#### **HEALING ON THE ROCKS: SESSION 3**

# CLINICAL ROCK CLIMBING

Wild and Wonderful Life, LLC

## WEEK 3 GOALS: WE WILL COVER...

- Teaching, facilitating and leading climbing
  - Instruction tools
  - 7 Generations
  - Embodied Facilitation
  - Leadership and "guide mode"
- Designing a climbing therapy program
  - Naming objectives and treatment outcomes.
  - Intervention development
  - Program values



# THE CLIMBING THERAPIST



#### **TEACHER**

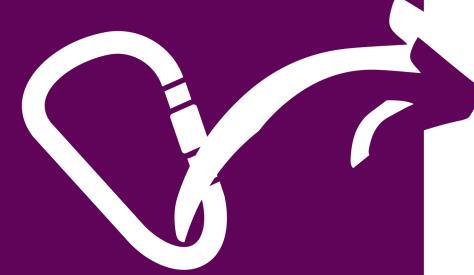
- Technical Skills
- Movement
- Mental Health Skills
- Psychoeducation

#### **FACILIATOR**

- Creates ease in client experiences through
  - Relationship
  - Intuition
  - Mindful Awareness

#### **LEADER**

- Group Cohesion
- Risk Management
- Decision Making



# TEACHING CLIMBING

AMGA SPI MANUAL (GAINES & MARTIN, 2014)

#### **Teaching Strategies for Climbing**

#### **Utilize each Learning Style:**

- Auditory "Tell"
- Visual "Show"
- Kinesthetic "Do"

#### **ABC's of Inquiry**

- Activity
- Before
- Concept

# Mone parns. Instant all.

#### Scaffolding

- Accessing prior knowledge & building self efficacy.
- Building knowledge sequentially to support conceptual development and increase safety/security.
- Increase complexity over time.
- Utilizing memory devices and "maxims."

## CONTENT - TEACHER

MIND | INTENTION | INSIGHT | AWARENESS | ORGANIZATION/SYNTHESIS

## PROCESS - FACILITATOR

BODY | ATTENTION | EMPATHY | ENERGY |
TONE/NEEDS/ENVIRONMENT

# FACILITATION: ANOTHER NONCOMPREHENSIVE LOOK

Facilitation: noun

"increasing of the ease or intensity of a response by repeated stimulation."

We facilitate in order to deepen the experience, thereby increasing insight and empathy, the building blocks of transformation.



## BE EMBODIED

# EMBODIED FACILITATION SKILLS

(Nelson et al., 2020)

Presence



Presence is non-verbal, rooted in somatic awareness

- Mirroring
- Tone/Voice
- Tension/Posture

Mindful Awareness



- Aware of Expectations
- Letting go of Judgements
- AcknowledgingSelf-Referential Thoughts

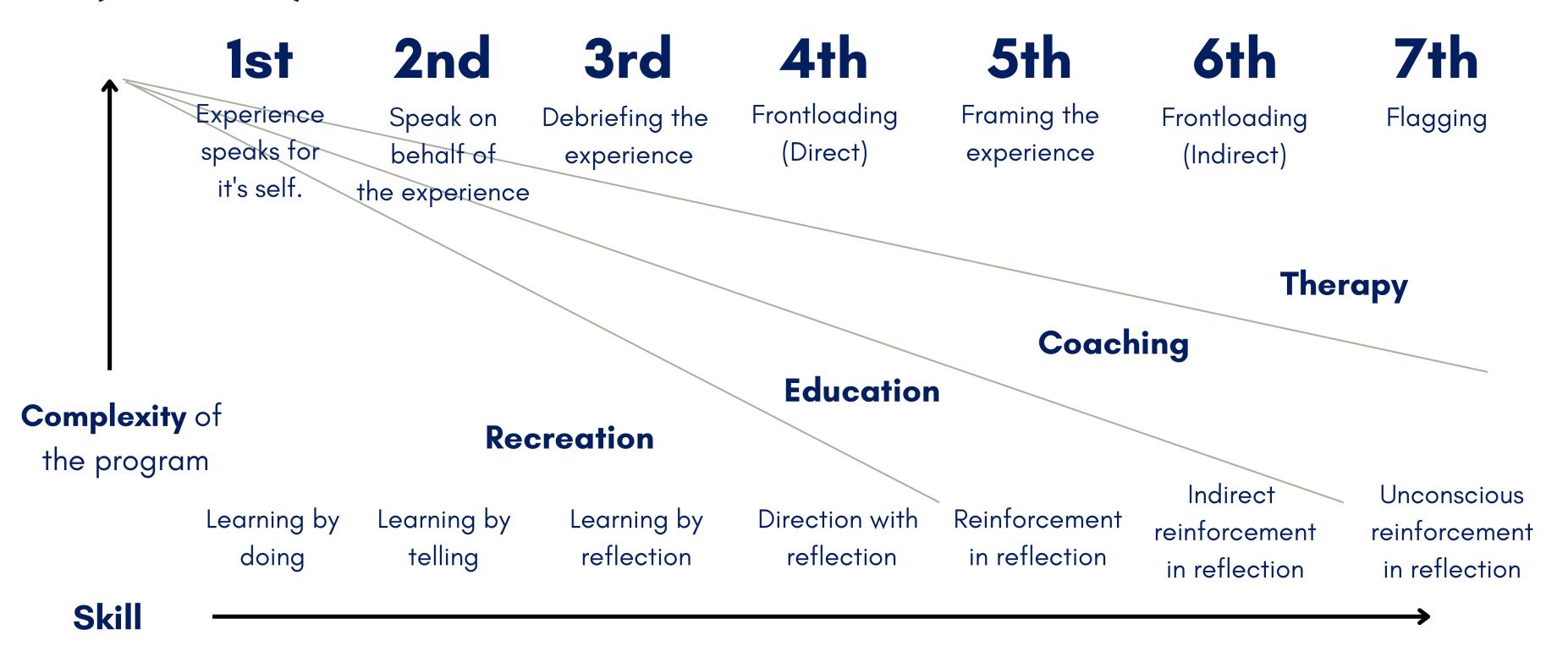
Intuition



- Use what is needed in the moment.
- Surrender control
- Employ Empathy

### 7 GENERATIONS OF FACILITATION TOOLS

(ITIN, 1997)

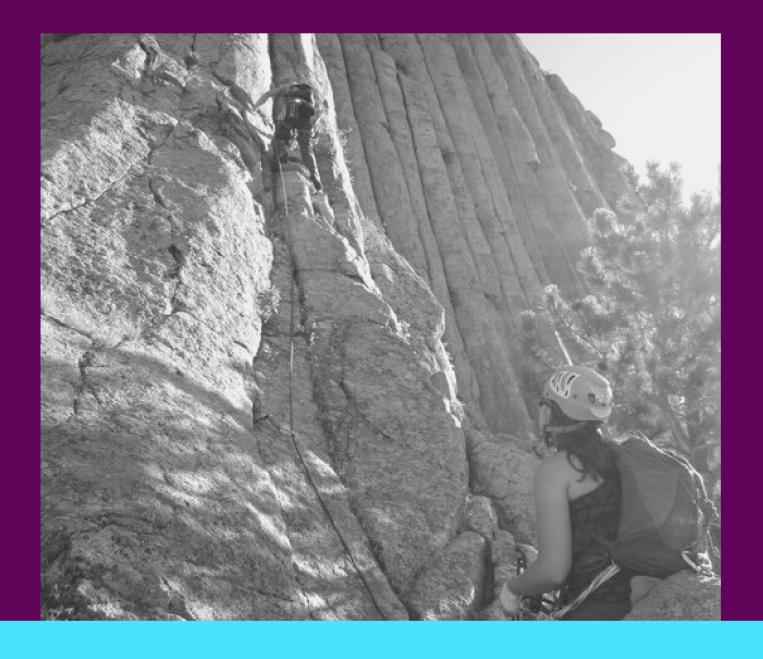


#### **BREAK TIME!**

All streams flow to the sea because it's lower than they are. Humility gives it it's power. If you want to govern the people, you must place yourself below them. If you want to lead the people, you must learn how to follow them."

# LEADING IN "GUIDE MODE"

(Gaines & Martin, 2014)



#### RISK MANAGER

- Manage risk to ourselves as guides,
  - Self care is client care
- Manage risk to our clients
  - Site selection and comfort
  - o Physical as well as emotional needs tended

#### PROGRAM MANAGEMENT

- Carefully articulated program PnP
- Pre-Made decisions and boundaries
- Permitting, waivers & documentation
- Gear management

#### SITE MANAGEMENT

- Aware of environmental dangers
- Interactions with community members
- Teaching climbing culture and setting an example

#### **PULLING THINGS TOGETHER:**

## PROGRAM DESIGN

## PROGRAM ELEMENTS:

#### **POPULATION**

- Diagnosis or presenting symptoms
- Exclusionary criteria& screening
- Identified population needs
- Stakeholder needs

#### TREATMENT FOCUS

- ProgramPhilosophy
- Facilitation Style
- Content
- Interventions

#### **LOGISTICS\***

- Location
- Permitting\*
- Gear
- Transportation
- Documentation
- Insurance

#### **RISK MANAGEMENT\***

- Scope of training
- Policies and premade decisions
- Insurance
- First Aid/WFR
- Crisis plan
- Waivers
- LNT/Stewardship

## POPULATION

- Diagnosis or presenting symptoms
- Exclusionary criteria & screening
- Identified population needs
- Stakeholder needs\*

#### WHO?

Identify who your program is for, how diagnosis or symptoms present, and what specific needs they may have:

#### EXAMPLE NEEDS: WOMEN WITH PTSD

- Safety and security
- Opportunities to form relationships
- Opportunities to connect with their bodies
- Opportunities to share their stories and experience
- Psychoeducation and skill development

#### EXAMPLE: EXCLUSIONARY CRITERIA

- Female identifying or comfortable in an environment that focuses on the experience of women
- 18+
- Physically able (assess the ability of the program to accommodate differently abled people - NSCD)
- Active SI, uncontrolled self harm, hallucinations.

# TREATMENT FOCUS

- Program Philosophy
- Facilitation Style
- Content
- Interventions

#### WHAT?

Match your program philosophy, facilitation/instruction/leadership style to client needs.

#### EXAMPLE: FEM'SCENDERS PROGRAM

- Overarching theme of "Relationship"
- Instruction and practice that promotes mastery and the client's ability to assess their own safety and make informed, authentic choices.
- De-emphasis on competition or achievement
- Mindfulness and nervous system regulation tools
- "Movement, Metaphor and Meaning" reflections

#### EXAMPLE: PROGRAM CONTENT/INTERVENTIONS

- Sequencing instruction with trust in mind: Hang before low angle rappel, before belaying.
- Gear and Anchor Evaluation
- Somatic interventions that encourage mindful awareness
- Time on ground spent processing physical and emotional sensations post-climb.

## LOGISTICS

- Location
- Permitting\*
- Gear
- Transportation
- Documentation
- Insurance

Topcis for next week...

## RISK MANAGEMENT

- Scope of training
- Policies and pre-made decisions
- Insurance
- First Aid/WFR
- Crisis plan
- Waivers
- LNT/Stewardship

## TREATMENT PLANNING

(GASS ET. AL. 2020)



#### Assess:

- Ask
- Watch
- Listen



#### Provide:

- Interventions
- Opportunities



#### Monitor:

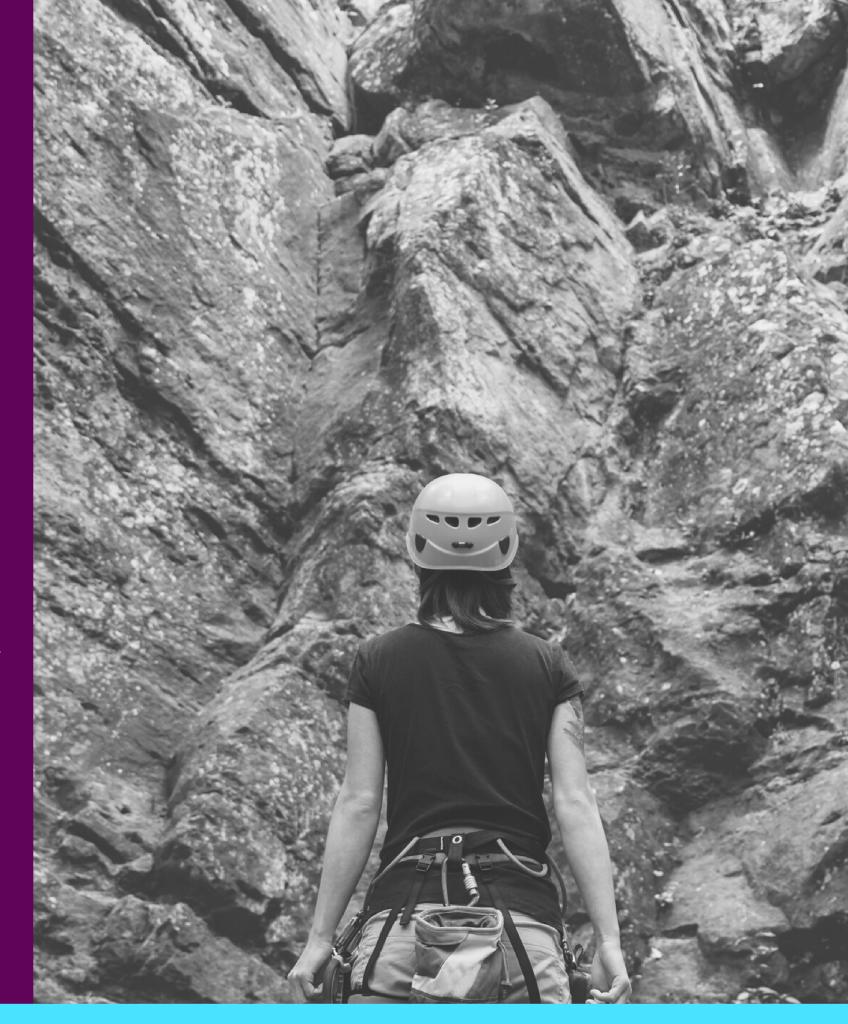
- Ask again
- Trackprogress

## ASSESS:

#### Ask:

- Client reported needs/discomforts.
- Client reported preferences for treatment. (Swift et al., 2018)

"Indeed, what FIT tells us is that we must respond to feedback about the alliance and outcome. Thus, by adjusting our practice for each client, we maximize the potential for accomplishing the clients' desired effects." (Tilsen & MacNamee, 2015)



## **ASSESS:**

**Watch:** Approach to climbing and ways of moving.

- Restricted, fluid, constrained, impulsive, tenacious.
- 5 Senses + Proprioception, Interroception, Vestibular
- Movement = organizing internal and external sensations.
- Sensory processing impacts our perception of the environment.
- Group Exercise: Imagine you are with...



## **ASSESS:**

#### Listen:

Cognition and interpretation.

- How are they talking about themselves, the wall and novel adventure in front of them?
- What story/theme do you notice reoccurring?



## PROVIDE:

- Interventions
- Opportunities

#### INTERVENTIONS

Are you a planner, or are you adaptive?
Best of both worlds:

- Plan ahead
- Adapt in the moment, aligning with program objectives and your values.

#### **OPPORTUNITIES**

- Practice
- Deepen
- Experiment/Explore (Risky Play)
- Connect
- Reflect

## MONITOR:



#### ASK FOR FEEDBACK (TILSEN & MACNAMEE, 2015)

#### Questions:

- How did you experience that exercise?
- What did you like?
- What would you do differently next time?
- How can you apply this elsewhere?

#### TRACK PROGRESS

Feedback Informed Treatment/Deliberate Practice

- ORS
- Pre/Post Treatment Assessments

## CHANGES Model: (Gass et. al. 2020)

Context

Hypothesis

Action that is

Novel

Generating Information

Evaluating via Context

Solutions



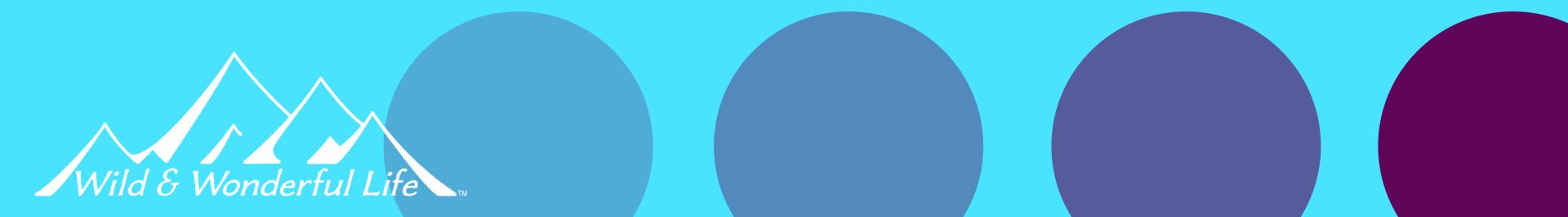
## Homework:

#### LATER THAN THE LAST TWO WEEKS

1) Begin your program outline: For individual, group and family programming, start fleshing out your program design based on your own wisdom and the content offered in the last three sessions.

Make use of the template provided, or use your own format. Be prepared to share your progress next session.

2) What is your own climbing practice like? Climb, and journal for 10 min about how you personally approach climbing and adventure.



## **GROUP TIME:**

- 1. Spend 15 min discussing how you will integrate the elements of leadership, instruction and facilitation into your climbing therapy philosophy and program.
- 2. Spent 15 min brainstorming and documenting what assessment and intervention skills you will incorporate into your program.

## AND THEN SHARE!

# LEADERSHIP EVALUATION BONUS CONTENT:

HOW TO USE YOUR STYLE

# CLIMBING THERAPIST AS LEADER: (GSW HIMMELFARB LAB)

#### **DIRECTING**

Give clear, step by step instructions.

#### **DELEGATING**

Requires high competence and high commitment.

## **DIRECTIVE BEHAVIOR**

SUPPORTIVE BEHAVIOR

#### **COACHING**

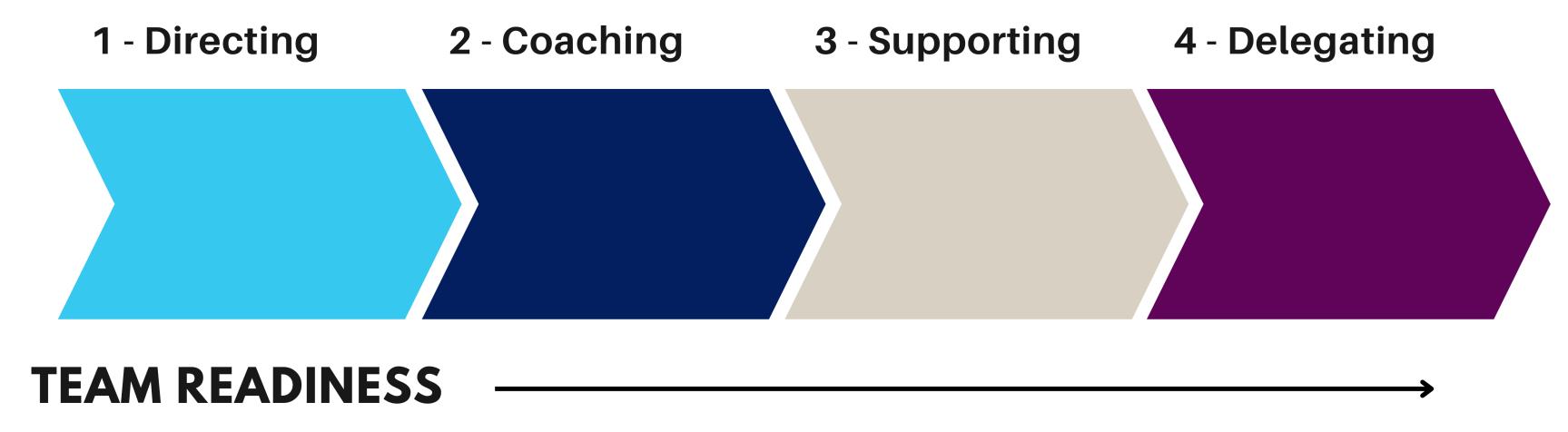
Directive and supportive

#### **SUPPORTING**

Encourage and support, share responsibilities.

#### **TEAM READINESS**

Adapting style for group facilitation



From more directive to less directive: How does this play out in Rock Climbing?

# MAKING THE MOST OUT OF OUR TIME CONCLUSIONS: