



Week 3: Program Design

- Facilitation Tools for Clinicians.
- Teaching/Leading Rock Climbing
- Designing a Climbing Therapy Program
- Assessment and Treatment Planning

Learning Opportunities

1. Create Program Outline
2. Discuss and brainstorm with peers.
3. Receive feedback from peers and instructors.

Session Outline:

- Intro and Check-In
 - Check for questions and clarification needs.
- Concept Review
 - Homework: Share program descriptions with cohort. Create working groups among similar programming plans.
- New Content
 - Teaching Climbing
 - Teaching strategies (Gaines & Martin, 2014)
 - Facilitating Climbing (Gass et al., 2020)
 - Embodied Facilitation (Nelson et al., 2020)
 - 7 Generations of Facilitation (Itin, 1997)
 - Application and trauma informed relevance of each generation of facilitation.
 - Group and Individual Facilitation
 - Leading Climbing
 - Developing your “Guide Mode.” (*Research Guides: Team Leadership: Process Facilitation and Styles*, 2022) (Gaines & Martin, 2014)
 - Designing a climbing therapy program
 - Population, diagnosis and exclusionary factors.
 - Treatment Focus (Littleton, 2013)
 - Treatment planning & Assessment
 - Assess - Provide - Monitor
 - Feedback informed treatment (Tilsen & MacNamee, 2015)
 - Matching interventions and adaptations with population (Swift et al., 2018)
 - CHANGES Model (Gass et al., 2020)



- Somatic and behavioral assessment in climbing (Harper & Dobud, 2020)
 - Logistics & Risk Management (Brief, cover in session 4)
- Group Discussion and Planning Time
 - Spend 15 min discussing how you will integrate the elements of leadership, instruction and facilitation into your climbing therapy philosophy and program.
 - Spent 15 min brainstorming and documenting what assessment and intervention skills you will incorporate into your program.
- Homework
 - 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.
 - What is your own climbing practice like? Climb, and journal for 10 min about how you personally approach climbing and adventure.
- Closing

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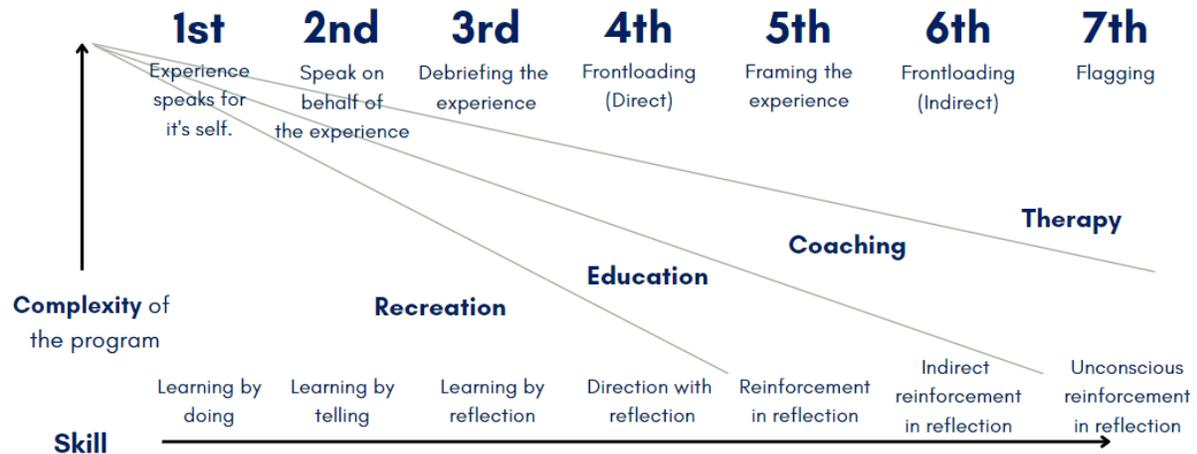
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Week 3: Handout 1

7 GENERATIONS OF FACILITATION

(ITIN, 1997)



7 Generations of Facilitation Strategies (Itin, 1997)

1st Generation: Letting the Experience Speak for Itself

Involves simply doing the activity or experience with minimal introduction except for the logistics or safety information. The emphasis in the use of this generation is doing and self-reflection.

2nd Generation: Speaking for the Experience

The activity is introduced in a similar manner to the first generation, but it is debriefed differently. The practitioner tells the participants what they have or should have learned from the activity. Essentially, the facilitator is providing feedback to the client. It is about directed attention to a specific issue.

3rd Generation: Debriefing the Experience

Generally, the activity is introduced in much the same way as the first two generations, but the activity is consciously processed afterward. The attention is on conscious or guided reflection upon the activity.

4th Generation: Frontloading the Experience (Direct)

In this generation, the practitioner may tell or guide participants before the experience on what they want the client to focus on in the activity. It is about guided attention before the activity.



5th Generation: Framing the Experience (Metaphor)

The activity is introduced isomorphically (mirroring) the client's previous experience with opportunities for the client to make changes toward achievement of the treatment goals. The more isomorphic the experience, the less debriefing will be necessary. Practitioners seek metaphors that match the client's experience. This generation is about guided unconscious attention before the activity. The use of metaphor is ultimately about exploring unconscious resources to help clients find alternative paths to make changes in previously established patterns.

6th Generation: Frontloading the Experience (Indirect/Paradoxical)

The experience is introduced in such a way that the actual intent of the practitioner is unclear. Common techniques in this approach include predicting client behavior that may not be consistent with their goal. For example, stating to the client "I suspect that when things get hard, you will sit down and give up." Another common technique is the prescription of a symptom, such as when someone has a tendency to be negative, the practitioner may request that the person be negative for a certain period of time. These approaches often create a therapeutic double bind, in that if the client sits down, they have done what the practitioner predicted and if they don't, they have likely worked toward their goal. This generation is ultimately about indirectly guiding the unconscious process.

7th Generation: Flagging the Experience

In this generation, the facilitator uses elements of hypnotic language to help participants mark a path for the unconscious mind to provide resources for the resolution of an issue or address a goal. Participants are naturally absorbed in activities; hypnotic language helps clients use this natural absorption to access the untapped resources of the unconscious mind. It takes advantage of the natural trance state that often develops when dealing with heights can be useful in helping clients find the internal resources to continue to move in a rock climb or high element.