment is necessary in choosing the appropriate style at the right time. The style chosen may be affected by the necessity to keep good relationships, achieve personal goals, or because of safety factors.

## Conflict Resolution

### Define conflicts constructively

Define the conflict, trying to describe the other person's actions towards me.

Define the conflict as a mutual problem.

Define the conflict to give a specific description of the other person's actions.

Focus on describing feelings about or reactions to the other person's actions.

Focus on how I help create and continue the conflict.

### Confrontation and negotiation

In confronting another person and negotiating a resolution to a conflict, the following steps can be taken.

A. Confront the opposition
   1. Do not hit and run, schedule a negotiating session.
   2. Communicate openly your perceptions of and feelings about the issues involved in the conflict and try to do so in minimally threatening ways.
   3. Comprehend fully the other person's views of and feelings about the conflict.
   4. Do not demand change.

The skills required are:

1. Use of personal statements.
2. Use of relationship statements.
3. Use of behavior descriptions.
4. Direct descriptions of your feelings.
5. Understanding responses.
6. Interpretive responses.
7. A perception check.
8. Constructive feedback skills.

B. Arrive at a mutually agreeable definition of the conflict.

C. Communicate position and feelings.

D. Communicate cooperative intentions.

E. Take the other's perspective.

F. Reach an agreement through negotiation.
   1. Generate and evaluate possible solutions.
   2. Decide without voting together the best solution.
   3. Plan its implementation.
   4. Plan for an evaluation of this at a later date.

Group Dynamics

The group process is the dynamics of what is happening between group members while the group is working on the content or task. Process and content are the make-up of all interactions. The group process or dynamic is often neglected even when it causes serious problems. As it emerges, it encompasses morale, tone, atmosphere, influence, participation, style of influences, leadership struggles, conflict, competition and cooperation. An understanding of group process will enable leaders to diagnose group problems early and deal with them more effectively. It can relieve tension in the group by educating group development through the dynamics, showing that this is expected development. Many students naively expect that the group should always be completely harmonious.
The four areas which would be usefully covered here are:

1. Communication
2. Task and group maintenance
3. Emotional issues
4. Cohesion building

Communication. Without communication, however good the decision made, a breakdown in the team will ensue. Communication includes getting the message across as intended, but also creating a receptive atmosphere dealing with conflict, effecting motivation and management techniques. It is obvious that communication is essential and set times to enable this must be made available. A review of the day will enable consolidation of the day's instruction after students have had time to digest material, but will also enable a time to air problems and monitor the group process. Some students have a resistance to the specific diagnosis of process. They can be encouraged to become involved through making it one of the duties of the "leader of the day" to analyze the workings of the group and to point out malfunctional behavior and to praise functional behavior during the review sessions. This provides an experiential way of learning the different roles. It also encourages positive behavior.

Positive communication skills are important in maintaining morale. Incorrect commands or requests can be very effective de-motivators, for example, placing students in one-down situations unnecessarily. A study of Transactional Analysis by Eric Berne gives insights into the importance of this. An open communications climate needs to be developed rather than a defensive one.

In general, it is often the case that words alone are very ineffective in communication and experiential learning proves to be necessary.

Communication can be participation and can be influence. They are not necessarily the same; someone with little participation may still capture the attention of the group, some may be verbose and be ignored. Influence can be positive and negative, it can enlist support or alienate. The styles of influence can be likened to the styles of conflict mentioned under "conflict strategies."

Decision making is done sometimes by the leader and sometimes by the group, depending on the situation. A good leader makes a judgment on the group, the task and the environment before making an autocratic or democratic decision. The continuum between autocratic and democratic leadership allows some different styles of decision making between the two. The diagram on the preceding page illustrates this.

If a group decision is made, then it is difficult to undo without going through the whole process, undoing a group decision with an autocratic decision will destroy trust. In outdoor leadership, a careful balance of decision making is necessary, some are best made by the group such as those connected with discipline, then it is a group norm and not an imposed one. An example is the problem of tardiness; if the group decides what to do about it, having arrived at the decision unanimously, then they will reinforce it. This will prevent the leader alienating himself by enforcing a punishment.

Included in communication should be feelings; it should be a group norm to be able to express feelings and a leader's responsibility to allow communication of feelings from all individuals. It is good to own feelings and not to make excuses for them. Refusal to allow this kind of communication reduces the individual's sense of worth and belonging, it de-motivates causing bad morale. Expression of feelings may be inhibited but non-verbal communication is often made through the tone of voice, facial expressions, gestures, etc.

Task and group maintenance. To maintain harmonious working relationships and create a good working atmosphere, these functions are important. They include:

Gatekeepers who help others into the discussion or cut off others
Clarification of ideas
Evaluating
Diagnosing
Mediating
Relieving tension

The social aspects of the group involvement should not be underestimated. Socializing on expeditions can be done informally or at banquets which are good social occasions. Combined "cook-ins," camp-fire style activities, songs and stories all give social outlets not directly related to the task. Specials such as swimming at hot springs or an arranged special meal at the trailhead with plenty of fruit are unbelievable tonics for group morale.

Emotional issues. Emotional issues include power struggles, fears, identities, goals, needs and intimacy. Dependency, fighting and dominance issues can affect relationships and communication. For example, someone withdrawing emotionally affects the group and pairing up can have negative consequences.

Cohesion building. Explain that strong feelings are acceptable and welcome anger but when dealing with it;

a) Stay in the here and now,
b) Use "I" statements,
c) Keep words congruent with feelings,
d) Talk directly to group members.

Make it clear that it is not necessary to justify personal feelings; have an expectation of no backstabbing and model it. Some techniques to meet group needs are:

a) Share stories, this promotes connectedness.
b) Assign attainable goals.
c) Give feedback as if the group is a person.
d) Identify personal needs and either meet them or acknowledge the impossibility.

Develop cohesiveness by the following:

a) Identify "we" and "our," not "they" or "me."
b) Build a tradition through history and fantasy.
c) Stress teamwork.
d) Get the group to recognize good work.
e) Give group rewards.
f) Treat the group as people not as machines.

An atmosphere is created in the way a group works. Individuals differ in the kind of atmosphere they like; some prefer it to be congenial, others prefer conflict or competition.

It can change from time to time from work, play, satisfaction and sluggishness to enthusiasm. There could be an air of permissiveness, warmth or defensiveness. People could be inhibited or spontaneous.

Experiential exercise. A group activity such as tyrolean traverse or practice rescue followed by a process questionnaire and subsequent discussion illustrates the dynamics. An experiential exercise enables the students to relate directly to a situation instead of struggling with hypothetical concepts. An individual questionnaire ensures that everyone considers the various interplays and makes the facilitation of the process much easier. It also illustrates some different perceptions and perspectives. Examples of questions are:

1. Did you being by clarifying the task and making a plan? Explain.
2. Did anyone emerge as a leader? Who?
3. Did anyone else take on an informal role? Explain.
4. Who was the most influential? Why?
5. Did anyone feel left out?
6. Was your group effective? Explain why or why not?
7. How did you feel about your group?
8. How do you feel about your own participation in the group? Describe yourself as a group member? How do you think the other group members see you? How did you try to influence the others?
9. What was most discouraging or frustrating about this whole exercise?
10. Did you ever disagree? How was this resolved?
11. What did you learn about yourselves? Each other? The group?
12. Did any of your group members have any "personal agendas?" Explain. Did you? Explain.

## Group Roles

Role function in a group consists of what it takes to do the job and what it takes to strengthen and maintain the group. Jane Warters in Group Guidance: Principles and Practices describes the roles as follows:

### Task Roles

1. Initiating activity: solutions, new ideas, etc.
2. Seeking opinion: looking for an expression of feeling.
3. Seeking information: clarification of values, suggestions and ideas.
4. Giving information: offering facts, generalizations, relating one's own experience to group problem.
5. Giving opinion: concerns value rather than fact.
6. Elaborating: clarifying examples and proposals.
7. Coordinating: showing relationships among various ideas or suggestions.
8. Summarizing: pulling together related ideas and related suggestions.

9. Testing feasibility: making applications of suggestions to situations, examining practicality of ideas.

Group Building Roles

1. Encouraging: being friendly, warm, responsive to others, praising others and their ideas.
2. Gatekeeping: trying to make it possible for another member to make a contribution to the group.
3. Standard setting: expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions reminding the group to avoid decisions which conflict with group standards.
4. Following: going along with decisions of the group, thoughtfully accepting ideas of others.
5. Expressing group feeling: summarizing what group feeling is sensed to be, describing reactions to group to ideas.

Both Group Building and Maintenance Roles

1. Evaluating: submitting group decisions or accomplishments to compare with group standards, measuring accomplishments against goals.
2. Diagnosing: determining sources of difficulties, appropriate steps to take next, analyzing the main blocks to program.
3. Testing for consensus: tentatively asking for group opinions in order to find out if the group is reaching consensus.
4. Mediating: harmonizing, conciliating differences in points of view, making compromise solutions.
5. Relieving tensions: draining off negative feeling by joking or pouring oil on troubled waters, putting tense situations in a wider context.

Types of Dysfunctional Behavior

1. Being aggressive: working for status by criticizing or blaming others, showing hostility against the group or some individual, deflating the ego or status of others.
2. Blocking: interfering with the progress of the group by going off on a tangent, citing personal experiences unrelated to the problem, arguing too much on a point, rejecting ideas without consideration.
3. Self-confession: using the group as a sounding board, expressing personal, non-group-oriented feelings or points of view.
4. Competing: vying with others to produce the best ideas, talk the most play the most roles, gain favor with the leader.
5. Seeking sympathy: trying to induce other group members to be sympathetic to one's problems or misfortunes,

deploring one's own situation or disparaging one's own ideas to gain support.
6. Special pleading: introducing or supporting suggestions related to one's own pet concerns or philosophies, lobbying.
7. Horsing around: clowning, joking, mimicking, disrupting the work of the group.
8. Seeking recognition: attempting to call attention to one's self by loud or excessive talking, extreme ideas, or unusual behavior.
9. Withdrawing: acting indifferent or passive, resorting to excessive formality, daydreaming, doodling, whispering to others, wandering from the subject.

Using a classification such as this guards against the tendency to blame (self or others). Such behavior as the above could be regarded as a symptom that all is not well with the group's ability to satisfy individual needs. Each person is likely to interpret behavior differently. Content and group conditions must also be taken into account, for example, there are times when some forms of aggression contribute positively by clearing the air and instilling energy into the group.

Defense Mechanisms in Groups

Defense mechanisms evade conflict by moving away (flight) or towards (fight) the source according to Paul Thorenson (1972). His categorization of these defenses apply to any group as conflict always arises along with corresponding defenses.

Fight Defenses

1. Competition with the facilitator: This is an attempt to build personal ego and avoid dealing with a personal problem. It occurs sometimes on professional courses as individuals try and justify their situation.
2. Cynicism: This challenges the group goals through skeptical questioning of genuine behavior.
3. Interrogation: Someone giving heavy questioning may be trying to keep the spotlight away from himself.

Flight Defenses

1. Intellectualization: This is a way of evading giving anything away personally or emotionally. It is sometimes done in introductions to avoid any self-disclosure Self-disclosure done appropriately cultivates trust; intellectualizing evades both. Encouragement of "I" statements should help to discourage this.
2. Generalization: Impersonal statements about group behavior such as "we think" rather than "I think" means the individual may be speaking for the group without the group's consent.

3. Projection: One person's unconscious needs or behaviors projected onto another; he attributes to others traits which are unacceptable in himself.
4. Rationalization: This is a substitution of reasons to try and justify a decision, feeling, emotion or statement rather than what is probably the correct one.
5. Withdrawal: Members suddenly falling silent are in flight. Individual confrontation followed possibly by group confrontation is necessary to bring such an individual back.

Group Manipulation Defense

1. Pairing is sub-group to gain support.
2. Red-crossing is a defense of a person under fire to try and encourage mutual aid.
3. Focusing on one enables a group to spend excessive time on a person or issue to keep the action away from where it should be.

Generally, evasive maneuvering should be confronted using effective feedback techniques.

Group Dynamics Checklist

The following checklist filled out individually quoting examples, gives good instructor feedback on the understanding of the group's learning, but also acts as a thermometer of group atmosphere. It often highlights problems that may not be obvious to group leaders. Peers are often aware of undercurrents and if the checklist is kept confidential, these surface and can be dealt with in a diplomatic way.

Being aware of the possible negative behaviors in groups and making the group aware of them can enable energy to be spent, building a positive atmosphere, eventually pulling the group together into a team. Working through this teaching model should help to bring an awareness of the complex interaction that exists in group dynamics.

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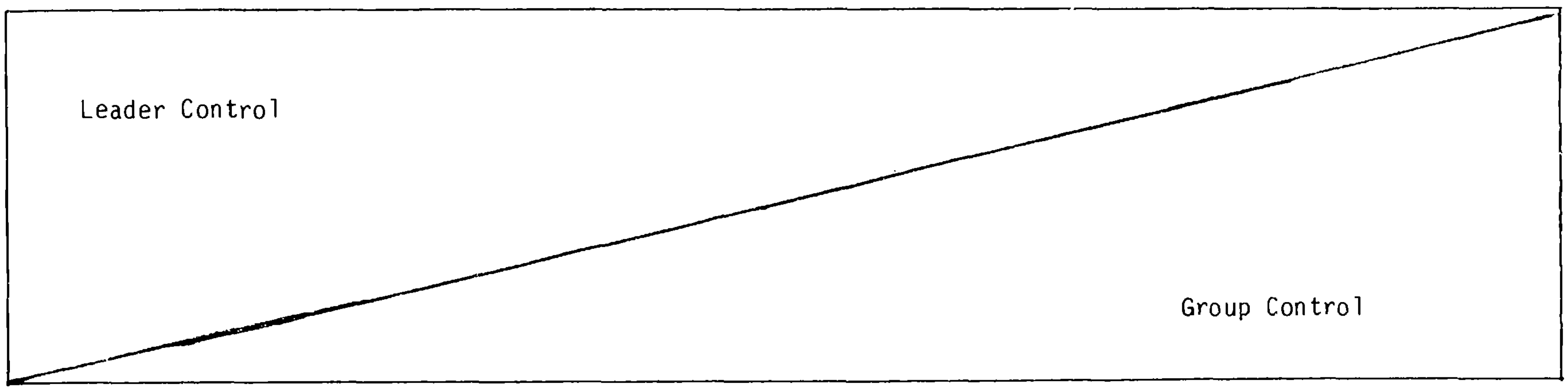
# APPENDIX A

Leader Control Conditions

a) Time factor and urgency of decision
b) Emergency
c) Individual knowledge
d) Lack of group skills
e) Expectation of leader's role
f) Legal responsibility




| | | | | | |
|---|---|---|---|---|---|
| Leader decides, announces decision | Leader decides, sells decision | Leader presents ideas, invites questions | Leader presents tentative ideas subject to change | Leader defines boundaries, group decides | Group defines boundaries and decides |

Group Control Conditions

a) No time pressure
b) No emergency
c) Group knowledge
d) Group skills
e) Expectation of the group role
f) Freedom of responsibility

Name_________________________

Group_________________________

Date_________________________

## APPENDIX B

## CHECK LIST ON INTERNAL DYNAMICS OF GROUPS

| | Notes |
|---|---|
| Goals and Objectives (individual and group)<br>1. Are the goals clearly defined?<br>2. Is there definite recognition of present position in relation to goals?<br>3. Are means or activities instituted which will lead to goal attainment?<br>4. Are means to goal attainment cooperatively set? | |
| Atmosphere or Climate<br>1. Is there an air of permissiveness or warmth, or is there a "defensive" feeling?<br>2. Is there a feeling of competitiveness (or cooperation) among group members?<br>3. Do you get the idea people are inhibited (or spontaneous)?<br>4. Are there unresolved personal tensions? | |
| Communications<br>1. Are the communication patterns formal (or informal)?<br>2. Do all members communicate equally well with each other?<br>3. Do the members communicate more with the leader than with each other?<br>4. Is the level of communications abstract (or personal)? Do the members talk "head talk" or "feeling talk"? | |
| Participation<br>1. Do all members contribute to the group process?<br>2. Is participation distributed throughout the group or is it leader-centered?<br>3. Are all members assuming responsibility?<br>4. Is there encouragement for all to participate? Do certain members consistently "get lost"?<br>5. How does the group handle its non-participants? | |

| | Notes |
|---|---|
| Group Interaction<br>1. What is the nature of interaction patterns within the group?<br>2. Do interaction patterns bring members together or erect barriers between them?<br>3. Is interaction cultivated and developed by the leader or is it discouraged?<br>4. Are positive or negative interpersonal attractions present?<br>5. Are there hidden agendas? | |
| Social Control<br>1. Do members conform to group norms?<br>2. Are members given recognition or praise for meeting group norms?<br>3. Do certain members flaunt norms in order to gain recognition?<br>4. How does the group deal with deviation from group norms by any member? | |
| Role Structure<br>1. Do the members understand the nature of productive group member roles?<br>2. Are the members engaged in both group task roles and group building roles?<br>3. Do the members consciously work to expand their own ability to assume additional functional roles? Do they engage in new behavior? | |
| Cohesiveness<br>1. Does the group exhibit definite evidence of a "we" feeling?<br>2. Do members demonstrate a common concern with regard to other members and the group as a whole?<br>3. Do the members show a genuine willingness to work and sacrifice for group consensus and group goals?<br>4. Do the members regard the group and its activities as attractive? | |
| Leadership<br>1. What is the leadership pattern (democratic, authoritarian, laissez-faire or a combination)?<br>2. Is there a definite feeling that leadership is present?<br>3. Are clear-cut decisions made?<br>4. Is decision-making shared?<br>5. Are the members accepting of the leadership style? How do they feel about the leaders? | |

Source unknown

# PART IV

## CONFERENCE DIRECTIONS AND INFORMATION

# THE 1984 NATIONAL CONFERENCE ON OUTDOOR RECREATION:

## A BEGINNING OR AN END

by
Jim Rogers
Illinois State University
Normal, Illinois

*The efforts initiated at the 1984 Conference on Outdoor Recreation to provide for similar conferences in the outdoor recreation and education field are summarized. Objectives identified for future efforts were categorized as organizational, regional, environmental, and networking. Organizers of the 1986 conference are identified.*

The impetus for this session came from our excitement and enthusiasm for the development of the "First National Conference on Outdoor Recreation." Gary Grimm and I had been waiting for many years to see this come together, and we felt it was important to assure that another national outdoor recreation conference would come about in the near future. Aside from another conference, we felt it was important to survey the wants and needs of those people and programs attending the 1984 conference. We both believed this conference could and should make a contribution to the future of outdoor recreation, programming for the handicapped and the environment.

After much discussion, we felt we could best accomplish our goals by providing a location during the conference where individuals could write down the objectives they felt important for outdoor recreation professionals to work on in the future. During the opening meeting of the conference, we explained our goals and procedure to all who attended.

Throughout the conference, Gary and I planned to take the written objectives and organize them into common categories. Once this was done we would present them to the conference during our discussion session. It was our hope that objectives could be discussed during the session and, hopefully, volunteer committees could be formed to work toward their completion.

A BEGINNING OR AN END

Once we started reviewing objectives, we found we could put them into four categories. We also realized that with the number of objectives we were receiving, it would not be possible to discuss each one during our one- and one-half hour period Saturday afternoon. Due to the limited time factor, we decided to read all the objectives during the Saturday afternoon session and then start the discussion with what we felt were the most important.

The objective we felt to be the most important was: To organize another national conference on outdoor recreation. We felt this to be the most important because it would probably affect the success of all other objectives. We presented it to the conference members and opened the discussion. The discussion that followed included issues such as when the next conference should be, whether or not we should organize our own national association, which association we should be affiliated with, how the networking of our ideas was more important than developing a new association, etc. Needless to say, one- and on-half hours was barely enough time to get an agreement on this one objective.

Much to our amazement, the conference did come to a common agreement. It was agreed that another national conference should be held within two years, and it would be organized by volunteers. Twenty volunteers came forward. It was also agreed that the conference would remain a free entity and would not align itself with any one association. It was felt that accomplishments could be realized by using a networking system instead of relying on the formation of a new association.

The network was made possible by the development of a list of the names and addresses of all individuals and programs that attended the conference. This list will enable each of us to make contacts with others and work on those objectives we feel are important. Each member that attended the conference will receive this list in the mail and it will also be included in the proceedings.

Many feel we have created a unique organization and situation, but if we think about it, we are just giving ourselves the opportunity to practice what many of us preach. We have created a "common or cooperative adventure" situation. We are simply organizing ourselves, our objectives and goals in a cooperative manner.

The following is the list of objectives received during the conference. They are categorized into four areas: organizational, regional, environmental, and networking. We would hope the individuals who wrote these objectives would initiate work on them by making contacts with other conference members.

Following the objectives, you will find a list of the committee members who will organize the next national conference. If you have any suggestions for the next conference, please feel free to contact one of these people.

The objectives received from the conference are as follows:

ORGANIZATIONAL

1. To organize a national outdoor recreation conference every two years.
2. To develop a name for the bi-annual meeting of our professional organization.
3. To develop a theme for the next conference that would integrate, whenever possible, concerns for the disabled.
4. To promote outdoor programming for the handicapped.

REGIONAL

1. To provide workshops in refining outdoor recreational skills, both administratively and physically.
2. To develop regional outdoor recreation conferences on alternate years.
3. The northwestern region should become involved with upcoming centennial celebrations.

ENVIRONMENTAL

1. To develop a positive, well-defined relationship with governmental land/wilderness agencies.
2. To act as a lobby force on issues of environmental and outdoor recreational concerns.
3. To dedicate ourselves to education for minimum environmental impact.
4. Outdoor recreation professionals should look beyond minimum impact and dedicate themselves to a positive impact philosophy.
5. To express our commitment to the philosophy of positive impact by developing and completing an environmental project at the next conference.

NETWORKING

1. To develop an outdoor recreation communication network throughout the United States and Canada.
2. To develop a problem solving network for issues common to a significant number of programs. Target and prioritize issues and then public information for distribution.
3. Network outdoor adventures on an exchange basis between cooperative outdoor programs from different schools.
4. Network information pertaining to the definition and legalities of the common adventure.
5. To provide a clearinghouse for outdoor recreation information.
6. To provide a clearinghouse for professional employment in outdoor recreation.
7. To provide a clearinghouse for information on liability including court cases.
8. Develop a professional ethic statement as opposed to certification standards.

9. To include in the next conference, sessions on the integration of the computer into outdoor programs.
10. To establish outdoor recreational opportunities at rehabilitation hospitals which work in conjunction with college outdoor programs.
11. To develop safety guidelines for conducting outdoor recreation activities. (Contact Alan Hale)
12. To accumulate trip coordinate training information techniques for the purpose of using these ideas and techniques to achieve improvements.
13. To develop purchasing leverage for obtaining rental equipment for our programs.

## APPENDIX A

### 1986 National Outdoor Recreation Conference Committee Members

1. Paul Amber
   Mankato State University
2. Michael Bitsko
   U.S. Fish and Wildlife
3. Jan Brabant
   Craig Hospital
4. Eric Bruner
   University of Northern Colorado
5. Lisa Campbell
   Steve Leonoudakis
   University of California--San Francisco
6. Russell Cargo
   HQ USAF
7. Jeff Davis
   Ball State University
8. Steve Johnson
   Rock Mountain College
9. Kurt Kleiner
10. Steve Johnson
    Cal Poly State University
11. Jim Rogers
    Carl Kichinko
    Illinois State University
12. Jeff Schmillen
13. Kirk Slagel
    YMCA
14. Nancy Stephenson
    Weber State College
15. Bob Stremba
    Univ. of Puget Sound
16. Mike Sullivan
    Idaho State University
17. Chris Tapfer
    Washington State Univ.
18. David Thompson
    Ricks College
19. Steve Walker
    Western Washington Univ.
20. Dennis Nichols

**BIOGRAPHIC INFORMATION ON PRESENTERS**

1984 National Conference on Outdoor Recreation

Nancie Baldus. Outdoor Program Coordinator at Western Washington University. Former coordinator of the outdoor program at Everett Community College.

Jan Brabant. Has worked in the recreation therapy field at Craig Hospital (Colorado), a regional center for spinal cord injuries and brain trauma, for the past eight years. Received recreation degree from Western State in Gunnison, Colorado.

Kelly Cain. Instructor for Wilderness Education Association (WEA) since 1979. Instructor's consultant for WEA since October 1983 and currently writing the WEA Instructor's Manual. Finishing doctorate on Outdoor (experiential) Education at University of Minnesota. Did masters at Western Kentucky University.

Mike Cavaness. Has masters in Education (recreation emphasis from University of Montana). Was director of Recreational Activities at Eastern Montana College in Billings. Since 1979, Director of Outdoor Recreation at Montana State University.

Bob Davies. An Australian by birth, is the founder of "Project Dare," an outdoor wilderness program for hardcore juvenile delinquents. Has eighteen years experience with correctional services. Is an instructor in outdoor education and has been director of Camp Horizon, a camp for the disabled in Alberta. Has a B.ed. from Laurentian University in Ontario.

Jeff Davis. Completed his undergraduate work at Western Washington State College (now university) in Recreation and Park Management and graduate work at Western Illinois University in Recreation and Park Administration with an emphasis on Student Union Administration. His professional career started at Castleton State College in Vermont, then to St. Cloud State University in Minnesota and most recently as Recreation Director at Ball State University in Muncie, Indiana. While at St. Cloud State University, he served as the ACU-I Committee on Outdoor Programs Region X Chairperson 1980-1984.

Katy Flanagan. A partner in Mountain Visions, has in the past worked with the outdoor programs at the Universities of Idaho and Oregon. She has been instrumental in organizing major conferences on wilderness use and massive clean-up projects on Mt. McKinley in Alaska and the Salmon Riv . in Idaho.

Paul Green. Is an associate professor in Outdoor Recreation at Eastern Washington University. Authored the Outdoor Leadership Handbook.

Gary Grimm. Helped develop and directed for eleven years the highly successful Outdoor Program at the University of Oregon. Was instrumental in the evolution of the philosophy of common adventurism and authored key papers on the topic. In 1979, formed "Mountain Visions," a company which produces and presents multi-image slide concerts. Mountain Visions has been presented in more than 350 places in the U.S. and Canada. Currently undertaking a comprehensive planning effort with state governments, art councils, busine colleges and communities to prepare for North... centennials in 1989 and 1990.

Harrison S. Hilbert. From 1970 to 1982 was director of the Idaho State University Outdoor Program. With Grimm, made significant contributions to the development of common adventure outdoor programming. Experienced mountaineer, fly fisherman, and river runner in drift boats. Presently works as a free lance river and fishing guide in the Northwest.

Dudley Improta. Director of the Outdoor Program at the University of Montana and an "all-around good guy."

Rob Lesser. Is the regional representative of Perception kayaks. Works as a freelance photographer, with photographs published in a variety of major national magazines, including National Geographic. A world class kayaker, he has boated in New Zealand, Alaska, Canada, Pakistan, and Chile. He has served as a film consultant and has boated in several features filmed by ABC for the American Sportsman series.

Steve Leonoudakis. M.S., Recreation and Leisure Studies. San Francisco State University. For the past eleven years, director for the Outdoor Adventuring Cooperative the University of California at San Francisco. I: ucts courses in whitewater boating, nature study, and cooperative adventure leadership.

James Loveless. B.S. in Psychology (of the outdoors), Brigham Young University. M.S. in Recreation Administration, Brigham Young University. Coordinator of Outdoor Programs at Utah Technical College, Orem, Utah. Member of the faculty of the Recreation Department, Utah Technical College, Orem, Utah. Formerly head survival instructor at Boulder Outdoor Survival School and B.Y.U. Outdoor Survival. Also park ranger at Dead Horse Point State Park, Utah.

Bill March. Associate professor, Physical Education, University of Calgary. Former director of the National Mountaineering School in the U.K. Author of three books on mountaineering and over 60 articles on outdoor adventure education. Member of the International Association of Mountain Guides. Leader of the 1982 Canadian Mt. Everest expedition.

Susan Marsh. Has degrees in Geology and Landscape Architecture. Is the landscape architect on the Gallatin National Forest and has responsibility for wilderness and recreation management on the forest

David Martin. Has a bachelor's degree in Forestry and has worked as a wilderness ranger for five seasons. He is the Gallatin Forest's wilderness education coordinator and presents the "no-trace camping" programs to grade schools in the spring.

Bruce Mason. Started working for the University of Oregon Outdoor Program in 1972 and took over the directorship in 1979. Has a master's in Public Administration from the University of Oregon. Through the outdoor program he has organized expeditions to the Yukatan in Mexico as well as to Himalayas, including the first descent of the Karnali River. Additionally, he is video and multi-media producer.

Joel Meier. Is professor of Recreation Management at the School of Forestry at the University of Montana. Served as an Outward Bound instructor for the Peace Corps in Puerto Rico. Authored several books on outdoor leadership. Served as president of the American Association for Leisure and Recreation. Fulbright scholar to New Zealand and consultant to the New Zealand Mountain Safety Council.

John C. Miles. Helped establish the outdoor programs at the University of Oregon and Western Washington University in the late 60's. Climbing, cross-country downhill and sea-kayaking are outdoor interests. Currently associate professor of Environmental Studies at Western Washington University, working especially in outdoor and environmental education and outdoor recreation. Outdoor program involvement is with the Whatcom County Parks Outdoor Program, a public outdoor recreation program modeled on his university outdoor program experience.

Rick Newman. Outdoor Program Administrator, Eastern Washington University. Former instructor in outdoor pursuits at five different colleges in the Pacific Northwest. Member development staff for the Recreation Opportunity Guide (ROG) for the U.S. Forest Service.

Dana Olson. Helped develop the whitewater kayaking program at Idaho State University. Organized a European kayak exchange program between Birmingham University and Idaho State University. Extensive river running experience on North American rivers.

Maurice Phipps. Has been involved in outdoor recreation and education in Britain, working in centers and schools including directing his own private outdoor school, North Pennine Outdoor Pursuits Company for five years. Spent three years in Australia teaching at high school level but also competing in slalom and wild water. Acted as a consultant during the formation of the Australian Canoe Education scheme. At which time, wrote Canoeing in Australia, a river guide and instructional text published by Pioneer of Melbourne. The last three summers, worked with Wilderness Education Association in the Tetons teaching outdoor leadership. Last year was advisor to the outdoor recreation committee at Mankato State University. Presently a graduate assistant teaching and studying on a Ph.D. program at the University of Minnesota.

Jim Rennie. Is director of the University of Idaho Outdoor Program. He has been involved with outdoor programs at the University of Oregon and Portland State University. He is the author of several articles on outdoor activities and is a licensed State of Idaho outfitter. He has held his present position for over eleven years.

Jim Rogers. Completed his master's degree in Outdoor Education and Recreation at Southern Illinois University in 1974. Hired as Outdoor Program Director for Campus Recreation at Illinois State University. Has been director for ten years and directs a multi-faceted program consisting of trips, outdoor equipment rental, boat livery, skill classes and resource center. Has been a member of NIRSA for nine years and was instrumental in the inclusion of outdoor programming into this national association. Served as Outdoor Program Committee Chair for two years and served as Committee Advisor for another.

Curt Shirer. Has his Ph.D. in Recreation Resource Management from Texas A & M. and is the recreation curriculum coordinator at Montana State University. Has been an avid outdoorsman and climber for twenty years. Advocate of a simple, self-reliant lifestyle. Lives west of Bozeman on Gallatin River in self-constructed home.

Greg Simmons. Presently department chairman of Recreation Studies at Humboldt State University in Arcata, California. Has a Ed.D. in Outdoor Experiential Education from University of Northern Colorado. From 1970-1980, was director of Outdoor Program at Adams State College in Colorado. In 1965, graduated from a NOLS course.

Nancy Stephenson. Currently director of the Wilderness Recreation Center at Weber State College in Ogden, Utah. Earned Associates in Outdoor Education degree from Ricks College and B.S. in Recreation Management from Brigham Young University. Has worked in the outdoor programs for BYU Outdoor Unlimited, BYU Recreation Department, and Ricks College. Also worked for the Wilderness Education Association.

Mike Sullivan. Instructs the rock climbing courses at Idaho State University. Extensive climbing experience in Colorado, California, Idaho, and Wyoming.

Doug Walker. Director of the Wilderness Rental Center at Idaho State University. Previously ISU Program Board Chairman.

Steve Walker. Physical Education graduate, Washington State University, 1973. Park ranger in Washington State, 1975-1983. Recreation Advisor, Western Washington University, 1982 - present. Avid sea kayaker.

Ron Watters. Director of the Idaho State University Outdoor Program. Has authored three books on outdoor topics.

Tom Whittaker. Started the Cooperative Wilderness Handicapped Outdoor Group (C. W. HOG) program at Idaho State University. Formerly from Great Britain, has worked in outdoor recreation in Canada, the U.S. and overseas.

# APPENDIX A

## SCHEDULE OF PRESENTATIONS

## 1984 NATIONAL CONFERENCE ON OUTDOOR RECREATION

(Note: Abstracts of each presentation and biographic information on presenters are included in conference packets.)

THURSDAY - November 1

| | |
|---|---|
| 2:00- 6:00 p.m. | Registration - Student Union Lobby, Montana State University. |
| 3:00 p.m. | Conference Steering Committee Meeting |
| 5:00 p.m. | Planning Meeting for Disabled Programs at Conference (CORD), Tom Whittaker, Cooperative Wilderness Handicapped Outdoor Group (C. W. HOG). Room 275. |
| 7:00 p.m. | Opening of conference: Room 275. Welcome: Mike Cavaness, Montana State University. Introductory Remarks: Gary Grimm, Mountain Visions and Jim Rogers, Illinois State University, Normal. Conference Goal Formulation. |
| 8:00 p.m. | "Canadians on Everest," a slide presentation of 1982 Canadian Everest Expedition, Bill March, University of Calgary. Room D. |
| 10:00 p.m. | Sundowner Social at some local place of libations and spirits. |

FRIDAY - November 2

| | |
|---|---|
| 7:30- 8:00 a.m. | Late Registration. Hallway outside Room 275. |
| 8:00- 9:15 a.m. | Introductions of each of the recreation programs represented and brief summary of individual program's activities. Room 275. |
| 9:30-10:15 a.m. | "Integrating Disabled Activities in an Outdoor Recreational Program," Tom Whittaker, C. W. HOG. Room 275. |
| 10:15-10:30 a.m. | REFRESHMENT BREAK. Room 276. |
| 10:30-noon | "The Common Adventurer Concept," a panel: Harrison S. Hilbert, Osprey Expeditions; Bill March, University of Calgary; Gary Grimm, Mountain Visions. Room 275. |
| noon- 1:30 p.m. | LUNCH |
| 1:30-2:50 p.m. | "The Certification Polemic," a panel moderated by John Miles: Karl Johanssen, Editor AEE Accepted Peer Practices; Kelly Cain, WEA Certification, University of Minnesota; Bill March, University of Calgary. Room 275. |

| | TRACK I | TRACK II | TRACK III |
|---|---|---|---|
| 3:00- 3:50 p.m. | "A Strategy for Expanding an Outdoor Program," including information on getting a program started. Paul Green and Rick Newman, Eastern Washington University. Room 275. | "Access to Public Lands: Permits and Prohibitions," Jim Rennie, University of Idaho. Room 274. | "Community Integration With an In-house Recreation Program," three presentations on disabled programs in sailing, scuba, aquatics and rafting. Jan Brabant, Craig Hospital, Colorado. Fireside Room. |

FRIDAY - November 2 (continued)

| | TRACK I | TRACK II | TRACK III |
|---|---|---|---|
| 4:00- 4:50 p.m. | "Leadership in Cooperative Adventure Programs," Steve Leonoudakis, University of California, S.F. Room 275. | "A Challenge of Managing Our Wilderness Resources," John C. Miles, Western Washington University. Room 274. | "The Albertan Approach to Working With Disabled in a Wilderness Setting," Bob Davies, Kinsmen Camp Horizon, Alberta, Canada. Fireside Room. |

5:00- 7:00 p.m. DINNER

7:00- 8:00 p.m. Presentation of Papers: (Room 275)
"Historical Perspectives of Outdoor Programming," Ron Watters, Idaho State University.
"Attitudes of College Recreation Directors to Outdoor Leader Certification," Jeff Davis, Ball State University.
"An Uncommon Adventure," Jim Rennie, University of Idaho.

8:00-10:00 p.m. "Mountain Visions," a multi-image wilderness slide presentation involving 9 to 12 slide projectors. Gary Grimm and Katy Flanagan of Mountain Visions, and Steve Eaton, composer and performer from Pocatello, Idaho. Rooms B, C, D.

10:00 p.m. Retreat to another place of libations and spirits.

SATURDAY - November 3

| | TRACK I | TRACK II | TRACK III |
|---|---|---|---|
| 8:00- 8:50 a.m. | "Operation of Rental Programs: An Exchange of Ideas," Doug Walker, Wilderness Rental Center, Idaho State University; Jim Rennie, University of Idaho. Others who operated rental centers are invited to share ideas. Room 275. | "Doing More With Less," including information on increasing productivity in outdoor programs, Bruce Mason, University of Oregon. Room 274. | "Positive Impact and the Natural World," Gary Grimm, Mountain Visions. Fireside Room. |
| 9:00- 9:50 a.m. | "Latest Information on Legal Aspects of University Outdoor Programs," Dudley Improta, University of Montana. Room 275. | "The Kayak Option," including a review of the state of art equipment and techniques, Rob Lesser, Regional Representative, Perception Kayaks. Room 274. | "Networking: Cooperative Programming and Equipment Purchasing," Nancy Stephenson, Weber State University, and James Loveless, Utah Technical College. Fireside Room. |

9:50-10:00 a.m. REFRESHMENT BREAK.

Page 3

SATURDAY - November 3 (continued)

| | TRACK I | TRACK II | TRACK III |
|---|---|---|---|
| 10:10-11:00 a.m. | "Financing Outdoor Programs," Jim Rennie, University of Idaho. Room 275. | "Wilderness Management on National Forests: Preserving a Primitive Setting for Recreation," Susan L. Marsh, Gallatin National Forest. Room 274. | "ETC--Environmental Partners," tentatively scheduled program by Diane Poslosky, ETC, San Francisco. Fireside Room. |
| 11:10-noon | "Risk and Hazard Management in High Adventure Outdoor Pursuits," Joel Meier, University of Montana. Room 275. | "Cooperative Adventure Programs on Urban Campuses," Steve Leonoudakis, University of California, S.F. Room 274. | "A Look at Outdoor Recreational Opportunities for the Disabled in Great Britain," Tom Whittaker, C. W. HOG, Fireside Room. |
| noon- 1:00 p.m. | LU[illegible] | | |
| 1:00- 1:30 p.m. | Film: "Rescues for River Runners," Bill March, University of Calgary. Room 275. | | |

| | TRACK I | TRACK II | TRACKS III & IV | |
|---|---|---|---|---|
| 1:30- 2:20 p.m. | "Developing a Winter Hut System," Ron Watters, Idaho State University. Room 275. | "Outdoor Adventures for New Student" Orientation," Steve Walker and Nancie Baldus, Western Washington University. Room 274. | The Role of Academic Departments in Outdoor Recreation Programs," Greg Simmons, Humboldt State University. Room C. | "Adaptive Equipment for Disabled Outdoor Activities," exchange of ideas among conference participants. Fireside Room. |
| 2:30- 3:20 p.m. | "A Review of Major Considerations for Trip Planning in Outdoor Pursuits," Paul Green, Eastern Washington University. Room 275. | "Beyond Outdoor Recreation," Curt Shirer, Montana State University. Room 274. | "Disabled Recreation Program - To Be Announced. Fireside Room. | |
| 3:30- 5:00 p.m. | "The 1984 National Conference on Outdoor Recreation - A Beginning or an End," Jim Rogers, Illinois State University, Normal, and Gary Grimm, Mountain Visions. Room 275. | | | |
| 5:00- 7:00 p.m. | DINNER | | | |

SATURDAY - November 3 (continued)

| | |
|---|---|
| 7:00- 7:30 p.m. | Premier U.S. Showing of the Film: "A Breath of Whitewater," a brilliantly filmed British kayaking production, Rob Lesser, Regional Perception Kayak Representative. Room B. |
| 7:30- 8:00 p.m. | Presentation of Paper: (Room B) "Group Dynamics in the Outdoors - A Model for Teaching Outdoor Leaders," Maurice Phipps, University of Minnesota. |
| 8:00- 9:00 p.m. | "First Descent of the Karnali," a three-projector production of a 55-day expedition on the Karnali River from Tibet to India, Bruce Mason, University of Oregon. Room 275-276. |
| 9:00 p.m. | Country Rock Dance - Ballroom A. |

SUNDAY - November 4

| | |
|---|---|
| 8:00 a.m. - noon | WORKSHOP: "The Power of Photography and Multi-Images and How to Use Them," a workshop on multi-image slide show production. Gary Grimm and Katy Flanagan, Mountain Visions. Room D, Student Union. |
| 8:00-10:00 a.m. | WORKSHOP: "Kayaking Teaching Techniques," an exchange of ideas on teaching kayaking. The workshop will be held at the HPER Pool. Though not necessary to attend this workshop, those individuals with swimming suits are welcome to get in the pool and try techniques. Dana Olson, Idaho State University. |
| 8:00 am - 6:00 pm | ROAD TRIP: "Car Tour of the Northern Region of Yellowstone National Park" (cost $15). |
| 10:00 am - 1:00 pm | WORKSHOP: "Rock Climbing and Mountain Rescue Techniques," an exchange of ideas on teaching rock climbing as well as the latest information on mountain rescue techniques. Mike Sullivan, Idaho State University, and Bill March, University of Calgary. HPER West Gym. |
| 1:00- 2:30 p.m. | WORKSHOP: "Wilderness Video Workshop," a workshop on the use of video cameras and production of video programs for instructional and educational purposes. Room D. |
| SUNDAY-MONDAY | COMMON ADVENTURER TRIPS - To Be Arranged, check sign up sheets. |

The 1984 National Conference on Outdoor Recreation is sponsored by Outdoor Programs from Idaho State University; Illinois State University, Normal; Montana State University; University of Idaho; and the University of Montana. It is endorsed by the National Association for Campus Activities (NACA); National Intramural Recreation and Sports Association (NIRSA); Association of Experiential Education (AEE), and the Association of College Unions International (ACU-I).

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