Course Title: Experiential/Adventure Facilitation in Social Work Practice  
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Goals.
✓ Build community.
✓ Introduce students to the concept of PODS (privilege, oppression, diversity and social justice).
✓ Introduce experiential facilitation skills from a social work lens.

Schedule
➢ Tuesday, August 28, 1-5 PM
➢ Wednesday, August 29, 8:30-noon
➢ Thursday, August 30, 8:30-1 PM
➢ Thursday, October 18, 12-1:15 PM (our follow up session)

Assignments
✓ Journal 1- due at 9 PM on Saturday, September 1
✓ Reflection paper- due 9 PM on Friday, October 12

Pronouns. Last year, several instructors commented that when they asked students to introduce themselves and share pronouns (if desired), students did not know what that meant. Since this is orientation, please take some time to explain this practice since it is new to some.

Session Agenda. Every session will follow this same flow. What we cover, what challenges we accomplish, and what lessons are learned will be determined as we become a class and learn more about who is in the room and what participants expect to learn from the experience. Whatever we end up doing, expect this flow to occur!

❖ Check in
❖ Focuser
❖ Challenges
❖ Lessons

General Topics
✓ Facilitation
✓ Facilitation model
✓ Components of facilitation model
✓ Demonstration of each component
✓ Applicability to social work practice (for diverse populations, settings, goals)

Prepare to actively engage in the opportunities offered!
Experiential/Adventure Facilitation
In Social Work Practice

Day 1:

Theory and Model for Experiential/Adventure facilitation

Experiential education theorists believe that in order for learning or behavior change to occur the participant must be exposed to “direct experience”. As such, experiential education can be loosely defined as, “learning by doing with reflection” (King, 1988). The experiential education process is an active one that relies heavily on unique learning environments that place the learner as close to natural consequences as possible. The presence of these natural consequences requires that practitioners utilize a variety of strategies to ensure the physical and emotional safety of participants. The physical nature of many activities and the participants’ exposure to real-life consequences has allowed practitioners from many different theoretical backgrounds to successfully use these activities with a variety of populations.

Components of the model

Diverse opportunities abound for participants to receive services from social work practitioners. When so doing, most practitioners follow this flow- engage; assess, intervene, evaluate. For each segment of said flow, the following actions are offered by the facilitator:

✅ **Check in**: Attend to who has shown up today
✅ **Focuser**: Address what has shown up with who has shown up
✅ **Challenges**: Provide opportunities to help move the participant from where they are to where they wish/hope to be
✅ **Lessons**: Offer opportunities to guide participants towards gathering any lessons learned from the experience, towards reflection and (perhaps) insight and integration
Day 2: Demonstrating components of the approach

We will spend the time engaging in activities outdoors, in nature, to demonstrate its value in promoting mental and physical health. Activities will be offered to demonstrate all 4 segments (engaging, assessing, intervening, evaluating) and actions (check in, focuser, challenges, lessons). Particular attention will be placed on the actions of the facilitator and what drives them.

Day 3: Application; Facilitating with Special Populations; Managing dangling waves

Who can we use this approach with? And in what setting? How do we know if we’ve taken the participant to where they wanted to go in the first place?

Topics:
- Applicability to diverse populations
- Assessing outcomes; Evaluating our work
- Planning for next steps; Questions

Journal Referenced: Journal of Experiential Education