

## **Editors' Note**

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Welcome to Volume 14, Issue 3 of the *Journal of Outdoor Recreation, Education, and Leadership*. Launched in October 2008, with the first issue published in 2009, the journal's advisory board continues *JOREL's* focus "on improving research and practice and reducing the disparity between the two in the represented disciplines... Publishing articles which contribute to the development of theory and practice is a guiding principle of the publication." Before introducing this issue's content, we would like to share two announcements on behalf of the *JOREL* advisory board and Sagamore-Venture Publishing.

First, we are excited to announce that Sagamore-Venture Publishing is providing no-cost access to all *JOREL* content through May 31, 2024! This special two-year period of free access is part of ongoing efforts to increase awareness among a diverse, global community of practitioners and scholars, while also trying to increase the population of potential authors and reviewers. Increased opportunities to see the journal's content will likely encourage scholars to cite the work they find resulting in additional awareness of the journal and its content. We invite you to help us inform others about this free access. Expanding the reach will serve to benefit our profession.

Secondly, on behalf of the advisory board, we would like to formally thank Dr. Bruce Martin for his service as the journal's Editor-in-Chief. Bruce will continue in his current role until a replacement has been selected and trained; we anticipate a transition in early 2023. Those who have served in similar roles understand the tremendous responsibility and work associated with being a journal editor. We are grateful for his dedicated service and efforts to move the journal forward. Dr. Martin was preceded in this role by Dr. Andrew Bobilya (2011-2018) and Dr. Aram Attarian (2008-2010).

Authors may submit their work in one of four categories: (a) regular papers; (b) essays, practices, and commentaries; (c) research notes; and (d) book reviews. This issue of the journal includes six regular papers and two essays.

The opening three papers each present research examining gender within various contexts in the outdoor industry. First, in *Stigma, Stereotypes, and Status: How Male North American Outdoor Educators Understand and Experience Masculinity*, Kennedy addresses an apparent gap in the literature regarding "men's ideas about gender in the outdoors." This paper reports on a qualitative investigation of perceptions of masculinity among 18 male-identifying outdoor edu-

cators. The study reveals that study participants experienced confusion resulting from the pace of change in gender norms, concerns about stigmatization, a dislike of hypermasculinity, and support for gender equity. Kennedy points to “hybrid masculinities” as a potential entry point for reconciling tensions regarding masculinity identified in the study as well as for potentially achieving greater levels of gender equity in the field.

Second, in *Showing Up “More as My True Self”*: Gender and Mushing in the United States, Beyer and Caron employed an interpretivist qualitative research approach to gain a broader “understanding of how gender influences mushing and a musher’s sense of self.” Their research “concentrated on how each participant spoke about what it means to be a musher and how they made sense of their experiences when racing, being out on the trail, and interacting with other mushers and the media.” Results were organized into three primary themes: (a) what it means to be a musher, (b) experiencing gender as a musher, and (c) moving beyond the gender and sexuality binary. The study reveals the complex interplay between masculine and feminine traits in what is typically considered to be a masculine leisure pursuit. It also reveals the empowering nature of mushing, especially for those who reject traditional binary conceptions of gender.

Third, Ouellet and Laberge’s research, *The “Sense of One’s Place” in the “Social Status Game”* of an Educational Expedition Group, examined the “impacts of gender, age, and, to a lesser extent, social class” to “explore the strategies used by participants to influence others’ perceptions of their competences in an educational expedition group.” Using Bourdieu’s sociological framework and a mixed-methods approach, the authors present their findings in two overarching categories: (a) communication and leadership dynamics within the social context of the group, and (b) strategies aimed at improving one’s perceived competence. The findings from this study provide a basis for proposed ways for improving inclusivity, student safety, and learning on educational expeditions such as the one examined in this study.

Next, Bell presents the next installment in his ongoing outdoor orientation program research in *The Third Census of Outdoor Orientation Programs in the United States, 2019*. Using a census methodology, Bell identified 212 outdoor orientation programs among 1,217 colleges/universities, the highest number of such programs found to date in Bell’s research on outdoor orientation programs. Results addressed the following: (a) outdoor orientation program trends, (b) curriculum, (c) adventure activities, (d) risk management, and COVID-19 impact. The study revealed program alignment around “risk management procedures” and “programmatic similarities” and divergence around matters of “curricular activities” and “specifics of risk management.”

In their study, *Analysis of a Year-Round Mentoring Program for Youth with Physical Disabilities Attending a Medical Specialty Camp*, Dawson et al. conducted a qualitative analysis of an online mentoring support program designed as a follow-up to participation in a residential summer camp. The program paired eight mentors and 11 mentees (ages 14-18), all of whom shared similar disabilities (e.g., cerebral palsy, spina bifida, spinal muscular atrophy, and other neuromuscular conditions). The study highlighted the role of mentors as disability life coaches who can provide not only psychosocial support to mentees but also broaden mentee expectations of life. The authors also considered barriers and facilitators to the mentee-mentor relationship.

In the last regular paper in this issue, *Dimensions of Snowsports Education: A Review of Literature*, Pighetti et al. offer a summary of the current academic literature on snowsports education with the goal of guiding future research “toward a more thorough theoretical, practical, and interdisciplinary understanding.” The broader aim of this endeavor is to contribute to the sustainability of the snowsports industry through effective snowsports instruction. The authors specifically recommend a greater focus on instructor/student interactions in future research related to snowsports education.

Volume 14, Issue 3 concludes with two essays. First, in *A Reverence for Time: A Review of Land-Based Travel Calculations*, Stonehouse and Furman present a variety of methods used to

calculate time needed for land-based travel. Two groupings of calculations are offered: (a) time calculations formulas, and (b) guide-based, time calculations formulas: Munter and Chauvin. Before diving into the calculations, the authors present numerous impacts one's ability/inability may have in an outdoor leadership setting. As the authors note, accurately estimating the answer to the question of how long it will take to get from "Point A" to "Point B" is essential to ensuring participant safety on outdoor adventure education courses while also fulfilling goals of the course experience.

Finally, in an essay entitled *Clearing Up the Confusion over Outdoor Therapies*, Simon Priest proposes an approach to understanding how various forms of outdoor therapy both relate to and stand apart from one another. The forms of outdoor therapy highlighted in this essay include the following: Adventure Therapy, Wilderness Therapy, Outdoor Behavioral Healthcare, Bush Therapy, Forest Therapy, Nature-Based Eco-Therapy, Land-Based Healing, Bush Adventure Therapy, Horticulture Therapy, Animal-Assisted Therapy, Therapeutic Eudaimonics, and Adaptive Inclusive Recreation. Priest identifies three key dimensions that can be used to illustrate how these various forms of therapy relate to one another: challenge, nature, and psychotherapy. Priest presents this model as a starting point for "further international dialogue regarding the fit, overlap, and relations among outdoor therapies."

As always, we thank the associate editors, reviewers, and authors who contributed to the development of this issue of the journal. We encourage you to consider submitting a paper of your own for publication in *JOREL*. The journal welcomes high-quality manuscripts that promote evidence-based practice as well as critical scholarship within the field of outdoor recreation, education, and leadership.

JOREL Advisory Group: Guy B. deBrun (James Madison University), Anthony Deringer (Texas State University), Marni Goldenberg (Cal Poly-San Luis Obispo), Emily McKenzie (Oklahoma State University), Raymond Poff (Western Kentucky University), Tammie Stenger-Ramsey (Western Kentucky University), Peter Bannon (Sagamore-Venture Publishing), and Mark Atkinson (Sagamore-Venture Publishing).

Thank you for supporting this journal,

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