My name is Chien-Hsi. You can call me Jasper because “Hsi” in Chinese is a precious stone similar to jasper. Many years ago in college, I chose to study psychology and learned to become a helping professional. Though I knew nothing about adventure therapy at that time, I loved to host camp events and explore the Nature. I still remember one day in my twenties, that was a camping activity with my classmates of the college, I walked alone by the river, and in one spot I felt like to walk into the river. The flow was strong and I felt a mysterious power when the water flew around my legs. Actually, It was a little bit dangerous because the water could pull me down. It is perhaps that power that led me into the field of adventure therapy today.

It was around 1997 when adventure education, or more precisely speaking is Project Adventure, was first introduced to Taiwan by scholars and senior practitioners returning from the United States. In a training I met one of those practitioners and she used “Human Knots” to help us recognize our roles in the group. That is how I came to know about the ideas and practices of AE and the experience was so fascinating that I wanted to know more about it. It was the time that the Internet was in its infancy, and I bought several books on Amazon.
That was the first time I shopped online. And that was also the first time I heard about adventure therapy, because one of the books I purchased was Adventure Therapy, published in 1993, by Michael Gass. The books in the picture are now in my bookcase, and the other 3 books also influence me a lot in AT. Can you recognize? OK, go back to Adventure Therapy 1993. Since then I read the book from time to time but never had the chance to put it into practice.
In 2006, professor Chihmou Hsieh founded the Asia Association for Experiential Education (AAEE) in Taiwan and served as its first chairman. This one is professor Hsieh. This picture was shot on the 4th “When Dewey invites Jung to ride together” event. He was the convener of this event, taking the responsibility of the logistical part, and like a servant, took care of everyone. Because of professor Hsieh’s expertise in AT, the AAEE organized a lot of related courses and seminars.
which gave me the opportunity to meet some of the important figures in this field, such as Michael Gass, John Conway, Tom Smith, Jean Berube, Gary Stauffer, Tony Alvarez, and Christine Norton. I jointed AAEE from 2008, so, from here, I attended every instructor's workshops.
2012 Conference keynote 2hours
A Safe Environment Opens the Door to a Creative Mind and a Playful Spirit
2012 Professional Workshops
Day1: Finding Oneself Through Adventure Activities
Day2: The Importance of Taking Risks and Problem Solving in Becoming
both by Jean Berube

2015 Conference keynote 2hours
Self-care in my career as an adventure/experiential based practitioner
2015 Professional Workshop 2 days (Taipei)
Using experiential approach in work with families
2015 Professional Workshop 2 days (Hualien)
Brining Actions into my social works through experiential activities Practice
All by Tony Alvarez

2017 Professional Workshop 2 days (Taipei)
Adventure Therapy: Theory, Research and Practice
by Christine Lynn Norton

Including this.
I also attended the 5th and the 6th IATCs. I wanted to attend the 7th IATC, but my two daughters were too small then, I didn’t have the heart to leave them exclusively to my wife.
Apart from learning from the masters, I started to practice adventure therapy. As a licensed clinical psychologist, I often have the chance to apply elements of adventure in the treatment of individuals. In this picture, I tried to use rappelling for a student to increase his self-awareness of risk, and to reduce his impulsive behavior. I also designed several group projects for SWOs. Later I even began to share my experience of AT, and organized workshops for people who want to learn about it.
In 2015 the AAEE established the Taiwan Therapeutic Adventure Professionals Group (TTAPG), aiming to promote AT in Taiwan. Professor Hsieh was the first chairman. As he was given greater role in establishing a unified safety standard for Taiwan's rope courses this year, I was chosen to succeed him as the second chairman. Right now, our most important promotional event is “When Dewey Invites Jung to Ride Together: Cycling Taiwan's East Coast”, which takes place every summer. This year's event was its fourth occurrence and was finished just three weeks ago. That’s why I’m here having this presentation.
Before sharing the event, I would like to briefly describe the development of AT in Taiwan. Taiwan is an island situated in Southeast Asia, with an area of 13,854 square miles—214 times smaller than Australia—neighboring China, the Philippines and Japan. Surrounded by ocean and with nearly 300 mountains higher than 10,000 feet, our ancestors had love for nature and adventure running in their blood. But, during the 19th and 20th centuries, the colonial and authoritative governments forbade people from going to the mountains and oceans without permission and promoted in schools the danger of the “wild” Nature, dissuading students from undertaking outdoor activities.
As a result, adventure became a synonym for risk in Taiwan. That is why, when adventure education and AT was first introduced to this island, the pioneers used the word “exploration” instead of adventure.

In 2004, funded by the national Child Welfare Bureau, professor Hsieh started to work with SWOs to apply AT on teenagers. Since then, more and more social workers have adopted the idea of AT into their service programs,

and “explorative” education has been integrated into the national curriculum in Taiwan, allowing outdoor educators to work with schools and use adventure activities to counsel students.

The sustained campaign by the AAEE also contributed to the public awareness of AT in Taiwan. However, until recently most therapeutic adventure programs have been run by outdoor educators, who have been more willing to adopt AT than helping professionals, and there has still been no academic institution in Taiwan dedicated to the systematic research and teaching of AT.

That’s why we established the TTAPG, aiming to equip outdoor educators with the knowledge and skills of helping professions, and to familiarize helping professionals with adventure activities so that they’ll be more willing to adopt AT into their work. In this regard, we designed When Dewey Invites Jung to Ride Together to be an event for the helping professionals.
The idea of When Dewey Invites Jung to Ride Together came from the late professor Lee-chuan, Tseng. She had planned to come here and give the presentation with me before passing away suddenly in June due to the heart condition. But I believe she is with us in spirit today because of her passion and strong sense of calling for promoting AT.

In 2014, professor Tseng had a bike tour at the ancient Chang’an city in China with Agnes Wu, a senior family therapist. During that trip, she decided to cycle around Taiwan when she returned home. So she asked professor Hsieh to organize a cycling tour for her and other helping professionals who are not strong enough physically but want to have a taste of adventure. But the two soon realized that the tour would be a great opportunity not only for helping professionals to experience what adventure is but also for the TTAPG to promote AT.
So in 2015 we organized the first When Dewey Invites Jung to Ride Together, with the core staff being professor Hsieh, professor Tseng, professor Shin-drew Lin, Dr. Chunlin Chen, professor Yun-ju Huang and me. Professor Li-li Yu participated in the event the following year and we invited her to join the core staff and design the courses. The event aims to help helping professionals not only experience AT but also have a chance to relax and reorient themselves, gain some learning and inspiration, and feel empowered when they return to work.
Professor Tseng's original plan was to cycle around the island, but the 620-mile trip is too challenging for average helping professionals both in time and in physical strength. So we chose the most beautiful route on the island—the coastal road from Hualien to Taitung—for participating helping professionals to experience the effects of combining adventure and counseling.
The event features five days of cycling, at the rate of 20-35 miles per day. On Day 1, the participants check in at noon, go for a warm-up ride of about 20 miles in the afternoon, and have a course in the evening. On Day 2 to Day 4, the ride extends to 35 miles with more descends and ascends, and each day each group has 2-3 Leader of Day (LOD) to lead the ride. The ride ends around 3 o'clock followed by a short break, the group sharing and courses. The staff do not ride along with the participants on Day 4, giving the latter more independence. And on Day 5, all participants cycle alone, finish the ride before noon, and have a celebration lunch together. The core staff lead the group sharing every day after the ride and run AT-related workshops. We modify the design of the event every year according the feedback from the core staff and participants of the previous year. For example, we extended the group sharing time in the second year, divided participants into groups of 10 and each group has their own LODs to lead the ride to enhance interaction among group members in the third year, and shortened the ride on Day 3 to allow more time for participants to share their thoughts and feelings about AT this year.
Of course, every plan is subject to force majeure or unforeseen circumstances. Our event is no exception. In Taiwan, it is usually seen as reckless to go outdoors during harsh conditions, and we encountered two typhoons over the past four years. But, instead of canceling the event, we managed to cope with the risk, which surprised the participants and gave them a deeper understanding of the meaning of adventure.
Now I will show you some pictures of the landscape along the bike route. In Hualien and Taitung, there are mostly small towns and villages.
So you will see a lot of paddy fields.
Part of the route is near the Central and the Coastal Mountain Ranges, so it has many descends and ascends.
And you can enjoy the beautiful seasides when the route runs along the coastline.
Flat tires are the most common trouble. So participants need to learn how to fix them. Falling off is another risk. I remember two of our participants fell off their bikes, with one of them breaking his teeth, but both managed to finish the route.
Participants can create their own funny time.
We use the dormitory for group sharing and small workshops.
Here are the workshops run by our core staff:
Risk Management in Outdoor Adventures—in this workshop, professor Hsieh introduces the concept of risk management and provides some important tips for safe cycling.
Let Light Shine through the Cracks in Life—professor Hsieh shares his life story (sometimes accompanied by a dialogue with professor Lin Hsing-tsu).
Family Adventure Therapy—professor Hsieh shares his practical experience in this area.
The Applications of Experiential Learning Theory in Adventure Therapy—in this workshop, I share how to use the experiential learning theory to analyze a person’s behaviors in adventure activities and develop a therapy strategy.

Using Metaphors in Adventure Therapy—I share how to use metaphor in my work.
This picture was shot on the 3rd “When Dewey invites Jung to ride together”. Because professor Lin was over heated due to the bike riding, professor Hsieh poured a bucket of water on her head to cool her down.

The Life on a Bike and the Bike in Life: the Metaphors, Narratives and Story-Unfolding in Adventure Therapy—in this workshop, professor Lin looks at adventure activities from the perspective of narrative therapy.
Dreaming Group and Jungian Psychology on Adventure Therapy—in these workshops, Dr. Chen looks at the process of adventure from the perspective of his expertise on Jungian psychology and ecopsychology.
The Close Encounter between Helping Professions and Therapeutic Adventure: On the design and evaluation of Therapeutic Adventure Programs from the Strengths Perspective—in this workshop, professor Huang with her expertise on community social work shares several cases where social workers use experience of adventure to help their clients.
On the Way of “Becoming a Person”: Cycling Adventures from Rogerian Point of View—in this workshop, person-centered therapy expert Professor Yu uses Rogerian theory to explain the process of adventure.
Pedaling towards Self-Healing: from the Perspective of Satir’s Mandala—professor Tseng was an expert in the Satir model of family therapy. Over the past three years, the workshop was held on Day 4 after the ride for participants to use Satir’s Mandala to reflect on their evolution during the event.

Eight elements
Nutritional
Intellectual
Emotional
Physical
Sensory
Spiritual
Interactional
Contextual
The participants’ reaction to the event has been very positive. In route planning, schedule, LOD, safety measures, workshop topics and contents, accommodation, catering and enrollment procedure, the average satisfaction ratings have never been lower than 8 (10 being the highest). Here are some of the written feedback comments we received from the participants last year:
Participants’ Feedback

Route Design

- 3 stages: dependence on the staff - trust in group members - self reliance
- from dependence to independence, build up courage
- cycling alone
  - collect thoughts and think seriously about future
  - focus on the interaction between mind, body, and the outer world

Route design—The participants are led by the staff on Day 1 and by the LODs on Day 2 to Day 4. They cycle separately from the staff on Day 4 and independently on Day 5.

“The event is set in three stages, moving from dependence on the staff to trust in group members, then to self reliance. It takes all these three to finish the route.”

“The ride shifts progressively from dependence to independence, helping me build up my courage.”

“Cycling alone helps me collect my thoughts and think seriously about my future.”

“Cycling independently helps me settle my heart and focus on the interaction between mind, body, and the outer world.”
LOD (Leader of Day)—on Day 2 to Day 4, the participants are divided into groups of 10 and each group is led by 2-3 LOD during the day. The LODs give and receive the feedback in group sharing and new LODs are chosen for the next day.

“I feel independent and free.”

“Being the LOD helps me see my different side and possibilities. It also allows me to see the difference between various helping roles (leader, keeper, and accompanying biker).”

“LODs can connect the body, mind and spirit of all members together and turn a group into a team.”

“It broadens my perspective from the narrow focus on myself to include the interaction with others. The task is challenging because it takes group collaboration to achieve the goal.”
Participants’ Feedback

Group sharing

• understand each other and gel a team
• collect thoughts, convey meanings, create connection
• see the same thing from different points of view
• facilitators listen attentively, allowing us to have more thinking and feedback
• receive support, conquer my fear

Group sharing—
“Without sharing, cycling is only a sport. Sharing is important in understanding each other and gelling a team.”
“Facilitators allow me to collect my thoughts and those of my teammates, not only conveying the multiple meanings of the cycling trip but also create a deeper connection among teammates.”
“Group sharing helps me see the same thing from different points of view. Each person has his own perspective based on his own experience even though we are all helping professionals. This is a very immersing and inspiring learning experience.”
“Group sharing leaders listen attentively without interruption, allowing us to have more thinking and feedback.”
“Sharing my feelings during the ride with my teammates and receiving their support helps me conquer my fear.”
Therapeutic Mechanism

The experience of and reflection on the cycling adventure provide the participants with a new framework to understand and interpret themselves.

- desire and ability to adventure
- see my potential
- self-breakthrough
- LOD
- life is like solo cycling

We also try to identify the healing mechanism of therapeutic adventure based on what we found during the event. Here are some of our initial thoughts:
The experience of and reflection on the cycling adventure provide the participants with a new framework to understand and interpret themselves. For example, we had participants saying...

“I discovered that I have the desire and ability to adventure in the outdoors.”
“I saw my potential energy through my teammates’ company, encouragement, and recognition.”
“I found that my physical strength still has great potential yet to be developed.”
“Never giving up is the first step toward self-breakthrough. It applies to work as well as to cycling. The harder the process, the sweeter the progress.”
“Being the LOD is like being a boss. There is a lot to be considered and decided. And you need strong professional and communication skills to achieve your goal.”
“Being the leader has brought my lack of confidence in dealing with people to the fore.”
“The ride amplified my anxiety for the uncertainty. I checked the map every few minutes to make sure I was on the right track. But I also felt my decisions were independent, my choices free and my heart in peace.”

Life is like solo cycling. You just stick to it until the destination is clear. It is okay to change your route. And don’t be afraid to ask for help when you are lost.”
The participants feel closer to themselves physically and immediately.

- leave the work behind
- use feet to know and feel the world
- focus on my breathing and pedaling
- immersed in the ride

"I learned to leave the work behind while cycling and taking courses, use early morning and late nights to work, and calmly face the consequences of possible delays."

"The most important is to use your feet to know and feel the world, and to appreciate love and the wonder of life on the road."

"I just left everything behind and focused on my breathing and pedaling, not worrying when the uphill would end or whether I was tired. I let myself totally immersed in the ride."
Therapeutic Mechanism

By riding together, the facilitators and the participants establish a genuine relationship.

- facilitator’s personal story
- the staff cycle along with us
- see the staff’s cooperation
- the staff’s attitude

By riding together, the facilitators and the participants establish a genuine relationship.

“The life story shared by professor Hsieh in the workshop is wonderful. He is a great model to follow!”

“I was touched by another soul, by professor Hsieh’s life story and the back of Chuan-jie (professor Tseng) when I ride made me want to open up myself. I start to miss the ride after returning home. Each pedaling stroke was so real! I want to constantly polish my life mandala and be a light of the world.”

“When I saw the staff cycle along with us during the day and run workshops in the evening, I myself felt more committed to the ride and the courses.”

“I have experienced the beauty and infinite potential of group cooperation!”

“(To the core staff) Your attitude and ability are what I’m craving for!”
Participants have their own unpredictable but meaningful experience of adventure.

- sensation and perception
- the touch of Nature
- the connection between riding experience and trauma

“...a smell of ocean in the wind, the leaves and the plants, the lights and shades among trellises, the powdery smell of the cement, and the sands hitting my face...all these have made me cry.”

“The trees seemed to have feelings. They opened their arms to embrace me. I felt small and deeply cherished in their arms. I felt happy and treasured in this world of trees...I was soothed, not by words from the human world, but by the energy from the Nature. I couldn’t help myself. My eyes were filled with tears.”

“Suddenly all the memory and feelings of hurt came back to haunt me, making me feel lonely and afraid. But crying relieved all these repressed feelings and I no longer fear downhill riding or falling off the bike.”
Lambert’s Pie

what affects a client's improvement during therapy?
Ripples of DIJ

- explore AT from different angles
- mentoring relationship
- a platform to speak up what AT is
- invite other experts to join us
- the participants put AT into practice

We discover that the event has several effects on the promotion of AT in Taiwan:
Core staff can share their respective expertise on and via therapeutic adventure. The variety of our workshop’s topics reflect the fact that the nature and essence of AT can and should be looked at from different angles.

Young people interested in AT can learn from the core staff. They establish deeper relationships with the core staff and, as a result, be more resourceful in learning and practicing AT. This year, for example, we had several graduate students interested in AT join and assisted the small groups.

The event provides a great platform for us to speak up and show everyone what AT is and what it can achieve to the wider psychotherapy community. We present the event and our findings in the union congresses of psychotherapy and mental health in Taiwan to make AT known to more people.

The event attracts people from other psychotherapy fields to know about AT. It allows us to invite senior experts from other psychotherapy disciplines to ride with us and run workshops. This year, for example, we had experts in Jungian psychology joining us and running workshops on related topics.

The event encourages participants to try to add some elements of adventure to their work. Some participants, especially counseling teachers in elementary and middle schools, are inspired by the event and become more willing to learn the knowledge and skills of adventure and use them in their counseling work.

DIJ is a successful event to share the ideas of AT to helping professionals. From the data we collected, we found the participants like the cycling adventure we designed from the perspective of AT, and they can understand why adventure and therapy can combine together. Also, by telling the stories and experience of DIJ, we inspired more and more people interested in AT. We will keep doing this event. The next step for promoting AT, we will try to establish the certification of adventure therapist in AAEE, offer systemic learning programs for helping professionals, improve their knowledge and skills to do better practices in AT.
Before closing my brief introduction to the TTAPG’s event When Dewey Invites Jung to Ride Together, I’d like to pay a heartfelt tribute again to the late professor Tseng, for she collected some of the feedback and interpretation presented here. Thank you for listening. I’ll be here and happy to answer any questions or hear your feedback.