



**PRESCRIBING NATURE:**  
MATCHING PROGRAMS AND SERVICES WITH  
THE NEEDS OF THOSE WE SERVE

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An example of 'missing the mark'



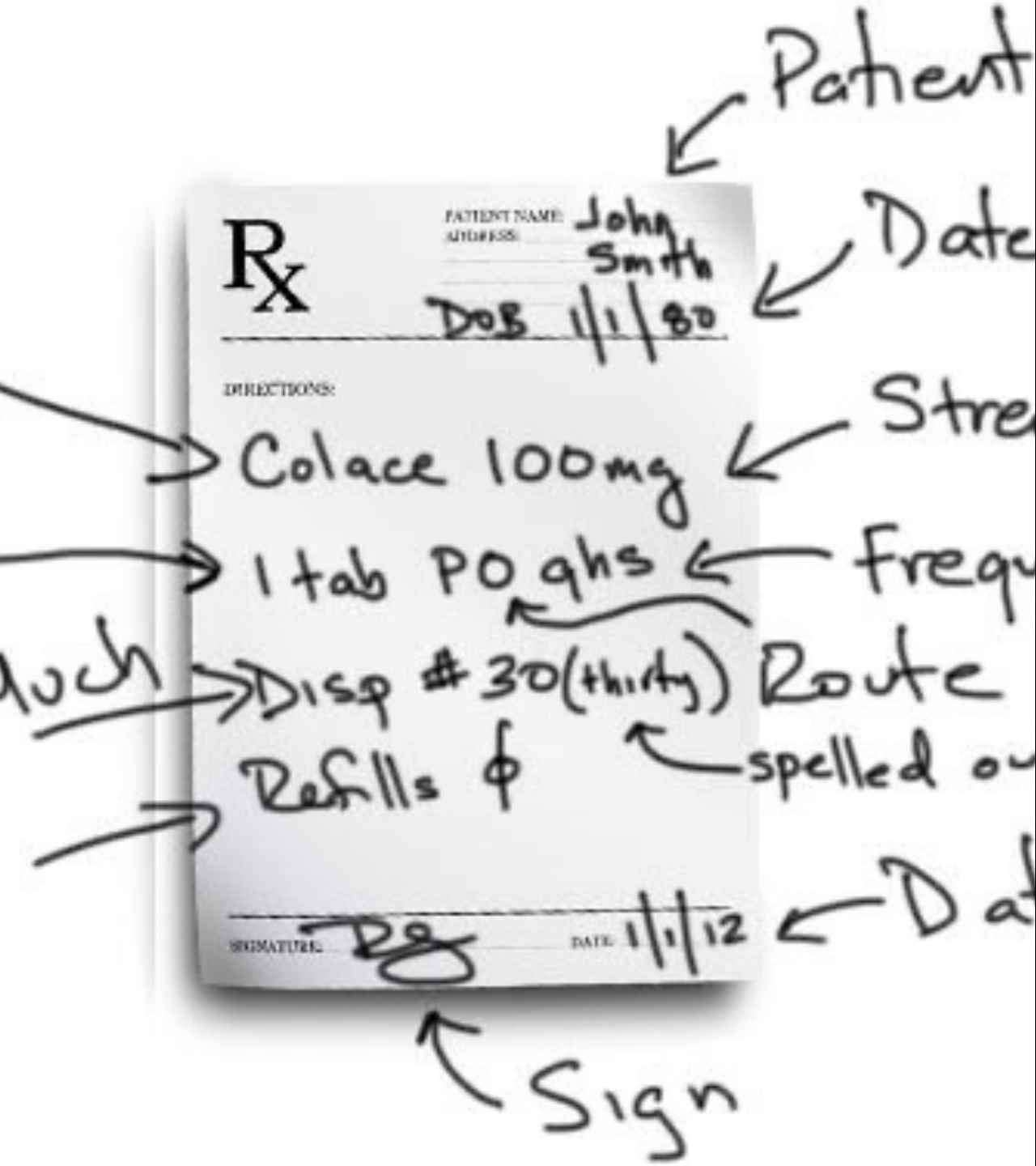
## ABSENCE OF MEANINGFUL ASSESSMENT

- **Population & mandate:** New Canadians, funding for outdoor experiences for youth
- **Program:** Rockies backpacking program
- **Goals:** Connect with nature, social interactions, outdoor travel & living skills
- **Population served:** Youth attending recreation programs at community centers
- **Reality:** We missed the 'mark' significantly
- **Outcome:** Radically different program than designed

## THE ISSUE

- lack of coherence between what we design & provide in our programs & services & the actual needs and preferences of those we serve.
- If 'prescribing' our work, we need to be responsible for assessing those we serve & walk with



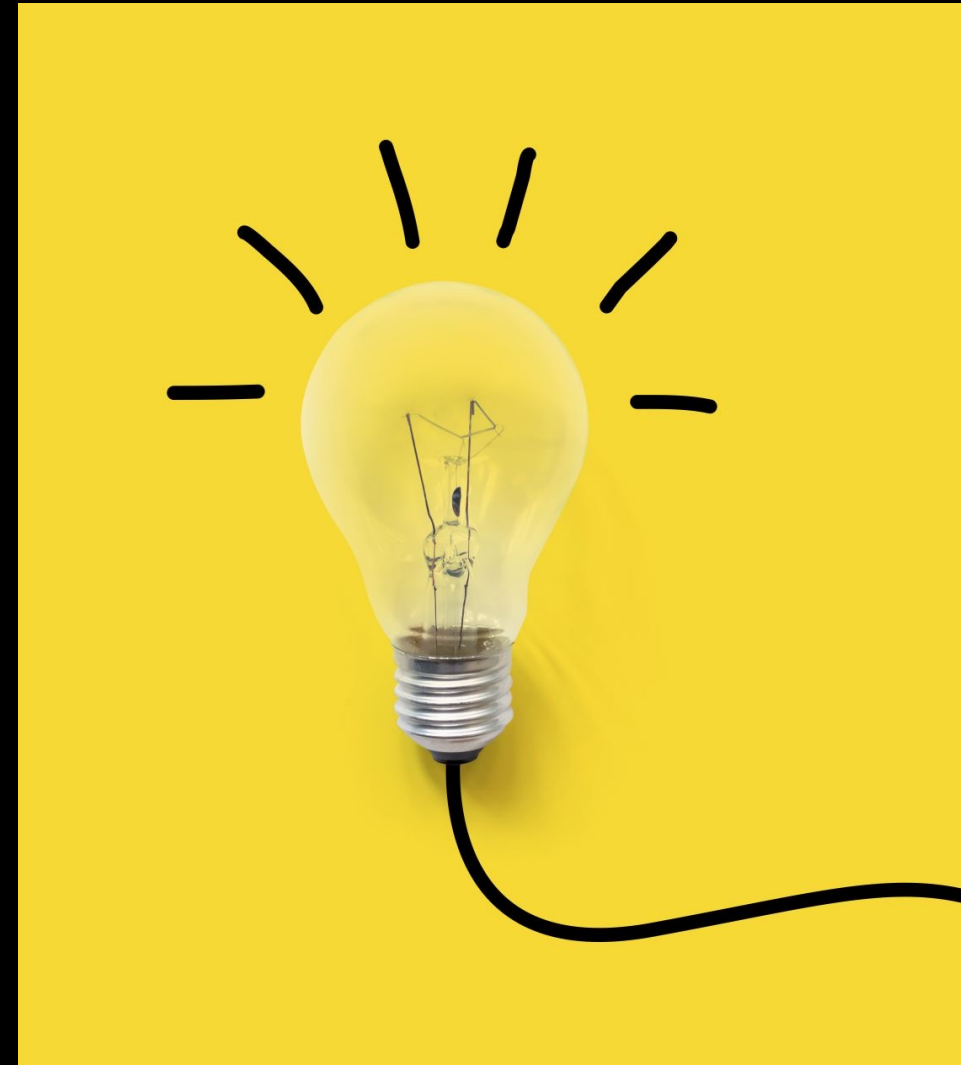


# PRESCRIBING

- Sounds medical or clinical (dose, instructions...)
- Growing movements
  - Social prescribing
  - Parks prescription
  - Green prescriptions
- Diagnostic sure; pathological, maybe; helpful, absolutely

## BASIC PROCESS

1. Identify mandate of organization & role, skills, knowledge & abilities of practitioner (scope of practice)...
2. Assessment of client/student/customer to ensure you know needs, preferences, abilities...
3. Matching 1 with 2.



## 8 ASSESSMENT FACTORS



- **Spectrum of intervention:** education, recreation, health, development, therapy
- **Demographics:** population, culture, gender, age & developmental capacity
- **Indicators:** diagnosis, desired goals, learning outcomes, medical concerns
- **Domains:** physical, emotional, cognitive, spiritual

## 8 ASSESSMENT FACTORS



- **Capacity:** knowledge, skills, abilities, interests
- **Facilitation:** exploratory, self-design, co-produced, guided, 'prescriptive'
- **Nature:** geographic location, features, care needs/ environmental concerns
- **Activity:** duration, intensity, pace, physicality, inactivity, risks



## EXAMPLE #1

- Nature kindergarten program day trip to a wildland area not previously visited

## 8 ASSESSMENT FACTORS

- **Spectrum of intervention:** education, recreation, health, development, therapy
- **Demographics:** population, culture, gender, age & developmental capacity
- **Indicators:** diagnosis, desired goals, learning outcomes
- **Domains:** physical, emotional, cognitive, spiritual
- **Capacity:** knowledge, skills, abilities, interests
- **Facilitation:** exploratory, self-design, co-produced, guided, prescriptive
- **Nature:** geographic location, features, nature care needs/environmental concerns
- **Activity:** duration, intensity, pace, physicality, inactivity, risks



## EXAMPLE #2

- Alternative school students gaining academic credit for work on a community nature trail conservation project



## 8 ASSESSMENT FACTORS

- **Spectrum of intervention:** education, recreation, health, development, therapy
- **Demographics:** population, culture, gender, age & developmental capacity
- **Indicators:** diagnosis, desired goals, learning outcomes
- **Domains:** physical, emotional, cognitive, spiritual, social
- **Capacity:** knowledge, skills, abilities, interests
- **Facilitation:** exploratory, self-design, co-produced, guided, prescriptive
- **Nature:** geographic location, features, nature care needs/environmental concerns
- **Activity:** duration, intensity, pace, physicality, inactivity, risks





QUESTIONS,  
COMMENTS,  
CRITIQUES

