

Special Project in Bush Counselling



Project Hahn



A Partnership Between the Bridge Centre & Project Hahn

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1.0. Introduction.

1.1. INTRODUCTION.

Drug and alcohol dependency effects a wide range of individuals within our society. In Tasmania, traditional forms of treatment include residential based programs that focus on group-based counselling sessions using the principles of the Twelve Steps and intensive re-education practices. The alternatives that exist outside these programs for treatment are limited. For individuals over the age of 25 these options are further diminished due to the entrenched nature of their behaviours and those of the people around them. Addiction brings with it associated health disorders that may be the result of a lengthy period of substance abuse, may lie at the root of their problem or indeed contribute further to their addictive behaviour.

This report is the result of a partnership between Project Hahn and the Salvation Army Bridge Program that allowed the meeting of traditional forms of treatment with that of bush counselling. By working in unison a project was developed that accommodated an adjunctive approach to helping individuals in a rehabilitation phase of treatment.

1.2. SUBMISSION.

Aim: To design, implement and evaluate a bush counselling project as an adjunctive intervention for present and past clients of the Bridge Centre. The critical reference group are 'older youth' above the age of 25 who are in different stages of rebuilding their lives in the aftermath of substance dependency.

Method: To achieve this aim the Special Project facilitator will require the trust and support of both staff and clients of the Bridge Centre. Thorough consultation with staff and clients on program design is essential if the Special Project is to become a true adjunct to the Bridge program. Additionally a professional staff-member from the Bridge program will be invited to attend the Special Project in the role of participant. This will ensure continuity for ongoing case management of participants, and allow the process to become transparent for Bridge Centre staff.

Content: The four-day program will be experiential in nature and the focus will centre on individual goal setting. Participants will be encouraged to experiment with new behaviours in an alternate environment beyond the support structure of the Bridge Centre. Daily group discussions will assist both participants and group facilitators to review and monitor progress toward goal realisation. The maximum number of participants has been set at eight and the outdoor equipment, insurance and transport for the project will be provided under the auspices of Project Hahn.

Facilitators: Allan Adams and Donna Woods-Witek will implement the project, assisted in the field by Brendan Emmerson and Michael Gonzalez.

Evaluation: The aim of this evaluation is two-fold. The prime objective is to determine the effects of a bush counselling project as an adjunctive intervention for the critical reference group. The secondary objective is to evaluate the group facilitation and counselling skills of the project facilitators. Data collection will come from four sources. From the participants themselves will come journal entries and completed evaluation questionnaires on each facilitator. Direct observation and note taking by the facilitators during the project and an audiotaped interview with the Manager of the Bridge Centre will provide the rest of the information.



2.0. Project Design.

2.1. THE USE OF THE BUSH SETTING FOR GROUP COUNSELLING

Contact with nature even through its simplest forms is seen to have a healing effect even to the most jaded of individuals. As we walk along a bush track away from the constructs of our society we are able to observe closely the beauty and complexities of the natural environment. When the magic of the wilderness casts its spell, for some of us the extent of our worldly concerns diminish rapidly. After a day in the bush our resolve strengthens and a feeling of renewal is experienced. Ansell Adams, (in Turnage & Stillman, 1992) puts it succinctly;

As the fisherman depends on the rivers, lakes and seas, and the farmer upon the land for his existence, so too does mankind in general depend upon the beauty of the world about him for his spiritual and emotional existence.

Indeed for some of us, the natural environment represents a place of worship, a sacred space we periodically visit to replenish our spiritual stocks. If the bush provides us with such a potent form of healing, can we as counsellors use the bush in a similar way with groups working through significant mental health issues?

This is not a debate about the value of traditional groupwork processes. What I do suggest however, is that bush counselling is used as a supportive adjunct to existing groupwork methods employed by welfare organisations. The timing of the bush adjunct is seen as critical bearing in mind that the learning process tends to accelerate in the bush environment. This rapid pace of learning occurs due to involuntary adaptation by the individual to an unfamiliar culture and uncertain environment. Linking this into a carefully crafted individual plan of action that incorporates existing groupwork processes is seen as a recipe for creating the best likelihood for successful treatment (Catherine Freer Wilderness Therapy Expeditions, 2000). For the newcomer in the bush facing the disequilibrating effects of the unknown, action becomes the key to lessening the prevailing sense of discomfort (Nadler & Luckner, 1997). Taking action is therefore considered desirable if the individual is to grow, as Maslow (1968) suggests;

Each step forward is a step into the unfamiliar and is possibly dangerous. It also means giving up something familiar, good and satisfying. Growth forward is in spite of these losses and therefore requires courage, will, choice and strength in the individual.

In traditional groupwork settings the need to act decisively is often not present. In the bush setting the consequences of avoiding decisive action impacts on the participant in a direct and potentially painful way. Future behaviour is thus influenced through the reinforcement of actions that have positive consequences and the extinguishing of actions that cause discomfort (Sveen, 1994).

2.2. THE JOURNEY MEDIUM.

A sense of action is an integral part of any bush journey and tends to instil in the participant a sense of progress. Through involvement in the completion of tasks, the participant begins to feel like he or she is in transition. A journey implies that some form of action is required to reach a destination point. In the bush setting this destination is by nature vague and nebulous holding within it a sense of mystery and discovery. The passing of time changes too as the journey progresses. Given time the participant slows to the pace dictated by the bush environment. The shift in emphasis focuses the participant in the here and now allowing the journey to develop as an ever-unfolding process. Through the sharpening of awareness there is less concern with the destination and more attention paid to the process of journeying. A quote on the wall of the Bridge Centre in Hobart states,



Yesterday is history, tomorrow is a mystery. Today is a gift, that is why we call it the present.

The journey provides each participant with countless metaphors. For example, minimal impact bushwalking provides us with this wonderful metaphor of not avoiding the mud, its wetness and its smell. It is facing our fear and our repulsion. Once we are prepared to go through the middle and are prepared to open up we can clearly see how much sense it all makes (Project Hahn, 1999). We look after the country by choosing to walk through the mud and we look after ourselves by showing our willingness to dwell in our own internal muddiness.

2.3. BACKGROUND

2.3.1. PROJECT HAHN PROGRAM

Project Hahn (PH) is driven fundamentally by views similar to those held by Kurt Hahn the founder of the Outward Bound program. Philosophically, the PH program nestles itself within the framework of a social justice strategy and is fully funded by the Tasmanian government. Since its inception in 1983, Project Hahn has provided placements for over 2400 Tasmanians to take part in the program.

Through the medium of outdoor challenge activities, PH focuses on facilitating personal growth in the individual within psychological, social and emotional domains. The benefits of the program are measured by how the individual attending the program is able to integrate the learnings gained from the bush experience back into the wider community.

Key concepts of the program include:

1. Personal goal setting focuses participants on achieving valued outcomes.
2. The immediacy of the wilderness setting, reinforces behaviour that brings desired consequences
3. Learning that uncertainty and fear are integral to the change process
4. Use of heterogeneous groups to promote positive peer dynamics.
5. Subsidised course fees allow participation by those who need it most.
6. Non-directive leadership encourages participants to own the finding of solutions.

Individuals aged 15 and above who are interested in achieving something different in their lives are targeted. Participants attend from a wide range of backgrounds and include people who are disadvantaged through various circumstances in their lives. Community agencies refer 75% of participants to the program and referral sources include private training organisations, Justice Dept., Health and Human Services, Local government resource centres, Education Dept. and non-government welfare groups. The remainder of participants are self-referred through word of mouth and advertising.

The Standard PH course is six days in duration and utilises outdoor activities that are progressively sequenced to encourage participants to persevere and ultimately master the challenges presented. Specific issues are addressed which include communication, empathy, decision making, emotional awareness and grief. The outdoor activities themselves are the means for working toward change within each individual's self-concept, and the environment provides the elements of uncertainty that challenge the thoughts, feelings and behaviours of participants.

Two qualified facilitators attend each Standard PH course and all possess a high level of competency in a range of outdoor disciplines, first aid, program planning, counselling and communication skills. Refinements to the program during the 1995 – 1999 period were based on the research recommendations of a Masters thesis that was completed in 1995. The current program is being researched for a second time as a Masters project and these results are expected to augment the previous study with valuable longitudinal data.



In 1998 the PH Board approached the Bacon Government for increased financial support to expand the program to offer twice the number of places each year. The submission was successful and the expansion was instituted at the start of the 1999/00 financial year. This has given PH the ability to diversify much of its service and offer specialised programs to other community-based organisations. Post course follow-up is seen as critical in terms of integrating the learning from the program back into participants' home life. Therefore partnerships between PH and community organisations are viewed as a guarantee that positive follow-up and outreach support for the client group is maintained well beyond the end of the bush adjunct.

2.3.2. SALVATION ARMY BRIDGE PROGRAM.

This Hobart based program is modelled after Bridge Programs operated by the Salvation Army in other states around Australia. The Hobart Bridge Program is a twelve-week course for people with drug, alcohol or gambling addictions. Most participants in the program choose to attend as residents and live on site as part of a small community. Other participants opt for involvement as day clients, which allows them access to the same groups as their residential counterparts. The cost of the program is \$125/week for residential clients, which covers food and accommodation. An outreach service offers support to ex-clients who still struggle with their addictions. Each participant is assigned a counsellor/case worker who oversees a variety of practical issues affecting the client. This includes liaison with other professionals and referral to other community agencies where required. The program operates on a structured timetable with clients attending groupwork sessions. Content is based on a harm minimisation philosophy that involves abstinence as the desired goal.

Groupwork sessions fit into one of the following categories:

1. Newcomers.	Addiction education (first 2 weeks).
2. Life Skills	Communication, Anger management, Assertiveness, Self-esteem, Self-awareness, Motivation, Positive attitude (6 weeks).
3. Next Step	Rational Emotive Behavioural Therapy (REBT), Relapse prevention, 12 Steps, Goal Setting, Discovering life's natural highs, Observing the thinking and feeling processes before and after addiction (4 weeks).

In addition to regular groupwork, involvement in the following is encouraged: recreation opportunities, church, Alcoholics Anonymous, Narcotics Anonymous, Gamblers Anonymous and work therapy (i.e. gardening, cleaning, kitchen and workshop duties). Clients who have finished the program may elect to stay on and enter the Stream 2 group that looks at more advanced life skills.

Clients are not permitted to use drugs, alcohol or gamble while in residence and contravening this requirement results in dismissal from the program. This policy is policed through regular drug and breathalyser analysis at the Centre. Admission to the program is via an assessment process. Clients will not be accepted into the program under duress of family members or court-based referrals. It is essential that potential clients choose voluntarily to attend the program once they have been given all the information required.

2.4. HISTORY OF THE BRIDGE-PROJECT HAHN PARTNERSHIP.

Midway through 1999, Elsja Steen and Gary Sharp (Bridge Centre counsellors) made contact with PH with the view of developing an avenue for Bridge residents to attend the PH bush counselling program. Elsja's awareness of the PH process pre-dated this contact through the attendance of a member of her family on two previous PH programs.

Elsja, Gary and a group of Bridge residents visited Project Hahn soon after and left PH staff with the impression that they were fully cognisant with groupwork processes and were mentally prepared for



the challenge of a PH bush counselling program. Upon reflection I viewed the maturity and life experiences of this group as a valuable addition to the PH participant profile. Aside from the personal growth potential for each Bridge resident, their involvement was seen as having considerable impact in terms of modelling opportunities for younger participants attending the bush program. The first two Bridge residents attended a Standard PH program at the end of May and the trip report of this program articulated the following:

The group dynamic of having some older participants (Bridge participants) with fuller life experience and personal insight had a definite stabilising and motivational impact on the group development process and the level at which the course was able to operate.

Another Bridge resident participated in a Standard program in August. The PH facilitator made the following comment about this participant's ability to talk with apparent candidness on the issue of addiction and how this openness impacted on other group members.

We heard about fears of darkness and being alone, of low self esteem and difficulties with peers, of experiences and challenges of rehabilitation and of life on the street. The openness seemed to work like a wave that pulled people along.

The PH program expansion in August 99 coincided with an increase in the number of Bridge participants attending the bush counselling program. Between May 99 and January 2000, Bridge Centre residents participated in 10 Project Hahn programs. In addition, one Bridge resident chose to attend the Facilitating Wilderness Therapy program run by Project Hahn to enhance PH facilitator skills and educate practitioners in allied professions on the bush counselling model.

2.5. EVOLUTION OF THE SPECIAL PROJECT.

The impact of this endorsement of the PH program culminated in a seed being born to create a closer working relationship between the two organisations. In January 2000 I sent an invitation to the Bridge Centre offering them the opportunity of a customised program for residents (see Appendix 5.1.).

Negotiations ensued and a meeting was held, where the options discussed were three pronged. The first area of interest was in the design of a program for older Bridge clients who had missed out on participation in the Standard PH program due to being over the age of 25 (the PH cut-off age for working with youth). The second area was connected to the Salvation Army's commitments to long-term unemployed people and the 'Work for the Dole' project. The third area concerned Bridge Centre staff development and a bid to involve them in bush counselling program. In addition Bridge staff revealed the pervading issues affecting the client group, in particular individuals who had been struggling with long-term addictions. These issues included self-hate, the use of methadone and its associated problems, low self-esteem and inadequate means to develop skills to improve their range of options.

Early in February, Donna Woods-Witek (Project Hahn facilitator) and I met on a separate issue to discuss concerns we both had about post-course follow-up for PH participants. The inevitability for some participants is that they suffer re-entry trauma on their return to the community. We both felt that customised PH programs produced less drastic re-entry processes and offered support to participants to put their learnings from PH into practice in safety back in the community.

Donna spoke enthusiastically of an American model called "Wrap Around" that linked clients into a supportive network back in the community. We brainstormed a draft model for the Tasmanian community that involved the assistance of both community and government organisations that work with youth. Upon reflection, the work involved looked both daunting and involving a lengthy time frame. I had another agenda as well. I needed to identify a possible project to fit the time frame for my university post-graduate studies in counselling. The "Wrap Around" idea was too large to meet



this, so I focused my efforts on developing a program for the Bridge that would fit the timeframe in which I had to work.

Meanwhile dialogue with the Bridge Centre seemed to be firming a front-runner in the three options identified. The commencement of the Work for the Dole project now looked like May and enthusiasm for staff development was quelled due to a change in staffing levels at the Bridge Centre. The design of a program for 'older youth' was now emerging as a hot favourite.

2.6. BRIDGE SPECIAL PROJECT.

2.6.1. PLANNED TIMEFRAME.

<i>Mid to Late February:</i>	Meet with drug rehabilitation administration to discuss special project to ascertain organisational needs.
<i>Late February:</i>	Prepare and send out letter to past and present rehabilitation program clients inviting them to attend a planning and information session.
<i>Late February</i>	Facilitate the above meeting and ascertain needs of client group.
<i>Early March:</i>	Write up submission for special project.
	Develop specific day walk plan.
	Prepare and send out invitation to drug rehabilitation program clients to attend introductory day walk.
	Facilitate the day walk using the opportunity to inform group members fully about the proposed 4-day bush-counselling program.
<i>Late March to Early April</i>	Finalise program design and evaluation procedures.
	Implement the program.
	Collection of information.
<i>Mid April to Late May</i>	Special project write up and evaluation.

2.6.2. FILLING IN THE DETAIL.

A second meeting with Bridge staff in February focused on program detail. I hoped to source potential clients from the residential program and the outreach service in order to build positive group dynamics within a largely heterogeneous group (Adams et al, 1999). The idea of a Bridge staff member attending the program was raised at this meeting and we all agreed that it would give the staff member first hand experience of the bush counselling process. Several staff were keen for the position, yet it was Pete Karydis (Bridge counsellor) who emerged as the most likely candidate. It was decided to gauge the interest of the client group itself (the "older youth") and give them a voice in developing the program. In doing so, I vowed not to compromise the following critical features of the program:

1. Participants had to set personal goals of relevance for the Special Project
2. The Special Project had to operate as an adjunct to the Bridge program.

Pete saw the benefits of the bush adjunct as offering real promise for the older clients. I was grateful for the support and trust shown by Bridge staff, yet with it came an obligation to deliver something exceptional. Elsja voiced her notion that for a number of residents there was a shortage of physical action within the Bridge program. By introducing additional physical elements into the program, she felt residents would benefit significantly. We arranged a time and date for a planning meeting with the target group to talk about the program and invite suggestions. This discussion was scheduled to take place on February 24th. An invitation letter was drafted by PH staff and sent to the Bridge Centre, Outreach Support and the Salvation Army Supported Housing (SASH) service for distribution (see Appendix 5.2.).



2.6.3. BRIDGE SPECIAL PROJECT PLANNING MEETING.

This meeting took place at the Bridge Centre and included about thirty interested Bridge staff, residents and ex-residents. Brendan Emmerson and I represented Project Hahn and Colin Bruce kindly agreed to give his perspective as a Bridge ex-resident and Project Hahn past participant. Colin related his experience of attending the PH program and explained the connection it had with the Life Skills and Stream II groupwork at the Bridge. Staff and residents of the SASH also attended the meeting.

The aim of the meeting was three-fold:

1. To propose a Special Project for 'older youth' who are residents/past residents of the Bridge program.
2. To provide detailed information about the Project Hahn program and to elaborate on the processes we use.
3. To gauge interest and get feedback on what type of program would best fit their needs.

Brendan and I provided details about the program and what the participant would likely expect. We talked in depth about the following:

1. Goal setting is a central feature of the program.
2. The outdoor activities are merely the medium for working on goals and personal issues
3. The PH Special Project was not a holiday and was likely to get tough at times.
4. A sense of community develops out in the bush - it becomes hard to avoid issues and there is certain immediacy when dealing with issues
5. The PH Special Project is not a separate entity but an adjunct to the Bridge Program.
6. The challenges on the program could come from several quarters - emotional, social, spiritual and not just physical.
7. Individual strengths and weaknesses provide balance to the group, which provides opportunities for helping others, being helped and asking for help.
8. An emphasis on social based agenda and articulating the issues - suits females.
9. Groupwork in the bush - daily discussion where we review the day, the impact of the journey on ourselves, our learnings and progress on goals.
10. Facilitators are as much part of the bush adjunct as you are. They are not exempt from taking part and they must participate fully as participants.

The group responded with some personal concerns and what would best fit their needs. There was concern about disabilities and medical conditions and how this would effect their ability to cope. Instead of making any decision for them, we invited them to the Introductory day as a way to assess their ability to cope. I had envisaged a 3-day program and had stated this in the invitation. A suggestion was made to increase its length to four or five days. The issue of medication responsibility was resolved and it was made clear that residents were to take the onus for self-administering. The timing of the course needed to fit in with residents schedules i.e. going home on weekends. At the end of the meeting the dates were confirmed for both the introductory day (March 16) and the Special Project (March 28 - March 31). The interest shown in the Special Project varied yet most people came up and spoke to either Brendan or myself afterwards. Maybe it was that older people tend to embrace new concepts cautiously without the fanfare of youth. I sensed that our meeting had provoked considerable thought and that people were reflecting on it. I received three completed application forms at the end of the meeting.

2.6.4. FORMULATING THE JOURNAL QUESTIONS

One issue that was still concerning me was the specific content of the journal questions. To work as a genuine adjunct, the bush program needed to pick up and connect with the core issues that were being dealt with in groupwork at the Bridge. Elsja Steen was the obvious person from which to source this



information. I sat down with her a few days later and she presented five salient issues that had appeared regularly in her group counselling sessions. These were the issues clients frequently struggled with:

1. Irrational beliefs
2. Self-motivation
3. Unrealistic expectations
4. Self defeating self-talk
5. Fear and dealing with it.

Shifts in thinking that turn these issues around:

1. Clients come to recognise their own faulty beliefs.
2. Realisation that by choosing action clients can take control of their issues
3. Unrealistic expectations of self and others inevitably lead to disappointment. Invariably the individual is better off controlling what they can and letting the rest go.
4. Positive self-talk provides the incentive to take risks with new behaviours.
5. Fears – strongly linked to clients' expectations of success. Understanding that 'failure' is an appropriate and powerful learning tool.

With the major issues of Bridge clients unwrapped, it seemed straight forward to devise the questions to measure the changes in thoughts feeling and behaviours brought about during the project. It was not that easy and it took three attempts to produce a set of questions with which I was happy. As a final gesture I added in a question relating to personal goals. The final journal questions appear in the section entitled Evaluation 4.6.1.

2.7. POSSIBLE INTERVENTIONS FOR THE SPECIAL PROJECT.

Any number of interventions are possible in the course of a day's journey through the bush and there is no limit to what one's imagination can come up with to create a learning opportunity for the individual and the group. Below are some methods I may like to utilise during the project.

2.7.1. HANDICAPS.

The learning process is hastened immeasurably through the introduction of handicaps. This method of intervention limits the ability of the participant to use their natural strengths and invites the participant to experiment with other less certain strategies to achieve their goals (Nadler & Luckner, 1997). These uncertainties bring with them a disequilibrating tendency to which the participant responds by attempting to find ways to adapt to the new environment. The range of learnings that stem from this process can be expected to better equip the individual with an increased repertoire of coping mechanisms that can be integrated into their lives post-course (Sveen, 1994).

Following are two examples of handicaps that I might employ during the Bridge Special Project. With a participant whose issue is learning to place trust in others, I would use a blindfold to heighten her sense of vulnerability during a group activity and encourage her to ask other group members for support. Another possible intervention for a participant who likes to plan his day meticulously is to ask him to remove his timepiece for the entire program to allow him the experience of relinquishing control and living more in the present moment.

2.7.2. NON-DIRECTIVE LEADERSHIP.

I view a non-directive facilitation style as a means to encourage independence and give permission to both the participant and group to make mistakes. This non-directive intervention gives back the ownership of finding solutions to problems to the group members themselves (Handley, 1999).



The following is an example of this approach in action. In this scenario we have a participant with a learning difficulty who has set herself a goal of 'asserting herself more and making decisions independently.' During the bushwalk she is under pressure to keep up with the group while traversing a tough section of track that is scratching her legs. One of her options is to get her overpants out of her pack and put them on, though that means asking the group to wait. If she looked to me for advice I would deny her the opportunity for rescue and deflect her question. In this case a combination of factors usually lead to the participant making the necessary decision by herself to bring about some respite to her discomfort.

2.7.3. INDIVIDUAL GOAL SETTING.

Personal goal setting is central to the bush counselling approach and right from the initial contact I have with this group I will encourage individuals to seriously think about what they want to achieve from their involvement with the project. I am fairly flexible with other elements of the program but on the issue of goal setting I remain steadfast. To assist participants in formulating their goals I will kick off by setting a goal of significant depth that models the process. By modelling my vulnerabilities to group members, I hope to set the scene for each member to come up with a well thought out goal. I will emphasize the value of SMART goals:

1. Specific goals
2. Measurable outcomes
3. Achievable
4. Relevant and within a
5. Time frame

This 'program of change' may house goals within goals and using a ladder as the metaphor, each rung is viewed as a specific short-term goal leading to a change of great significance. I intend to constantly monitor participants' goals on a regular basis during the program.

2.7.4. OPPORTUNITIES FOR TASK MASTERY.

The idea of mastery of tasks and the development of positive self-efficacy is discussed in social learning theory (Bandura, 1969). Wilderness programs use activities such as abseiling and bushwalking that promote task mastery. Peer modelling can also play a part in this process, yet success can also be achieved with a supportive peer environment that encourages the individual to attempt the task because the consequences of failing are significantly diminished (Sveen, 1994). Another strategy that greatly aids task mastery is through progressive sequencing of the activity (Crisp & O'Donnell, 1999; Sveen, 1994). An example of this for the Special Project is planning the bushwalking segment to steadily increase in difficulty and length as the journey progresses. The following abseiling sequence will involve using a horizontal practice rope, a four-metre abseil with a gentle start and a 30 metre overhanging abseil to finish. This sequence may serve as a model to participants on how they overcome other difficulties they face in life. For the person who has a substance dependency repeated failure to fulfil obligations at home and work only serve to reinforce the cycle of dependency (Nadler & Luckner, 1997). A successful abseiling experience on the other hand challenges the participant to repeat the actions that enabled them to risk uncertainty and push beyond the edge.

2.7.5. EDGEWORK.

A key tenet of experiential learning is disequibration, which in a wilderness application describes the feelings of stuckness and uncertainty that an individual encounters on the edge of an abseil. This process is rich in metaphor, for at the edge, self-defeating internal dialogue gets louder, changed physical characteristics become obvious and emotionally the individual is often intensely fearful. The individual determines the metaphor and some of the characteristics mentioned are usually present. Questions I ask at the edge or moment before success (S-1) can assist self-awareness in the individual



and help them associate the intensity of what is going at the edge, with what has occurred previously in their everyday life. Examples I might use are *"What's happening right now in terms of what you are feeling/thinking/acting?"* and *"Can you remember a time recently when you felt/thought/behaved like this?"* In terms of the individual voicing their self-talk I simply ask, *"What are you saying to yourself right now?"*

Typically, we process what happened after the activity or success, which is called S+1, or the moments after success. This is still very valuable but can be greatly enhanced when we explore what happened right at the edge, or the moments before success, S-1. Usually these moments pass quickly without the awareness of individuals and are generally lost for current and future learning. But if we freeze this moment at the edge the individual can examine their feelings, patterns of behaviour, conversations, physiology, beliefs, and metaphors that encompass these moments. Through slowing down these moments before the success or the retreat, individuals' thoughts, feelings, and actions that make up their strengths and/or weaknesses become conscious and communicated (Nadler & Luckner, 1992).

2.7.6. MEDITATION/VISUALISATION.

Meditation in the outdoors has a positive effect for the participant facing uncertainty. The effort required to measure up to each challenge can be exhausting work both physically and emotionally. A chance to be still can provide the participant an opportunity to focus on the moment and calm the physical anxieties that are pressing. A meditation is planned prior to the 30-metre abseil at Lost World. I prefer a guided visualisation for this purpose that can be abstract or representational of some facet of the bush journey.

2.7.7. TRUTH BALL.

The truth ball is an old hackey sac that I pass or throw to people during the course of the day in an effort to get them to talk about their feelings. One of the benefits the truth ball elicits is an instant synopsis of what is going on for a participant at any given point in time. It is a sudden and powerful way to cut through superficiality and get to deeper feelings that are present in moments of stress. Like edgework, it is a method of freezing the moment and exploring what is going on inside for the individual and it makes conscious the process we go through each time we encounter fear. Another benefit is that it encourages individuals to regularly give voice to their feelings and thus prevent them from festering away in the background.

2.8. INTRODUCTORY DAY REPORT

Donna Woods-Witek and I (Project Hahn staff) arrived at the Bridge Centre at 9:00am to a warm welcome from the Bridge staff. They presented us with completed application forms from participants and we checked them closely to familiarise ourselves with the group's medical conditions. Transport arrangements were finalised with Thelma Purdue (Bridge Centre Manager) who had agreed to take all the Bridge residents out for the day regardless of their interest or otherwise in the Introductory Day walk. It was apparent that of the 16 residents present, eight were keen to participate in the Introductory Day walk. The remainder were keen to take the alternative offer of a drive to the top of the mountain and a short walk.

Both groups gathered at the Springs (Mt. Wellington) where we all took part in an introductory name game. Donna initiated it on the basis that neither of us knew any of the participants' names, however it soon became obvious that a number of the Bridge residents benefitted from the process as well. It appeared an entirely appropriate activity in terms of building a relaxing atmosphere. In terms of group development it created a common purpose on which to focus and allowed each member to feel safe about contributing to the group task. One instance that clearly demonstrated the positive



developments within the group was when one young man who had abstained from joining the activity at the beginning broke into a smile, stood up and participated in the fun and laughter.

The Bridge staff are better qualified than Project Hahn at organising morning tea and they rolled out drinks and snacks and everyone joined in. This highlighted the quite different styles of leadership between the two organisations. The Bridge Centre provides a structured schedule for its residents whereas Project Hahn adopts a hands-off approach in its dealings with participants. The Bridge residents generally look to staff for guidance about the next event on the schedule whereas Project Hahn encourages participants to take on ownership of the task and show initiative in establishing new projects. After morning tea, Donna and I adopted a more directive leadership style to facilitate the sharing out of bushwalking equipment and assessing of suitable clothing for the walk. This approach enabled the group to refocus on the task of preparing for the walk and I paused to reflect whether watching the Bridge staff in action had rubbed off onto us.

After the top-of-the-mountain team had departed, the map came out and the remaining eight members looked closely at the proposed walking route. The group was given the task to follow a circular route that would bring us back to the Springs at the end of day. Shortly after we started, a false lead cost the group 10 minutes while they searched for the start of the track. At no stage did either Donna or I intervene. This is consistent with the non-directive leadership behaviour the facilitators adopt during the course which allows the individuals scope to figure out the answers for themselves. This leadership style engenders empowerment and independence in the individual.

As the track began to steepen the going got tough for some of the group. Tolerance was shown by members towards those who were finding it difficult. Numerous rest stops were taken as we approached the Organ Pipes and one person was repeatedly in oxygen debt pushing through the steeper sections.

The lunch stop was a great opportunity to explore what individuals wanted to gain from the course. This led into goal setting and how participants might use the four days to work on achieving something of relevance. All members had something to contribute. Issues discussed included coping with the physical challenge, learning to resolve issues of conflict, making the most of opportunities and working together as a team to solve problems. We discussed what the group thought was fair in the way of a social agreement. Items raised included respecting vulnerability in each other, being tolerant, providing each other with timely feedback, and respecting the safety of other group members.

I gave an outline to the course detailing the length, degree of difficulty and logistics. We indicated what Project Hahn would provide in the way of outdoor equipment. I spoke at this time about my obligations regarding the evaluation process of the Special Project and my status as a university student within the program. I reinforced the confidentiality aspect of their journal entries and promised their journals would be returned to them at the end of the evaluation. The group were offered to take part in course preparations immediately before the course including the shopping for food.

We returned to the Springs packed up and delivered the participants back to the Bridge.

2.9. LOGISTICS.

2.9.1. FACT-FINDING MISSION.

Eight days before the project the course plan was by no means finalised and a fact finding mission was required to gather information on the following:

1. Walking times & degrees of difficulty.
2. Quality and availability of water sources.
3. Potential campsites.



Before setting out on this mission I envisaged this process might require two full days of devoted work. Originally I had intended to start the project on the Huon side of the range and finish on the Hobart side. The reason for using Myrtle gully during the fact-finding mission was merely for ease of access to the summit plateau itself. However as the day progressed the idea of using this track as the start point for the walk, began to crystallise. The water sources all looked reliable and although the water quality from two non-running water holes was dubious, I was confident this was something we could deal with. During the day, I used myself as a guinea pig on two of the water sources, with no later ill effect.

In terms of degrees of difficulty the walk held a number of potential challenges for participants. Mt. Marion appeared to have a vague flagged pad up to the summit and this looked as if it might provide the group with an appropriate off track challenge. Walking times were assessed for the first and second days of the program and converted into possible times it might take a heavily laden and physically unfit participant to complete. The amount of height gain between various points on the proposed walk was designed to offer a significant challenge for the participants. Difficult sections of the journey were then sequenced progressively to allow for some feelings of success to eventuate. These were followed by longer and tougher sections of the route that were devised to encourage the participants to draw on their inner resources and test their perseverance.

The motivation behind this course plan was to try something completely different. My view of the journey process is that it provides powerful metaphors for the participant. I was conscious not to break the flow with vehicle travel between sections and so I worked closely on the idea of designing an unbroken journey. The plan was to start the journey at Myrtle Forest (near Collinsvale), walk for three days and climb to the summits of Mt. Marion and Collins Bonnet en route. By setting up camp each night in a new location would help promote a feeling of progressive movement. The direct metaphor in this instance is that each day moves us forward into new environments and opportunities. On the final day with the assistance of a Project Hahn staff member, we would walk the short distance to Lost World straight into an activity that was all set up and ready to go. The plan was to abseil down the cliff-face and lower our packs down after us. From that point we would resume our walking journey across the Lost World plateau and down the rocky scree to the Lenah Valley car park. The proximity of the Bridge Centre to the end of the walk was no coincidence and if time permitted the idea of walking directly back to the centre was seen as a final link in the journey.

My previous experiences in bush counselling applications have nearly all revolved around course structures that have been thoroughly evaluated. For example the Project Hahn (PH) Standard program schedules abseiling during the first two days of the course when the group are still in the security and acceptance stages of group development (Trotzer, 1977). The rationale for this is that in these stages it assists with group members to feel safe with each other and engenders a sense of belonging. The bushwalk segment of the Standard Program is dealt with in the final 4 days of the course when the group is usually in the responsibility and work stages of growth (Trotzer, 1977). In those tough moments on the track the participant can use untapped resources to take ownership of their problems and try out new behaviours. In the case of the Special Project I had the opportunity to turn the course structure on its head and start with the bushwalking segment and finish with the abseil activity. I was interested to see what impact the activity had on participants when faced by this challenge in the final stages of the program.

2.9.2. PRE-COURSE SHOPPING.

Pre course shopping for food revealed much about the two individuals involved. The issues that were beginning to arise were letting go of control in one instance and taking control of decision making in the other. Six days before the project commenced, I went to the local supermarket with Jerry and Dave, two of the introductory day participants. Already Dave was identifying his need to stand back



and allow others to take charge. Jerry's view of bushwalking engendered a minimalist approach to the purchase of food and he was significantly challenged by the sheer variety from which we had to choose. Jerry's tendency was to become indecisive when confronted with this array of options and he stood back and allowed Dave to take over. I encouraged Jerry to get involved and express his ideas on different food items. Dave picked up on what I was doing and he began stepping back and offering more opportunity for Jerry to have his say. By both of us standing back Jerry had little choice but to make decisions such as whether Peanut Butter was more useful in a plastic or a glass jar. Jerry was not to come on the trip however he had some life changing decisions of his own to sort out. Yet even this small step in the supermarket was an attempt to empower him to take charge of decisions that affected him before someone else did it for him.

Later that afternoon Brendan Emmerson (Project Hahn staff member) and I went on another fact finding mission to check out the abseil venue. We looked closely for a shorter intermediate abseil that would assist as a natural progression to the 30m overhanging abseil at Lost World itself. We found an ideal 4m abseil within close walking distance of Mt. Arthur Hut (planned accommodation the night before the abseil) and were able to inspect the 30m Lost World abseil for anchor placements and evaluate suitability of the site for this group. Although some shelter exists in a cave near the cliff edge, at 1100 metres elevation, this venue can become bitterly cold. We planned to stow the abseiling equipment and for Brendan to rig up both abseils and provide instruction. We were to meet Brendan at the intermediate abseil site on the morning of the final day of the project.

2.9.3. COURSE PLAN AND EMERGENCY PROTOCOLS.

The main task five days prior to the course was to write up the research from the fact finding missions of earlier in the week. This resulted in a finalised course plan and emergency protocols for the Special Project. The emergency protocols document identifies access points along the Wellington range that would be required in the event of a critical incident. Utilising this venue also meant that good mobile phone coverage existed which provided a comforting back-up. A copy of the course plan and emergency protocols are included in the appendices (5.6. & 5.7).

2.9.4. PRE-COURSE PACKING & FINALISING PARTICIPANTS DETAILS.

Michael Gonzalez and Belinda Harris (Project Hahn staff) and I packed the equipment and food needed for the program. A list was drawn up to facilitate the packing and the procedure involved checking off each item as it was loaded into the trailer. I purchased a water filter and two collapsible 5 litre water containers for transporting water in the eventuality of hot weather on the program.

The afternoon before departure day, Michael finalised the participant details in liaison with Bridge Centre staff and received the remaining medical forms and disclaimers. A small quantity of perishable food items was purchased and packed in the trailer. Two of the participants opted to fill in their self-assessment forms and faxed them over. The situation as it appeared on Monday night before the start of the program, was that we would have 8 participants other than Donna and myself.



3.0. Project Implementation.

3.1. SPECIAL PROJECT REPORT.

3.1.1. DAY 1.

Donna and I drove to the Bridge Centre with the complete outfit of troop-carrier and trailer prepared to pick up the 8 participants as planned. Due to a mix-up in communication it was evident that two of the participants on the list had declined attendance some time previously. Reduced to six participants although not the most effective use of resources, was still a viable number to run with. One of the remaining six had failed to arrive and while we waited we discussed with Thelma her thoughts about the group. From Thelma's perspective the group was excited and enthusiastic about the prospect of heading off on the journey. The sixth person still hadn't shown up despite numerous phone calls to his home and we opted to leave with the remaining five participants.

We drove out through Hobart's northern suburbs in the direction of Collinsvale. Leaving the city behind, we soon entered farmland and bush. At one point it was possible to stop and point out to the group where our journey would take us. We soon reached the Myrtle Forest picnic area and the start of the walk. There were a number of key tasks to complete before we left for the walk. The most important of these was to provide some sense of direction for the group by establishing a functional set of social norms. Less critical but none-the-less necessary was to sort members into tent groups, divide up the food and equipment and provide a packing demonstration to help participants identify what to pack.

Donna and I were both supportive throughout this early stage of group development in order to build a sense of trust and safety between group members (Trotzer, 1997). We prompted the group to establish the 'rules of play' and in the ensuing discussion team members openly expressed their views and took to the task seriously. A comprehensive set of social norms resulted and it was evident that all had given much thought to the trip and were well prepared mentally.

The agreed social norms:

1. The need for total honesty in our dealings with each other.
2. What goes on in the group remains confidential.
3. Openly acknowledge your feelings to both yourself and the group.
4. Agree to disagree and show tolerance to other points of view.
5. Give each other permission to be vulnerable.
6. No judgement of others or self.
7. Provide immediate feedback to others about behaviour.
8. Not to judge performance in terms of success and failure.

The group were keen to begin the journey and without fuss everyone actively contributed to the task of packing. I handed out the evaluation journals and reiterated the confidentiality aspect. We organised ourselves into three tent groups and after an hour and half of feverish activity we viewed the map and discussed where the proposed bushwalking route would take us over the next four days. Skill development is something I tend to avoid under most circumstances yet at the beginning of any journey a couple of teaching points on navigation and map reading are useful. In this case it provided the group with just enough information to get them started.

The first day's climb was very steep with a height gain around 450 metres. It challenged the group physically and the burden on their backs dictated the pace at which they could travel. Despite the



frequent stops for rests, they remained resolutely focused on the journey. The length of the rests was kept to a minimum and through some mysterious unspoken cue the group would struggle back into their packs and resume the upward slog. Much laughter ensued at Nick's jokes as we progressed upwards, yet for the most part our conversation was polite. The lessons on map reading were enough for the group to navigate to Forest Camp without drama. They found the waterhole easily yet had difficulty in locating the best campsite. They eventually stumbled on a sheltered site and the tents were soon erected and fuel stoves purring. With the basic comforts being met an air of comfort descended on the group.

The evening discussion was held after dinner around the campfire. The effects of rain and wind building up in the west made the fluidness of it a bit haphazard, yet everyone came up with a personal goal of relevance:

Nell: To learn to say no to people, to assert herself in her family situation and not to hate herself for being compliant.

Nick: To be himself, speak his mind and be the same person with everyone unlike the person he was when he was using drugs.

Ed: (A) Not to rush at things like a bull at a gate, take time out for the now and 'stop and smell the roses.' (B) Identify emotions and feelings.

Pete: Not to emotionally distance himself from other people. Talk about himself, connect with others and instead of retreating into his self, risk interacting and relating his feelings to other people.

Dave: Give himself permission to make mistakes and be spontaneous. Let go of planning things meticulously to avoid risk. To rediscover the resources he once used that allowed him to take risks. Allow others to take control and become more vulnerable as a result.

Al: To seek permission from the group to be part of it. Become vulnerable by opening up and freely telling his story to others so as not to become isolated and aloof.

Donna: To work on patience when things are not progressing quickly or when other peoples stuff confronts unresolved issues in herself.

We snuck off to bed as the rain and wind began in earnest. Everybody was snug in bed when a freak gust of wind blew down our fly-sheet. Donna and I got up and raced around in bare feet hastily refastening guy ropes while everyone else was in their tents in fits of laughter.

3.1.2. DAY 2.

The next day I invited to the group to challenge themselves by removing their wrist watches for the remainder of the project. As a number of our personal goals alluded to letting go of control, the absence of a timepiece would mean relinquishing the means by which we anticipated the future. The group reluctantly agreed to this suggestion and I sensed that for some it would be testing.

I saw the group fragment a little in the early part of the day. The route involved a side trip up Mt. Marion yet the weather conditions were overcast and cool, with rain threatening. The walk to the Mt. Marion junction was uncomplicated and that was where the indecisiveness was exacerbated. The group ended up having lunch by default in lieu of making any firm commitment. At this stage I got the impression that they would opt out of the Mt. Marion climb and continue the short walk to Marion camp. I told them a true story of my own about how too many "What ifs?" had grown into me avoiding making an important decision. In this story I had become so absorbed with the uncertainties and associated fear that I nearly ended up not making a decision at all. Eventually I realised that the only way to quell the 'what ifs' was to go and try the course of action that was the source of my fears.



My story may have had some impact because the group made a decision soon after this to set up their tents at Marion Camp and then return to climb Mt. Marion. The weather hung in the balance while this was taking place and eventually each tent group had their tent up. Nell, Ed and Dave had set up their tent about 20 metres away from the other tents and I instinctively felt this was not helping to bring the group closer together. I intervened and suggested an alternative site that would bring them closer and provide more shelter if the weather blew up from the south. My use of 'what if' aroused frustration with Ed in particular and it failed to achieve my desired outcome. The group could see my agenda surfacing at this point and I resolved to butt out. I caught myself wanting the group to make the most of opportunities to grow, yet in the process my intervention was disempowering and lacked the required subtlety.

The weather continued in flux with the cloud level hovering around the summit of Mt. Marion. The group retraced their steps to the junction and set off on a vague yet well flagged path in the direction of the clouded summit. The indecisiveness of earlier in the day was replaced with a sense of commitment in spite of the uncertainty.

Nell chose to take on the role of route finding and despite her concern of getting the group lost, she gained confidence from this period of being in charge. The uncertainty of making the summit remained until the last 100 metres, and in particular Dave now without his watch as a frame of reference, worked hard on his goal of letting others take control. I sensed Ed tried on his new approach of 'smelling the roses' and steered clear of taking on a leadership role too. Nick's enthusiasm picked up as we neared the summit and it was evident both verbally and non-verbally that more of his mask was falling away. Pete and I were both in our element chatting about the changing flora as we ascended. Yet by being inside our comfort zone we were never challenged on our similar goals of becoming emotionally vulnerable. Donna outwardly appeared calm during this time but I sensed she was distancing herself to give Nell space to work on her leadership role.

Reaching the summit was a celebration of achievement. The extent of the uncertainty and the build-up in reaching the summit crystallised into a feeling of mastery. The satisfaction of this moment was a significant turning point in the group. It was a closer knit group that retraced their steps from the summit of Mt. Marion and down to the comfort of camp. In group development terms, the group were now functioning in the 'work' stage with members openly looking toward the group to help them try out new behaviours (Trotzer, 1977).

Around the campfire that evening Donna and I introduced the 'truth ball,' a mechanism we favour to allow group members to talk openly about their feelings. Dave went first stating he felt uncomfortable about the guesswork involved in keeping track of time and Ed openly expressed his anger due to the 'what ifs' involved in group decision making. Nick said he felt unmotivated at times during the day but became inspired when he looked at the effort put in by other members of the group. Pete, I sensed felt a need to establish his role in the group and indicated a desire to go off alone later, to do some spot-lighting. Donna was in her element facilitating the discussion and felt comfortable in herself with a sense of attachment to the group. I was feeling a responsible for some of Ed's anger concerning the 'what if' factor and Nell said she was feeling very comfortable and connected to the group.

The group focused on how they were progressing with their goals. Ed identified the conflict he was facing between 'butting out' and the sense of frustration he felt when others procrastinated making decisions. He resolved to work harder on 'smelling the roses'. Nell had discovered that she was capable of doing things and she resolved to use this to take control of her home life. She very much enjoyed the feelings that came up when she took control. Nick thought he liked what he saw in the mirror now and saw a very bright future ahead of him. Pete felt he needed to further challenge himself because he still felt well within his comfort zone. I had begun telling my story one-on-one to group members yet I identified people in the group to whom I still needed to talk. Dave progressed hugely



on his goal of non-control despite the temptation to slip to the front of the group and take over. Donna worked hard on her goal showing patience and not intervening when indecisiveness reigned.

3.1.3. DAY 3.

Day three dawned and signs of apprehension about the length of the walk appeared. As a follow-on from the previous day, the route was longer and tougher and was designed to test the group's ability to persevere with the task. Donna and I planned some strategies for the day to bring about opportunities for group members to realise their goals:

1. Give Nell further opportunity to lead and if need be encourage Pete not to assist her with route finding.
2. Ensure Dave and Ed kept to the back of the group allowing them to become more vulnerable to the decision making made by other group members.
3. Encourage Nick to assist Nell if she needs help with route finding and map reading.
4. Regularly use the truth ball during the day to monitor group feelings and prevent issues from festering.

The group set off in high spirits for Collins Bonnet briefly stopping to filter some water from a non-running water hole. I worked on my goal during this stretch of track and related to Nell a story about an embarrassing time when I lost my temper. By demonstrating my vulnerability I actually felt better and sharing this story with Nell was a means of modelling self-responsibility.

Nell took charge of the map-reading and at the first track junction found herself confused about the direction to take. She looked to the rest of the group for someone to bail her out. Pete steadfastly refrained from helping and Ed and I sat next to her and offered her support in reading the map. Ed avoided giving Nell the answers and carefully explained how to interpret details on the map. I stepped back and observed how Ed was turning his anger about indecision into a positive helping role. Nell was empowered by this approach and she soon came up with the answer to which direction to take. Ed's subtle 'leading from behind' encouraged Nell to take charge and consequently she felt of value to the group.

The hill up to the Collins Bonnet ridge was the first major physical challenge. It went on endlessly and the group took the time to take stops and smell the roses. The truth ball came out and the feeling was unanimous, everyone was feeling 'whacked.' Shortly afterwards we met another person on the track going the same way. Unencumbered with the weight of a heavy pack the person passed us at a rapid pace and was soon gone from sight. The group's reaction was curious to observe. It was almost one of awe that someone else might be sharing the same place if not the same experience. This person was obviously in a different headspace, and was clearly focused on a destination. I noticed the group sensed the disparity between this person's focus and our emphasis on spending time 'smelling the roses.'

More challenges faced the group, it began to rain and the option of taking a side trip up Collins Bonnet held little appeal. We ate lunch in an unmarked shelter and there seemed to be an air of contentment. Onward and downward and then back up over Mt. Connection. Nell was challenged again in her efforts to read the map at the track junction below the peak. The map marked the junction as next to a waterhole. This didn't match with the reality of the waterless depression in front of us. The expression on Nell's face of comprehension when she realised the situation was worth beholding. Up into the cloud and drizzle we toiled transfixed by the beauty of the cloud transformation. Near the top of the peak I brought out the Truth Ball. Again a unanimous round of feeling exhausted intermingled with enjoyment and camaraderie.

An hour and half later the mood was more sombre, the group were pooling all resources now in order to make it to Mt. Arthur. The truth ball revealed for Dave an observation that with tiredness came



less division between his emotions. He wasn't sure whether to laugh or cry. With Nell there was feelings of total frustration, physical pain and impatience with the length of time it was taking. With Nick there was a total exhaustion factor that was being overridden by an intense determination to finish something he had started. Donna noted the tremendous feeling of support happening in the group. For Pete the need to hang in there was measured against his headache and tiredness. Ed stated if there was a way out of here he would have taken it an hour ago. He was feeling knackered and emotionally unsettled. I was feeling footsore but contented due to further opportune moments for story telling along the way. I sensed that these snippets of self-disclosure were allowing me to get closer to the group.

There was no let up even on reaching the track junction to Mt. Arthur Hut. Knowing that we just had to crawl into the hut without putting up tents was a relief. Yet as is often the case there is a danger in relaxing too soon. Having fetched water from a nearby catchment we took a long and circuitous route to the hut requiring the group to haul tired bodies around bouldery outcrops. It was an unexpected sting in the tail. The nature of the group's tiredness was evident by the lack of emotion shown in arriving at the hut just on dusk. Everyone was so exhausted we just sat in the cramped hut and tried to think about what to do next. Little by little the energy returned and a fire was lit in the stove. The temperature outside was dropping rapidly and the wind and rain whipped itself into a storm. Due to a restriction on space in the hut, people had to work in shifts to prepare brews and a communal approach was adopted to attend to everyone's needs. The temperature in the hut soon warmed up and spirits lifted and it was after dinner that we at down for our last evening discussion. Due to the tiredness factor I opted to make it brief.

I asked each participant what the day meant personally for them.

Ed: - It meant little other than an exercise in getting totally physically and mentally exhausted.

Donna: - The fear of not making it had allowed her to discover new resources when things got tough.

Nick: - By realising the goal of reaching the hut he found a sense of achievement. Had no doubt that the more you put in, the more you get out.

Al: - At a spiritual level reconnected with myself. Reset my personal priorities as a result. Need to connect more often with the natural world to reconnect within.

Pete: - His concerns about fitness not an issue here. Exhilaration of shared experience with him for a long time to come. Very worthwhile yet mindful of the lulls. Realised the metaphor of falling over is about getting up again.

Dave: - Lived in the moment and enjoyed a perfect day. Compared to the first morning of the project, he felt relaxed with a group of mates. Very contented. Found resources today that he once had and felt thirty years younger as a result.

Nell: Experienced pain in her side and was struggling to get out of her 'sooky la la' (sulk). Questioned herself why had she come on the project and was it all worth it.

3.1.4. DAY 4.

The storm continued unabated all through the night. It was still windy, damp and misty next morning and I anticipated that the abseiling might need to be postponed. I wandered up onto the ridge with the mobile phone to talk over the situation with Brendan who was due to rig up the abseil at Lost World. In the absence of my timepiece I figured it still early enough to catch him before he left for the venue. In actual fact I missed him yet I resolved to watch the weather closely for a sign of change. Despite the wind, occasional breaks in the low cloud were appearing and I resolved to carry on as planned.

Back at the hut the group were almost ready and we left the hut in improving weather. From Mt. Arthur we traversed across to the Big Bend and noticed how calm it was in the lee of the hillside.



Right on cue, we met Brendan at the intermediate abseil site (within five minutes of the pre-arranged time). Brendan was the perfect addition to the group and there was a wonderful acceptance of him from the team. Everyone was attentive during the safety brief and without hesitation outfitted themselves with harness and helmet. One by one they went up to the top of the 4-metre boulder and completed the abseil. I positioned myself at the bottom of the abseil and handed them the truth ball to record their feelings as they landed.

The comments they made:

Nick: Felt uncertain when he slipped at the edge and wanted to enjoy the trip down.

Ed: - He felt nervous. He has felt like this before when doing other new things. Experienced butterflies yet just concentrated on smelling the roses.

Pete: - Wanted to rush and got a reminder of goal to slow down. An exhilarating rush came through and he was not aware of the ground. The experience reminded him of parenthood and its uncertainties.

Dave: - Felt the Wow factor! Reminded him of when he used to abseil 30 years before and it felt similar to being up in the yards of square-rigger.

Nell: Fantastic, scary, but good. Reminded her of the first trip she did on a plane.

We walked the short distance to Lost World and the view over the edge was dramatic. The jumbled boulders at the base of the impressive columns exuded an air of chaos and confusion that was not lost on the group. In preparation we snuggled into the shelter of the nearby cave and Donna ran a pre-activity guided meditation. Donna invited the group to re-visit the journey of the past four days. In our minds we travelled the entire journey as Donna spoke, realising the extent of the transformation that each of us had made since starting the walk at Myrtle Forest picnic area. This exercise centred each person and an air of calmness was evident by the end. The group filtered out of the cave and prepared themselves for the abseil.

I intended to use edgework as an intervention at this point. So while Brendan dealt with the physical well-being of each participant as their turn to go came up, I tied myself off in a position near the point where they went over the edge. For purposes of keeping an accurate record I was equipped with pen and notebook to note their comments. I stopped each person just as they went over the edge (S-1) and asked them the following *"Close your eyes for a moment and describe what you are feeling?"* and *"where have you felt like this before?"* and *"what are you saying to yourself right now?"* After each participant had gone over the edge and descended 3 metres I stopped them and checked in again on their feelings (S+1).

The responses:

Nick:

S-1 Feelings: *"I am shit scared."*

Where he felt like this before: *"I don't know."*

Self talk: *"I can do it."*

S+1 Feelings: *"I'm doing it and there's no anxiety."*

Nell:

S-1 Feelings: *"Nervous and scared. I just want to get down it".*

Where before: *"My first flight in a plane."*

Self talk: *"What an idiot I am."* Immediately before the activity, *"I was saying to myself, I can do it."*

Additional question: *"How does this relate to your goal?"* *"I'm not saying 'no' now, am I?"*

S+1 Feelings: *"Better as I go down."*

Pete:

S-1 Feelings: *"Scared and anxious."*



Where before: *"Last time I tried abseiling and anything I try that is new."*

Self talk: *"I know I'm going to do it."*

S+1 Feelings: *"It's getting easier as I go down."*

Dave:

S-1 Feelings: *"There's no fear and there's no going back."*

Self talk: *"I'm over the edge now and I'm just doing it."*

S+1 Feelings: *"I'm feeling a bit more relaxed now."*

Ed:

S-1 Feelings: *"Nervous, very nervous. I give it a rating of nine out of ten."*

Self talk: *"Just do it"*

S+1 Feelings: *"Feeling great, on the nervousness scale, two out of ten"*

Donna had previously attempted the abseil at Lost World. The feelings and impact of that experience had resulted in her retreating from the edge and not completing the abseil. This time there was a sense of laying something to rest.

Donna:

S-1 Feelings: *"I'm a bit worried but I'm doing it."*

Where before: *"None of the stuff from last time I tried this abseil is rearing its head."*

Self talk: *"I'm doing it."*

S+1 Feelings: *"There's no shaking and I wish Rob (facilitator from previous experience) was here."*

It was my turn to abseil and I realised that I had an opportunity to work on my goal of showing vulnerability. There was time to think about the challenge as Brendan and I clipped each pack on the abseil rope and lowered it down to the group 30 metres below. When I put the counsellor's hat on, I can find a heap of excuses not to push myself at my goals because I am busy helping everybody else. It was tempting to abseil backwards like the rest of the group, but because of my climbing experience this was not a challenge. I decided to abseil front-first, something that I have seldom done.

The damp edge and the angle of the rope behind me were always going to make it difficult. At the S-1 crux I was tempted to bend my knees and reduce the level of anxiety. I was thinking, "What will this look like if I fall?" and then the question, "Why do I need to perform?" I accepted that I could fall and gave myself permission to fail. I did not give a damn. I went from trying hard to stay in control, to saying to myself, "Hang it, it's wet and I'm probably going to lose my footing here and fall." Then I fell, and fulfilling the prophecy, I burst into laughter. I felt relief and the fall caused no harm. From this I learned that letting go of control and being vulnerable is about taking risks and that I need to do more of it. Being vulnerable connected me straight to the heart of the group. When I finally hit the ground Pete came over and gave me a hug. Wow! I felt connected to him more strongly than I had done in the preceding three days. I felt he recognised this too, his fear and anxiety had brought him the connection he desired. When I look at Pete, I see so much of my self projected there. What I see, is how lonely it gets, wearing the counsellor's hat.

The feeling in the group was one of euphoria as we descended into the mist and the boulders of Lost World reflecting on our achievements. Contending with climbing over the slippery boulders got tougher and more dangerous and gave us a reality check. It was relentless, steep and unforgiving. For most of us it was the toughest part of the journey and it came when we least expected it. Ed injured his ribs from a fall at one point and it was evident that we needed to recognise our tiredness and take it very slowly. Pete provided some extraordinary support at the front of the group, constantly passing back information about dealing with the next obstacle. Nick was facing his biggest challenge so far, he had fallen several times and it just seemed only a matter of time before he hurt himself seriously. We decided to stop and rest which helped immeasurably. Without any further mishaps we made it safely



to the track junction at the end of the difficulties. I sensed that several of the group had been pushed to yet another edge.

This ordeal had sharpened the emotional focus of the group and set the scene for the final debrief. Pete needed to leave the group at this track junction to meet a prior commitment. I asked three questions of the group. The first centred on a feeling round with the truth ball:

Al: *"Relieved that we made it down the boulders without any major injuries. A feeling of loss that this is nearing the end of a very special project."*

Pete: *"Sadness that it's the end. Glad because I came it has been a very special group. More meaningful than the conference that I'm heading off on."*

Ed: *"Enjoyed the descent until I got tired. Abseiling made me really nervous until halfway down I got disappointed. Wouldn't have missed it for the world. I have a special affection for everyone here and I get teary thinking about the group."*

Nell: *"Scared on the abseil but it was a really big high for me. I didn't think I could do it and I shocked myself. Feeling used to the group and I don't want to break up. Looking forward to a shower though."*

Donna: *"A natural high from the abseil but the biggest challenge was coming down the rocks. Relieved that we made it down safely but not looking forward to the end."*

Nick: *"Really sad. You have been my family for the past four days, we've shared everything and it's hard to say goodbye. This is what it's all about a special bond. I struggled and hurt coming down yet it was all worth it."*

Dave: *"I dreaded the abseil and I lost the recklessness. I'm sore, bruised, physically tired and all the way down there was a fear of injury. Coming down took the shine off the abseil. Yet forget this and it will make the abseil seem better in retrospect. I don't want to let the moment go. I want to cry now."*

The second question: How do you know you achieved your goal?

Al: *"The abseil connected me to the group and made me feel vulnerable again. I found it hard to tell my story at times but I related a few stories one on one with people and it allowed me to remove my counsellor's hat when it mattered."*

Pete: *"The abseil really made me vulnerable and there was fear in my eyes. This process allowed other people to see me vulnerable. Something I need to keep working on."*

Nell: *"I feel a lot stronger and I think I have the courage to tell people to go."*

Donna: *"Tolerance, I got in touch with that. Impatience, I made allowance for what others wanted to do. Bringing it out has been critical in my success. The abseil was great in confronting previous unresolved issues."*

Nick: *"I wanted to take my mask off. I've said what I've wanted to say and when I wanted to. So I think I have succeeded. The way I feel now is the way I want to be, feeling comfortable. There's so much more to life, it just takes hard work."*

Dave: *"I have achieved it partially. The group wouldn't let me do it - team work. As the oldest youth in Project Hahn I felt privileged. It didn't pull any punches it was hard, the hardest thing I have ever done, but it is beginning to fade. What you put us through I wouldn't change it for anything. We need to get together some time and have coffee and bring out the truth ball. And Nell here is a lollypop for putting the most in of all of us."*

Ed made an observation about how I went with my goal of becoming part of the group. He said, *"I saw you turn off and on" and "switch in and out" during the project.* I appreciated his honesty.



The third question: What changes in your life style now make sense?

Al: *"To take risks again in order to become vulnerable. I am aware that I am not immune to this process and that I need to get out of the office and back into the field."*

Nell: *"Kick the bastards out!"*

Nick: *"To be honest instead of all the shit I fed people when I was an addict. All the lies became cumulative and it was hard knowing which lies I had told to whom. Have the one persona and be me for everyone. Can't wait to see my family with my new head on."*

Dave: *"I don't want to be a leader or independent anymore. Just to be part of a group and allow people to make mistakes especially my son. Let him learn from them. I am a groupie and there is nothing I can't do in a group."*

Pete: *"Willing to be vulnerable and let people see what's going on inside. A sense of belonging like Dave I'm looking continually at being part of a group."*

Ed: *"Learned some serious stuff here. Rushing bull at a gate made me a very lonely person. I wouldn't become part of a team. The reason I don't have people around me is because I take over. You can't do anything until you identify your emotions. In procrastination I found a button that gets pressed. I can change my life, even a lot to do with my addiction. I can clean out my life now and do it."*

Donna: *"Patience with my poor old husband. The lesson is to practice it on my partner."*

We bade farewell to Pete and continued down to Lenah valley. Our bodies were tired and our thoughts were about closure yet each of us kept thinking about the group. We knew it was over but we wanted to hold it together until the very end. Arms linked we strolled into the carpark at the Lenah valley roadhead a little late but glad to see Brendan and the PH vehicle waiting there. The journey might have ended there yet a lot of pleasure was still to be derived from the simple facets of life, a shower, dinner, meeting friends and family. Seven people had left on a mountain journey, yet when they returned four days later, they were not the same seven. Simpson (1994) goes to some length to describe this phenomenon,

Coming down to the valley after spending two or three days on a hard and dangerous route always gave a strangely separate view on life, as if your perspectives had been subtly altered, momentarily frozen into those black and white decisions given to you on the mountain. Things that before had seemed important, had made you worried and anxious, now seemed quite insignificant. Money, bills, future prospects, security - all those things that seemed to be the root of modern life - were irrelevant. Reality for a short period of time was just being alive, luxuriating in unexpectedly easy pleasures like plenty to eat and drink.

A journey like this needs time to process and all of us in our way were dreamy, reflective and contented. For some there was little opportunity to lie back and bask in the glow of all that had gone on. The challenge of work and obligations to family and friends were reasserting themselves, yet in moments of quiet our thoughts would conspire to take us back to the mountain and the special time we shared. This is not about trying to recreate the experience but it is allowing ourselves time to say goodbye. In the hectic world away from the mountain, taking time out to 'smell the roses' is seldom viewed as a productive endeavour but seen rather as an extravagant luxury. Perhaps this is just as well; otherwise we might all turn into dreamier individuals than we are already.

3.2. PARTICIPANT REPORTS

The week after the project I sat down to record the outcomes for participants as Donna and I saw them. Reports are sent directly to participants and reflect a constructive account of the events that



took place during the course. Central to the report are observations regarding how the participant went about working on their personal goal. Open-ended questions are used rather than judgements in an effort to prompt participants to reflect upon significant experiences and learning opportunities that occurred.

Writing the reports provided a personal a sense of closure and helped me reflect on the outcomes of the project from a holistic perspective. I presented the participants with their reports and a certificate of achievement two weeks after the project.



4.0. Evaluation.

4.1. EXECUTIVE SUMMARY.

A Special Project in bush counselling was designed and implemented as an adjunctive intervention for "older youth" attending the Bridge Centre drug and alcohol rehabilitation program. Five salient themes were identified by the researcher in pre-project consultation with rehabilitation staff. Maintaining the focus on evaluating these issues closely, kept the Special Project tied firmly to the mother program. In adjunctive terms the findings suggest that both programs met and integrated effortlessly allowing for a smooth cross-exchange of clients. During the project, individual goal realisation occurred through discovery and mobilisation of previously untapped internal resources. Life changing discoveries occurred as participants discarded old beliefs about themselves and their capabilities. A diversity of background, gender and age ensured a heterogeneous balance was maintained within the group. In spite of this group dynamic, a significant number of discoveries centred on similar control issues. For these participants it became a tussle between striving for perfection and granting themselves permission to make mistakes. The research revealed that experiential learning played a key part in the bush adjunct allowing people space to experiment and fine tune their judgement skills. The findings also determined a growth in positive self-talk, revealing a dominant theme of positive affirmation in moments of stress. Post-project euphoria at varying levels has been noted in all group members since the project.

By participating fully in the process themselves, the facilitators developed a close rapport with the group. They found that by being open to vulnerable situations and moving beyond their personal comfort zones, enabled them to connect to the group at an emotional level. A recommendation for future projects of this genre is to re-convene the group soon after the project and determine how they are coping with re-integration. One group member suffered trauma as a result of going home directly after the project. For the remainder of participants who returned to the support of the Bridge Centre, re-entry was fairly effortless. It is not within the scope of this evaluation to determine the effects the bush adjunct on participants in relation to their addiction or in terms of continued abstinence. Yet undoubtedly this is viewed as a subject for further research, requiring the tracking of participants over a period of six months or more. From the Bridge Centre standpoint the Special Project provided the impetus for participants to enthuse other residents about the process and continue the work established on the journey back in the rehabilitation program. After an intense three months of working closely together, there is a danger of allowing the link between the Project Hahn and the Bridge Centre to slip. A recommendation from the Manager of the Bridge Centre is to implement another Special Project and maintain participant involvement on Standard Project Hahn programs.

4.2. WHO AND WHAT IS THE EVALUATION FOR?

This evaluation holds distinct benefits for the individuals and organisations involved in the Special Project. The individuals this report will primarily assist are members of the critical reference group (i.e. people with drug, alcohol and gambling addictions attending the Bridge rehabilitation program). Themes of significance that emerge from questions presented to this group will dictate future directions in program design. The evaluation results are expected to identify changes that the individuals have undergone as a result of attending the Special Project.

The value for the Special Project facilitators is in feedback provided by the critical reference group that highlights the skill degree of each facilitator. This will allow each facilitator to work on the areas identified and assist them in future professional development.



The organisations that aim to profit from the evaluation are Project Hahn and the Salvation Army Bridge Program. Project Hahn has a strategic aim to collaborate with similar organisations to impact on wider populations of people who are at-risk. This evaluation will influence future strategic directions that Project Hahn will follow in creating organisational partnerships. In emphasising the impact on divergent populations this evaluation will determine the benefits of adjunctive groupwork for special need groups.

The significance of this evaluation for the Salvation Army Bridge Program lies in researching alternatives to augment existing treatment and rehabilitation processes for the critical reference group. This will determine the nature of learning opportunities it offers to its residents in the future and will influence the direction it takes in establishing partnerships with similar organisations.

4.3. WHAT DO WE WANT TO EVALUATE?

The aim of this evaluation is two fold. The prime objective is to determine the impact of a bush counselling project as an adjunctive intervention for participants using qualitative evaluation. The secondary objective is to evaluate the group facilitation and counselling skills of the project facilitators.

4.4. HOW ARE WE GOING TO COLLECT THE INFORMATION?

Data collection will come from a number of sources. The major source of information will come from the participants themselves in the form of daily journal entries. A second source of data will come as feedback on an evaluation questionnaire that seeks to highlight the skill degree of each facilitator. The third source will come via direct observation and note taking in the field by the facilitators themselves. Finally, and as much by accident as design an opportunity to gather information came in an interview with the Manager of the Bridge Centre. This added an organisational perspective to the process and provided a triangulation emphasis to the assessment.

4.5. THE MANAGER OF THE BRIDGE CENTRE'S PERSPECTIVE.

A proposed interview with the Manager of the Bridge Centre to clarify goals was seen as an essential task before the project could proceed. However the positive relationship that had developed between PH and the Bridge through earlier involvement in the Standard PH Program had largely reduced the need for a formal discussion. Despite this, I felt a need to clarify where the Manager stood on certain aspects of the project so I arranged an interview, five weeks after the conclusion of the Special Project. This gave me the added opportunity to ask questions related directly to the project and use it as a source of information collection. I recorded the interview with Envoy Thelma Purdue on audiotape.

Eleven themes emerged from the interview:

- Curiosity and concerns.
- Similar philosophies.
- Adjunctive approaches.
- Expectations.
- Belief in PH.
- Facilitator competence.
- Program features.
- Positive effects of the special project.
- Downside to the project.
- Feedback.
- Future prospects.



4.5.1. CURIOSITY AND CONCERNS.

The Manager's initial curiosity about PH stemmed from staff members who had heard about the program. *"That started my interest"* and she suggested that they go out and *"find out all about it."* Her only concern was of possible clashes between the philosophy of each organisation. *"We are a Christian organisation"* that espouses Christian values, *"is this (PH) philosophy going to be opposite?"*

4.5.2. SIMILAR PHILOSOPHIES.

As the organisational relationship matured it became evident to Thelma that similar philosophies did exist. It seemed that PH's *"vision was very similar to ours."* There was *"such a common ground"* and she felt her initial *"fears were quelled."* Thelma noted that both organisations shared in common a *"concern for our fellow man"* and that like the Bridge program where money did not prevent participation, PH was *"financed to help young people."*

4.5.3. ADJUNCTIVE APPROACHES.

Comments by the Manager were supportive of adopting an adjunctive approach to drug and alcohol rehabilitation. The content of what PH wanted to work through with participants was *"certainly lineball with what we are trying to do."* By working in partnership, the bush counselling adjunct gave participants *"another dimension in recovery"* and it made them *"face up to challenges we couldn't present them."*

4.5.4. EXPECTATIONS.

Quizzed about her expectations before the first Bridge participants attended the program, Thelma stated we were very *"open-minded about it."* She understood that there was more to PH than *"just giving them a fantastic adventure"* but until the first participants came back, *"I did not know what to expect."* In the event of a participant finding the demands of the program overwhelming, Thelma *"would rather someone came back than upset the whole group."*

4.5.5. BELIEF IN PH.

Belief in the PH process by Bridge Centre staff was instrumental in giving a green light to the Special Project. Observations would suggest that an implied trust formed between the organisations right from the start. Thelma's comment confirmed this, *"one of the big things for me was, Al you were heading it."* After Thelma attended the Bridge Introductory Day, this trust was cemented for her, *"I could see I could trust you with these people."*

4.5.6. FACILITATOR COMPETENCE.

As Manager she had a responsibility to Bridge residents to evaluate the competence of the PH facilitation staff. Her observations of PH staff on the Introductory Day resulted in this comment about the methods we employed to involve a self-conscious participant. *"You knew how to involve him without any pressure"* and the way it was achieved *"I thought was brilliantly done."* Thelma commented about the depth of the activity the facilitators had chosen as an icebreaker, it was about *"throwing this ball to everybody, singing out their name"* and *"getting to know people's name, but it was more than that."*

4.5.7. PROGRAM FEATURES.

Through feedback from participants attending the Standard PH Program Thelma had significant in-depth understanding about the features of the program. On the goal setting concept, she remarked, participants were asked, *"to set their own goals"* and this was constantly monitored *"all the way through,"* not just *"left to the end."* Describing the experiential nature of the program, she offered *"they were planning away making all sorts of mistakes."* On groupwork, she commented, *"I feel you*



are counselling all the way through with your debriefing" techniques. Thelma felt that the isolation factor obliged participants to become "reliant on each other." This coerces them to "learn to trust each other" and "either they get on" or "it's going to be a hell of a few days." On the heterogeneous mix of Special Project participants, she remarked, "you had people at different levels of maturity" and "mental stability."

4.5.8. POSITIVE EFFECTS OF THE SPECIAL PROJECT.

Summarising the positive effects of the Special Project for participants, Thelma stated, "I don't think there was one that didn't benefit" from the project and "people came back on a high." On the group support she commented, "there was a bond" that developed in the group even with "the staff member who attended as a participant." "People came back" and they seemed "all sort of linked together." On the change in dynamics on their return to the Bridge, Thelma observed, "they didn't become a clique." As they reintegrated into the Bridge community they put out the message about the project and "enthused others." There were advantages of coming back into the support framework of the Bridge community instead of going home immediately after the program. They were able to come back, "talk about it with each other" and "so they were continuing" the process established during the course.

4.5.9. DOWNSIDE TO THE PROJECT.

For one participant coming back from the project had its downside. Despite Thelma's suggestion that he spend the night at the Bridge the participant had obligations that required him to be at home. As she explained he came back on a high and then "went home and crashed." Thelma commented that this participant says himself, "in hindsight I should have stayed." Since the end of the project this participant has struggled to let the experience go, "he has gone back up the mountain" and endeavoured "to recapture all those experiences." She holds the view that "he has learned from it" yet "he's still working through those issues."

4.5.10. FEEDBACK.

Feedback came from Thelma about a possible modification to future Bridge Projects. She felt a need to bring "that same group together a week later to see how they are going," revisit their goals and see if they "came back and crashed in a heap." She thought that it "could be an additive to the program," and a real plus.

4.5.11. FUTURE PROSPECTS.

Thelma "certainly wants to be involved" in future programs and would definitely "encourage another Bridge situation." Planning another Introductory Day is viewed as an effective way "to let particularly newcomers see what is involved." Continuing the close working relationship between the Bridge and PH by keeping them "informed of what sort of courses are coming up" is seen as important to maintaining this link.

4.6. PARTICIPANT'S PERSPECTIVE.

4.6.1. COLLECTION OF PARTICIPANT INFORMATION

Each participant was encouraged to answer six questions daily and enter them into their journals. These are the questions:

1. Write down your personal goal and ask yourself what you did today in terms of working towards this goal?
2. What were your expectations before today's journey and how did it compare with what actually happened?
3. What beliefs about yourself no longer hold true in light of today's experiences?



4. What did you reach for today when things got tough? Were those resources available to you in the past?
5. During those times when it was tough what sort of things were you saying to yourself?
6. Describe the times you experienced any fear during the day and record the moments when the fear was at its most intense?

Some were disciplined and entered their comments each day of the program and others chose to complete them post-program. One person indicated that they were more comfortable with taping their comments at the end of the program and this eventuated in a successful interview. The majority of participants (60%) answered each question directly and repeated the process for each day of the program. 40% of the group responded with a daily narrative from which I extracted comments. Additional sources for evaluating participant self-talk came from field-notes taken by the facilitators.

4.6.2. METHOD.

I have used a cross-sectional approach to evaluate all participants' comments to each one of the questions. I have identified themes that emerge for each question and grouped the responses accordingly. From this I have determined the frequency of response and written up the results on a day by day basis. This approach provides a longitudinal element to the results.

4.6.3. RESULTS.

4.6.3.1. Working on goal(s): Responses to this question were grouped onto seven themes:

- Internal evaluation
- Identifying emotions
- Self discipline
- Self-talk
- Using group support
- Self realisations
- Not using group support

Day one: Various feelings emerged for participants as they started the journey. The largest proportion of comments (50%) suggested that identifying their emotions was a key factor in assisting them with their goals. Impatience was one feeling recorded, "*Let's get this show on the road*" and "*it was painful at the beginning.*" Other comments revealed behaviours that fell under 4 themes of equal size (12.5%) self-discipline, self-talk, group support and internal evaluation.

Day Two: Group support (33%) helped participants with their goals on day two as evidenced in this remark on taking rest breaks, "*they would just call out 'roses' and we would all stop.*" Significant self-discoveries (33%) assisted a couple of participants with their goals, "*The map wasn't as hard as I thought it to be*" and "*I identified a button, procrastination.*" Self-discipline (17%) also helped people work at their goals "*I just focused on my goal of being myself.*"

Day Three: Self-discipline greatly assisted the group to reach their goals on the most taxing day of the course (55%). Comments such as, "*I was determined not to become the counsellor*" and "*never once thought about charging up the front.*" showed that participants were determined to work on their goals in spite of the hardship. The tough nature of the 12km walk raised the emotional awareness in the group significantly. 36% felt the need to identify their emotions demonstrated by this comment, "*I felt a lot stronger and a lot more will-power*"

Day four: Self discipline helped to a lesser extent on the final day of the project (33%) "*I had one goal and that was to do the abseil*" Significant internal evaluation was happening for participants as they were weighing up what they had learned (33%). Comments such as "*I learned to relax and not to try to work out the what ifs*" and "*I believed my goals were being successfully achieved up until the*"



last hour." Self-realisation was evident too (20%) "I had a big thing about hating myself but today I don't hate myself" and "I had found a connection with the group as huge hugs going all around."



4.6.3.2. Expectations and how they shaped up in hindsight: Comments to this question resulted in eight themes.

- Negative expectation > positive outcome.
- Expectations = outcomes.
- Positive expectation > uncertain outcome.
- Expectation of comfort > outcome of discomfort.
- Zero expectation > positive outcome.
- Expectation of uncertainty > positive outcome.
- Expectation of comfort > outcome of self discovery.
- Expectation of post-course changes.

Day one: 40% of responses found that their positive expectations led to uncertain outcomes. *"Pissed off with a capital P, I spent ages (before the program) looking at the tracks on the map."* Another theme focused on negative expectations which led to positive outcomes (20%), *"thought I was going to fail in a big way and. I shocked myself."* Other remarks demonstrated an expectation of comfort which ended in an outcome of discomfort (20%), *"did think though we were going on a four day camping holiday but f**k was I wrong, feelings of emotional and physical pressure was one."* Responses that revealed expectations that matched the outcomes (20%) are seen in this remark, *"if we encouraged each other things would work out OK, and in the end we made it."*

Day two: With most of the responses on Day one leading to negative or uncertain outcomes, there was a different emphasis on day two. A significant number of comments (40%) showed zero expectation, which eventually led to a positive outcome. An example of this, *"the walk to the campsite was again slow... the walk up Mt. Marion brought the group and myself to a huge high."* One group of responses centred on expectation of uncertainty leading to a positive outcome (20%). An example was *"...we didn't know how long the walk would take us. We made it and all the prevarication disappeared and we all felt elated."* 20% of responses revealed the expectation of comfort leading to a self discovery, *"My expectations were to walk to the next campsite, none of the above was expected."*

Day three: It was becoming apparent that people were more realistic in their expectations at this stage of the journey. 40% of expectations matched the eventual outcomes as shown by this remark, *"My expectations for today were for a hard slog and plenty of physical and mental strain and I wasn't far wrong."* Post-course expectations appeared as a theme (20%) with participants looking at integrating the learnings into everyday situations, *"my expectations were planning to (take action) when I came back home."* Zero expectations which led to a positive outcome featured again (20%). A specific comment was *"what actually happened I would not have believed possible."*

Day four: Similar trends flowed over from Day three. Group members were more aware of their own capabilities with 50% of expectations matching the eventual outcomes. Specific comments were, *"A bit of a walk to Lost World, yes," "Abseiling small and large, yes" and "I was going to be a little scared but I knew if I kept positive, I could do it."* Negative expectations leading to positive outcomes (25%) featured significantly possibly due to the uncertain nature of the abseil. Remarks included, *"how do I leave this challenge with dignity? The exhilaration was incredible, I found a connection with the group."* and *"It's pretty special, something that I didn't really think I could ever do."*

4.6.3.3. Beliefs the participants now hold about themselves: In total there were fewer responses to this question than any others (16) yet real depth was evident in the answers provided. Comments to this question resulted in nine themes:

- I can assert my needs.



With effort I can master this.
I am open to change.
I now have an altered self-concept.
I need to express my emotions.
It is easier if I let go of control.
I can conquer my fears.
It is preferable in the long term if I take control.
Positive self-talk helps me.

Day one: The frequency of themes was split evenly on the first day. One response under the theme of 'I can assert my needs' (33%) was *"I can say no quite easily now without a problem."* Under the theme of, 'with effort I can master this' (33%) came this remark, *"I no longer believe things just happen for you, whatever you achieve you have to work for."* The final comment fell under the theme of 'I am open to change' (33%), *"I became willing to look inside me."*

Day two: Again on day two the themes were split evenly and two new themes emerged. One response was linked to the theme 'I now have an altered self-concept' (25%) and indicated, *"I don't think I am a woose anymore."* Under the theme of 'I need to express my emotions' (25%) one comment suggested, *"buttons were not being pushed (so) I therefore didn't need to express emotions. Well, so I thought."* A response under the theme of 'I can assert my needs' (25%) was *"a lot of the time if you apply a little effort you will enjoy things a lot more."* A similar comment fell under the theme 'with effort I can master this' (25%) evident in this remark, *"I believe there is another way."*

Day three: Letting go of control was a significant issue for some of the group and this is reflected in the responses given on day three. Under the theme of, 'it is easier if I let go' (67%) the following comments were made, *"Perfectionism is not the way to live, tomorrow was always more important than today - not any more."* and *"I also found not being in control was easy when I went with the flow."* Continuing the theme of day one and day two this remark was made under the grouping of, 'with effort I can master this' (33%). *"Too often I had started things and not finished them... after finishing today's walk made me... realise the more you put in the more you take away."*

Day four: The belief that 'I can conquer my fears' featured strongly (33%) on the day of the abseil activity. Under this theme the following comments were made, *"I don't think I'm scared of heights anymore"* and *"after doing the abseil I feel I may have taken the edge of my fear."* Another theme that was well represented was linked to 'I now have an altered self-concept' (33%). The comments were, *"I do feel like I have really changed inside myself"* and *"(it) has given me a different perspective of my behaviour and emotions."* Other comments include under the theme of, 'it is preferable if I take control' (17%) was, *"basically I'm not going to take any crap anymore."* Under the theme of, 'positive self talk helps me' (17%) was this comment about giving into others, *"And then I've got the positives saying, do it once and it's going to happen again."*

4.6.3.4. Resources that helped participants through the difficulties. Comments to this question resulted in nine themes:

Positive self-talk.
Focussing on comforts at the end of the day.
Group resources and support.
Identifying emotions.
Rest.
Focussing on rewards.
Inner resources.
Splitting the goal into manageable steps.



Meditation.

Day one: Four different themes fared equally in the results to this question on day one. Under the grouping of positive self talk (25%) the following comment was made, *"never forced myself to think about doing it... I just had that particular phrase in my head."* Focussing on comfort at the end of day was seen as positive resource (25%) as seen in this comment, *"when things got tough a nice cuppa and bed (were the things I looked to)."* Identifying emotions (25%) provided relief from the tough climb up the hill as this remark shows, *"I identified why I was getting annoyed or angry. This resource has always been available but I never used it."* Looking to the group for resources and support (25%) gave some of the group members the courage to keep on.

Day two: Although day two was less physically demanding than any of the subsequent days, the overwhelming majority sought relief from within the group. A striking 80% of comments were centred under the theme of group resources and support. Responses were *"the effort (another participant) put in yesterday gave me inspiration. In the past I have looked to drugs for this kind of motivation,"* and *"I find when it got pretty tough (I) had the group's support."* The remaining 20% of responses viewed rest stops as helpful.

Day three: Group resources and support featured strongly again with 40% of comments in this category. The nature of the walk was long and arduous and this was one remark, *"I didn't feel ... I was emotionally connecting... expressed my need for their help."* Three other themes were identified rest, focussing on rewards and inner resources. The last of these resulted in this remark, *"I reached for inner strength to cope. I have never had to dig that deep before."*

Day four: Group resources and support was consistent on the day of the abseil (43%). Comments under this category were *"I reached for other people for help and understanding. I would not have done this in the past,"* and *"that (group support) is something really special to have when you're facing fear."* 29% of respondents voiced accessing self-talk when things got tough. One comment was *"I'm trying to keep all these positives and keep pushing the negatives away."*

4.6.3.5. Determining the nature of self-talk. Comments to this question resulted in ten themes:

- I can
- I doubt my capabilities
- I belong here.
- I don't recognise this behaviour.
- I can see an end to this
- I recognise that feeling.
- I can't.
- I might be able to.
- I must do it now.
- I will ignore this pain.

Day one: The first day of the course was full of uncertainty and this was reflected in the nature of the self-talk. The theme of 'I doubt my capabilities' registered in 50% of the responses. One comment was *"what is a silly old fart like you doing on a youth camp?"* The 'I can' theme scored 25% of the responses and this comment is typical, *"I can do it."* A sense of belonging pervades the self-talk even this early in the program. This theme of 'I belong here' represents the remaining score (25%).

Day two: The positive mantra of 'I can' scores (50%) during the walk up Mt. Marion. These remarks are again typical of this theme, *"I can do it that's it"* and *Let's do Mt. Marion."* Other themes that



were represented were 'I doubt my capabilities' (25%) and 'I don't recognise that behaviour' (25%). An example of the latter was, *"hold up a mirror, is that coming from me and why?"*

Day three: Four themes fared equally (25%) on the most arduous day of the program thus far. In order to make the distance before darkness fell, the self-talk themes focussed on 'I doubt my capabilities,' 'I don't recognise this behaviour,' 'I can see an end to this' and 'I recognise that feeling.' An example of an emotional mantra comes in one participant comment, *"identify feelings, identify emotions, over and over like some whacked record."*

Day four: Information sources for this came from both participant journals and notes taken at the abseil site. For most participants the abseil had been in the forefront of their mind the entire program. Positive affirmations in the form of 'I can' statements featured strongly with 54% of the results fitting into this theme. Comments included, *"I told myself I was going to do it," "Just do it" and "I know I'm going to do it."* Six other categories featured and of interest are the 'I must ignore the pain' theme (8%) and the 'I can't' category (8%). A comment from the former was, *"Pain is only in the mind, think of something else, talk to someone about something else and get your mind off it."* A comment from the latter was, *"Oh my God there's no way."*

4.6.3.6. The nature of fear: Responses to this question determined seven themes.

- Fear of failure.
- No fear.
- Fear of personal injury.
- Fear of intimacy.
- Fear of injury to others.
- Fear of the edge.
- Monitoring the intensity levels.

Day one: Fear is a measure of where people are within their comfort zone. For individuals to grow, they need to move beyond their personal comfort zones. On the first day of the program responses showed fear was equally divided between the themes fear of failure (50%) and experiencing no fear at all (50%). Specific comments that fell in the former category were, *"before the trip the abseil was a bit scary"* and for someone who had never been camping before *"the thought of sleeping in my tent... was a (real) fear."*

Day two: The themes recorded varied on day two. Fear of personal injury (25%) in the windy conditions were noted in one response, *"we were having a look over and. it was either sit down or fall over."* The same participant responded on the theme of monitoring the intensity levels of the fear (25%) with this comment, *"that was pretty scary (but) only when I was standing, when I sat down I was fine."* Fear of intimacy (25%) was the theme of this remark by a participant, *"My greatest fear was someone getting in my shield I have built."*

Day three: In a similar vein to day one the major theme recorded was in participants fear of failure (50%). Comments centred on their ability to reach that evening's destination. *"Fear. The last two hours of the day. I don't think I can make it. F**k I want out. I am going to quit."* and to a lesser extent *"I experienced some fear about failure and not being able to go on."* One remark focused on the theme of no fear (25%), *"Up to this point I didn't feel fear."* Fear of injury to others appeared for the first time (25%), with this comment, *"Al and Donna worried me... when they got bit (by a wasp)."*

Day four: Three significant themes appeared on the day of the abseil activity. The perceived risk factor in this activity heightened the need to monitor fear levels and this theme registered 27% of responses. Comments varied from high level intensity, *"standing up top before we were ready to go"*



the fear was greatest" to the lowering of fear levels as in this remark, *"the fear subsided as I moved down."* Fear of personal injury was a real factor (27%) as the group had to contend with descending the boulder field. This fear is reflected in these comments, *"the most fear I felt all day was walking on the slippery rocks"* and *"it was only a matter of time before (I) fell and really hurt (myself)."* 18% of respondents were highly concerned about the fear of the edge. A comment that was typical indicated *"I saw my fear as I looked down Lost World."*

4.6.4. PARTICIPANT SUMMARY.

The key factor that assisted group members with their goals on Day one of the journey focussed on identifying emotions. A significant theme on the third day that helped was self-discipline and this extended into Day four indicating that perhaps that internal focus was a critical factor in achieving their goals. Comments indicate that self-discipline has not been a significant resource they have used in the past. The majority of group members started the walk with expectations that completely missed the mark in terms of what in fact eventuated. These expectations steadily changed to the point that by the final day they were consistently on target with the outcomes they experienced. The first two days produced no dominant theme on change in participants' beliefs about themselves. On day three the majority of responses indicated a change with the majority discovering that letting go of control made their lives a lot easier. Day four revealed two dominant themes on beliefs. The learnings for participants were that 'I can conquer my fears' and 'I now have a different self concept.'

Participants looked to the group for resources and support when the going got tough. This was the dominant theme throughout the project, coming to a peak on day two. Responses to this question would imply that reaching out to a group for support is a behaviour they have seldom taken in the past. There was a significant variation in the self-talk as the journey progressed. Initially the main theme of their self-talk was one of self-doubt. Positive affirmations centring on the theme of 'I can' developed steadily and climaxed on the last day with the majority of participants using affirmations to talk themselves over the 'edge'. Fear of failure over the first three days of the course provided a consistent and generalised thread to the participant's experience of fear. This changed abruptly on the final day into more specific trend. One significant trend was revealed through the participant's focus on learning more about the nature of fear through monitoring its intensity. Fear of personal injury was significant in the danger the group experienced negotiating the boulders.

4.7. EVALUATION OF THE FACILITATORS.

4.7.1. COLLECTION OF DATA.

Each participant was encouraged to fill in an evaluation questionnaire at the end of the project. The form contained ten statements that looked at the personal and interactive qualities of each of the facilitators (see appendix). A scale of one to six was then selected by the participant to best describe the quality of the skill referred to in the statement. The scale extended from *strongly agree* through to *not applicable* (see table). A space at the bottom was reserved for additional comments. Evaluation forms were returned from four participants (8 forms in total).

<i>Strongly Agree</i>	<i>Agree</i>	<i>Uncertain</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Not Applicable</i>
1	2	3	4	5	6

4.7.2. METHOD.

I have used a cross-sectional approach to evaluate all participants' comments to each of the statements. From this I have determined the frequency of response and written up the results for each individual facilitator.



4.7.3. RESULTS FOR DONNA.

Statement 1: *The facilitator modelled a personal goal of meaning and significance that set the scene for participants to follow.* Donna's score showed that the majority (75%) of respondents *strongly agreed* with the statement and 25% *agreed* with it.

Statement 2: *The facilitator was comfortable in following participants into areas of emotional depth.* The majority of responses (75%) *strongly agreed* with this statement on dealing with issues of emotional depth. 25% of responses felt they *agreed* with this statement.

Statement 3: *By demonstrating non-directive leadership the facilitator modelled behaviour that encouraged participants to discover answers for themselves.* The frequency of scores was split evenly for responses to this statement. 50% of responses *strongly agreed* with the statement on leadership style and 50% *agreed* with the statement.

Statement 4: *During group discussions the facilitator adopted a future-oriented focus to the questions she asked of participants.* Half of responses (50%) *strongly agreed* with this statement about making use of future oriented questions in groupwork sessions. 25% of responses *agreed* with the statement while the remaining 25% felt *uncertain* about it.

Statement 5: *The facilitator was open to constructive feedback from group members.* Respondents gave Donna the following score on feedback. Half of the responses (50%) *strongly agreed* with the statement and 25% of responses *agreed* with it. The remaining 25% felt *uncertain* about it.

Statement 6: *The facilitator was sensitive to the needs of group members and encouraged the inclusion of all participants in group discussions and decision making.* The frequency of scores was split evenly for responses to this statement. 50% *strongly agreed* with the statement and 50% *agreed* with it.

Statement 7: *The facilitator challenged each participant to recognise that the personal breakthroughs made whilst in the bush, could be transferred back into their life in the community.* The frequency of responses was split evenly with 50% of respondents *strongly agreeing* to the statement and 50% *agreeing* to the statement.

Statement 8: *The facilitator encouraged the group to take on policing the agreed social norms of the group.* Half the respondents (50%) *agreed* with the statement regarding social norms. One minority (25%) *strongly agreed* with the statement while another minority (25%) remained *uncertain* about the statement.

Statement 9: *During the course the facilitator practised self-care and self-discipline in order to be a more effective leader.* The majority of responses (75%) *agreed* with this statement on self-care. 25% of responses felt they *strongly agreed* with this statement.

Statement 10: *The facilitator worked effectively with his co-facilitator and they demonstrated a consistent and uniform approach to their work.* Half the respondents (50%) *strongly agreed* with the statement regarding co-facilitation consistency. One minority (25%) *agreed* with the statement while another minority (25%) remained *uncertain* about the statement.

4.7.4. SUMMARY FOR DONNA.

Donna's results show that in six categories, all respondents (100%) either *agreed* or *strongly agreed* with the statements presented. These categories included, modelling personal goal of significance; dealing with issues of emotional depth; demonstrating non-directive leadership; being sensitive to the needs of the group; helping the group integrate their learnings and practising self-care.



In the other four categories the results show the majority of respondents (75%) either *agreed* or *strongly agreed* with the statements. These four categories included, adopting future oriented questions in group discussions; being open to feedback; encouraging the group to self regulate social norms and working effectively with her co-facilitator.

Additional comments made by respondents highlighted Donna's unique personal and interactive qualities. The effort Donna applied to achieving her goals evoked this comment, "*it was obvious you were working hard on your goals.*" Remarking on her openness, one response suggested, "*I found Donna very easy to talk to, to understand and listen to.*" Indications of Donna's ability to get close to group members are articulated in these remarks, "*your work gave me a closeness to you*" and "*I personally felt very close to Donna.*" Qualities in her leadership and facilitation skills are demonstrated by these responses, "*you showed non-directive leadership yet you allowed others to be there for you*" and "*I like your style of facilitating.*"

4.7.5. RESULTS FOR AL.

Statement 1: *The facilitator modelled a personal goal of meaning and significance that set the scene for participants to follow.* The majority of responses *strongly agreed* with this statement (75%) on modelling a goal of significance. 25% of responses felt they *agreed* with this statement.

Statement 2: *The facilitator was comfortable in following participants into areas of emotional depth.* Half of responses (50%) *strongly agreed* with this statement about attending to issues of emotional depth. 25% of responses *agreed* with the statement while the remaining 25% remained *uncertain* about it.

Statement 3: *By demonstrating non-directive leadership the facilitator modelled behaviour that encouraged participants to discover answers for themselves.* The majority of responses (75%) *strongly agreed* with this statement on non-directive leadership. 25% of responses felt they *agreed* with this statement.

Statement 4: *During group discussions the facilitator adopted a future-oriented focus to the questions he asked of participants.* The majority of responses (75%) *strongly agreed* with this statement on future oriented questions. 25% of responses felt they *agreed* with this statement.

Statement 5: *The facilitator was open to constructive feedback from group members.* Exactly half of the responses (50%) *strongly agreed* with this statement about taking on board feedback. 25% of responses *agreed* with the statement with the remaining 25% felt *uncertain* about it.

Statement 6: *The facilitator was sensitive to the needs of group members and encouraged the inclusion of all participants in group discussions and decision making.* The frequency of scores was split evenly on for responses to this statement on sensitivity shown to participants. 50% of responses *strongly agreed* with the statement on leadership style and 50% *agreed* with the statement.

Statement 7: *The facilitator challenged each participant to recognise that the personal breakthroughs made whilst in the bush, could be transferred back into their life in the community.* The majority of responses (75%) *strongly agreed* with this statement on recognition of transferred learnings. 25% of responses felt they *agreed* with this statement.

Statement 8: *The facilitator encouraged the group to take on policing the agreed social norms of the group.* The majority of responses (75%) *agreed* with the statement on policing social norms. A minority (25%) *strongly agreed* with the statement.



Statement 9: *During the course the facilitator practised self-care and self-discipline in order to be a more effective leader.* The frequency of scores was split evenly for responses to this statement about practising self-care. 50% of responses *strongly agreed* with the statement on leadership style and 50% *agreed* with the statement.

Statement 10: *The facilitator worked effectively with his co-facilitator and they demonstrated a consistent and uniform approach to their work.* A significant majority (67%) of respondents *strongly agreed* with the statement about the consistency the facilitator demonstrated with his co-facilitator. A minority (33%) *agreed* with the statement.

4.7.6. SUMMARY FOR AL.

Al's results show that in eight categories, all respondents (100%) either *agreed* or *strongly agreed* with the statements presented. These categories included, modelling personal goal of significance; demonstrating non-directive leadership; adopting future oriented questions in group discussions; being sensitive to the needs of the group; helping the group integrate their learnings; encouraging the group to self regulate social norms; practising self-care and working effectively with his co-facilitator

In the other two categories the results show the majority of respondents (75%) either *agreed* or *strongly agreed* with the statements. These four categories included, dealing with issues of emotional depth and being open to feedback.

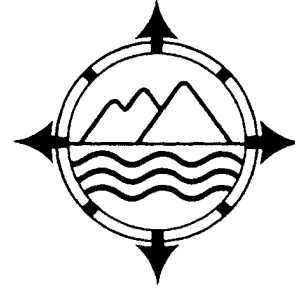
Additional comments made by respondents highlighted Al's personal and interactive qualities. Comments that followed the theme of program philosophy are reflected in this remark, "*you were consistent with goals and principles of PH.*" On Al's openness, one respondent remarked, "*I enjoyed you talking about yourself.*" One response homed in on the issue of modelling vulnerability as seen in this remark, "*especially when you allowed yourself to be vulnerable (which helped me) which I first saw when abseiling.*" Comments about his leadership and facilitation skills are demonstrated by these remarks, "*Al very subtly nudged us in the right direction when we needed help*" and "*very professionally run.*" Feedback was given on the content of one respondent's post-course report, "*would like to discuss (it) as I struggle with one aspect that was recorded.*"



5.0. Appendices.

5.1 APPENDIX 1.

Envoy Thelma Purdue
Salvation Army Bridge Program
PO Box 670
Moonah
7008



PROJECT HAHN

5/1/00

Dear Thelma and Bridge Staff,

Thankyou for your valuable support over the past 12 months. Project Hahn's successful bid for additional funds from the state government has allowed us to increase and diversify much of our service to the community. One notable area of change was the increased ability for Project Hahn to offer specialised courses to other community-based organisations at a significantly subsidised rate.

These specialised programs have enabled us to overcome some of the traditional barriers that have in the past prevented young people from attending our standard programs. Through working together with other organisations on special projects we have gained a deeper understanding of each other's respective philosophies. The combining of skills and resources has resulted in programs that produce effective outcomes.

Examples of specialist programs Project Hahn has partnered include:

1. Siblings of Kids with Down Syndrome Program
2. Program for Kids with Down Syndrome
3. Program for Young Women from Rose Bay High School
4. Centacare Endeavour Wilderness Program for Sole Parents

Project Hahn is committed to providing further programs of this style during the forthcoming year. If you feel that a customised wilderness program that specialises in personal development would benefit your client-group, we are keen to provide assistance. If you have already benefitted from this style of program, we thank you and look forward to furthering our involvement together. If not, we look forward to hearing your response.

Yours sincerely

Allan Adams



Operational Team Leader





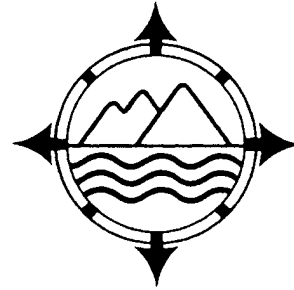
5.2. APPENDIX 2.

Project Hahn for “Older Youth”

Group discussion about a pilot program for Bridge residents to be run in March/April.

Where: Bridge Centre 1:30pm

Date: 24th February 00



PROJECT HAHN

Dear Bridge program residents,

Over the past six months several people from the Bridge have attended the Project Hahn six-day bush program. The benefits participants have gained from each program have focused on discovering ways to break down the obstacles that get in between them and what they really want out of life. The unanimous feedback these participants have brought back, is that finding the strategies to deal with their problems was fairly tough and it required effort, but in the end the reward was all worth it.

The Bridge program uses similar goal setting philosophies to that of Project Hahn. This enables participants to use the bush program to further the work they are already engaged in with their issues. The activities themselves invite the participant to experiment with different strategies and behaviours to overcome difficulties. The group members for each course are chosen to best assist the development of a safe and supportive group environment.

Traditionally Project Hahn has offered courses for adolescents yet “older youth” have tended to be excluded. This situation is set to end with the inaugural program scheduled for March /April 2000. This program specifically caters for people associated with the Bridge program that fit this category of “older youth.”

This letter is an invitation to all of you who are interested and fit the above category to attend a planning meeting. We envisage the course being approximately three days in duration and involving similar activities to our standard program. If you are interested to hear more about it, please contact Rob, Steve or Thelma and come along to the meeting on the 24th of February to be held at the Bridge at 1.30pm.

See you there

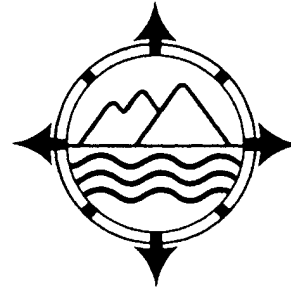
Al Adams
Project Hahn



5.3. APPENDIX 3.

Bridge Program Special Project

- Introductory Day Walk: Thursday 16th March 2000
- Specialist Course: 28th March to 31st March



PROJECT HAHN

Dear Participant:

Just writing to give you some more details about the special project being run for Bridge participants.

The introductory day for this project is on **Thursday 16th March**. This is an important opportunity for us to meet prior to the project, and gives you a chance to ask any questions about content.

The introductory day walk will be a gentle saunter on the bush-tracks of Mt Wellington. You need to bring your own lunch and drink, some comfortable old clothes (allow for cold, hot or rainy weather), and some robust shoes or boots. We will supply the rest.

We will meet for the activity day at **9:30 am** at the Bridge and return there by 4:30pm. Don't worry if it's raining, we will still continue the walk with raincoats, but bring some spare clothes.

The introductory day is free but remember people who attend, may not necessarily get to go on this project. We will advise you on the day following the introductory day if you have a place on the course. The numbers that can attend are restricted to eight but there may be a possibility of running another course if there is enough interest.

Please make sure that you have your forms in before the introductory day. While the activity day is free, the cost of the course is \$50 and will come out of resident's board money. If money is a problem for residents or ex-residents who wish to attend, then talk to us and we will try to work out a way of making the course affordable for you. We look forward to meeting everyone who is interested on the introductory day.

Note: **The course will be starting on Tuesday the 28th of March and going through to Friday the 31st of March.**

Regards,

Michael/Brendan/Denise/Al
Project Hahn Field Support Officers

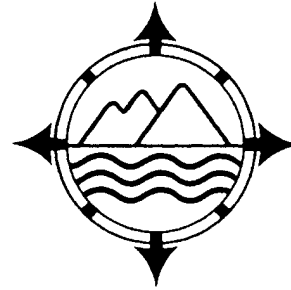


5.4. APPENDIX 4.

Bridge Special Project

March 28th to March 31st 2000.

PARTICIPANT SELF ASSESSMENT



Project Hahn

Name

What do you expect to get from attending the Bridge Special Project?

Describe one or two really significant beliefs you hold about others/yourself?

Describe the things that make a difference when you're facing difficulties in life?

What do you say to your self in moments of great stress?

Describe your greatest fears about being involved in the Bridge Special Project?



5.5. APPENDIX 5.

The Bridge Introductory Day Plan

Date	Thursday 16 March 2000
Location:	Mt Wellington day walk
Depart:	9:30am at The Bridge, Creek Rd, Lenah Valley
Maps:	Mt Wellington 1:50 000
Pre-walk:	Check Forms-Medical Waiver Introduce instructors, return times, lunch & drink? Outline the day Get to know each other/us/we get to know you Drive to location
Pre-walk Briefing	Safety (blisters) minimal impact (toilet bag) Hand out equipment/share around Equipment/suitable clothing check Map & compass/outline the planned walk
Walking	Leading, whip, head counts, group staying together, waiting at track junctions Walking roles/slowest person to front setting the pace While walking discuss with each individual what they would like to achieve from the course
Lunch	Demonstrate use of Trangias Discuss F.V.A. Goals, safety feedback, no putdowns No drugs/alcohol/sex
Post-walk	Trip details for the course in two weeks Setting a personal goal for the course Not all fun it can be tough/challenging What equipment does PH supply Dietary requirements Vegos/Lactose/allergies? Check individuals re: medication Collecting and counting equipment/packing roof rack Debrief Lolly scramble Questions? Payment: need to bring on Tuesday 29th March. Who needs boots? Sizes? Things to bring/check everyone has a gear list Ring PH on Friday to see if chosen for the course Where to meet for course/same time & place Return to The Bridge



5.6. Appendix 6.

The Bridge Special Project Course Plan

Dates:	March 28th to March 31st
Maps	Collinsvale 1:25,000; Mt. Wellington 1:50,000
Facilitators:	Al Adams, Donna Woods-Witek
Tuesday 28th Depart: Arrive:	<p>The Bridge: 9.00am Myrtle Forest Picnic Area: 10:00am Reflective Space: 3 minutes. Discuss goal setting and Adopt Full Value Sort the tent groups, equipment and food Packing demonstration for walk Don't forget water filter and wine bladders, journals. Maps, plan for the day, group ownership Depart for walk via Myrtle Forest Creek track Continue up Collins cap track to camp at waterhole. Ref: 116537 (Waterhole camp); Alternative campsite: Ref: 116528 (Forest camp) Set up camp/dinner Evening discussion: Reflective space allow 3 minutes silence. Review the day & goal setting. Remember Journal writing</p>
Wednesday 29th	<p>Breakfast/pack up Depart for Mt. Marion via Collins Cap track & East-west track. Climb the untracked spur to summit. (see Mt. Wellington Walks, Walk#11) Return to East-West track Follow East-west track westward to waterhole and campsite. Ref: 087513 (Marion camp) Set up camp/dinner Evening discussion: 3 minutes silence to allow reflective space. Discuss the day/progress on goals Remember Journal writing</p>



Thursday 30th	Breakfast/pack up Depart for Collins Bonnet via East-West track Follow Collins Bonnet track up and over the ridge Leave packs and climb to summit Return to packs and follow track eastward via Mt. Connection to Mt. Arthur hut, Ref: 177519 Set up camp/Dinner Evening discussion: 3 minutes silence to allow reflective space. Discuss the day.
Friday 31st	Breakfast/Pack up/ 20 minutes walk to Lost World and 3m abseil venue Meet Brendan at abseil location Safety brief/practice abseil Walk to Lost World/meditation Edgework/abseiling activity/lower packs down Down Old Hobartian track to Lenah valley Sort gear/car shuffle/pack trailer Final debrief Arrive at The Bridge by 5:00pm



5.7. APPENDIX 7.

Emergency Protocols

Tuesday	From Waterhole camp, Ref: 116537 it is a 1 hour walk via the Collins Cap track to Myrtle Forest Picnic Area. From this point it is a 1.5km (15 minutes) along the road to a group of houses to access a phone. Mobile coverage from the Waterhole campsite is expected to be optimal.
Wednesday	From Marion camp, Ref: 087513 it is a 2.5 hour walk via the Collins Cap track to Myrtle Forest Picnic Area. From this point it is a 1.5km (15 minutes) along the road to a group of houses to access a phone.
Thursday	From Mt Arthur hut, Ref: 177519 it is a 15-minute walk to wave down a car. Alternatively it is a 2-hour walk via Hunters track and Junction cabin down to Strickland Avenue to access private phone. Mobile coverage from the Mt. Arthur hut is expected to be optimal.
Friday	From Lost World it is a 20-minute walk the Pinnacle road at Big Bend and the Project Hahn vehicle. Mobile coverage from the Lost World is expected to be optimal.



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