

A COMPARISON OF EXPERIENTIAL PROCESSING
METHODS WITH THE ROPE'S COURSE
EXPERIENCE AND THEIR EFFECTS
ON ANXIETY

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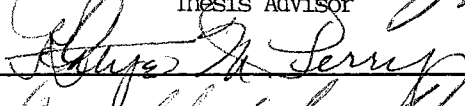
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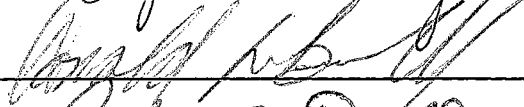
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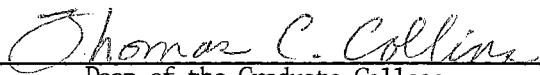


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PREFACE

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Chapter I

Introduction

There has been substantial growth in the field of experiential learning and adventure based counseling in recent years; however studies and research in this area have lagged behind. This lack of research supports the need for investigation into experiential adventure based programs. Research would provide information that could identify what, if any, value this therapeutic modality has. It could also provide guidance in the search to enhance these experiences and make them more effective.

Experiential learning can be defined in a variety of ways. For purposes of this study, the term is used in it's broadest sense. Learning is the result of action. That is to say, one learns by being involved in action, one learns by doing (Sakofs 1987).

Kolb (1984), adds the word "process" to his definition of learning suggesting experiential learning is a process. Kolb defines learning as "The process whereby knowledge is created through the transformation of experience." (p. 38). Adventure based counseling is the term most often used to describe counseling that employs experiential learning techniques.

The Roots of Adventure Based Counseling

There are a variety of programs that utilize the concept of experiential learning to help people learn and obtain personal growth. Outward Bound was highlighted in this study because it has set the standard that others have followed.

The term "Outward Bound" originated as an expression made by seamen as their ships left the moorings for the adventure and hazards of open sea (Bacon, 1983, p. 98). The founder of Outward Bound was Kurt Hahn, a German educator, who fled Nazi Germany to England where he established a school following the philosophies he considered to be the important elements of education.

Bacon (1983, p.99) quotes Hahn as follows:

The aim of education is to impel people into value forming experiences, and to ensure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self-denial, and above all, compassion.

Compassion is a special emphasis in Hahn's philosophy. To him the purpose of education was moral and social education (Nold, 1978).

In 1941 Hahn founded the first Outward Bound program. This idea grew out of concern that skilled mariners of the time were not trained well enough to survive enemy attacks. Hahn's experiential training techniques would provide a realistic remedy. Sailors who were part of the survival

training had better survival rates than the sailors who did not (Clifford & Clifford, 1967). Since then, Outward Bound has grown to thirty-two schools, in seventeen countries, on five continents.

In the United States, the first Outward Bound school was established in 1961 in Colorado. At present there are a total of five in the U.S. and more than 100,000 people have completed the Outward Bound experience here (Bacon, 1983).

Most courses are close to a month long (20 to 26 days) and consist of a Training phase, an Expedition phase, a solo which is a two to three day period of isolation, and the final Expedition which is the time the students have to try out their new skills and put their new knowledge to the test.

The success of the innovative program caught on and developed into programs such as Homeward Bound, a treatment method used by the Massachusetts Division of Youth Services and Job Corps Center in Collbran Colorado. Prescott College and Dartmouth College have also set up programs along with high schools in Denver. All of these programs were adapted from the Outward Bound experiential based methods (Nolds, 1983).

The Outward Bound Program

The Outward Bound program places students in a challenging context, the wilderness, in a social group where they are taught that they can work together and survive very stressful and anxiety provoking situations. This ordeal includes activities such as rock-climbing, wilderness travel and the isolation of a solo experience.

Stephen Bacon (1983) describes the Outward Bound process as follows:

The Outward Bound course is meant to be an experiential learning situation that encourages students to become involved in exploring new or unusual areas of their lives. Experiential education makes use of the work that exists outside the classroom; the goal is to place students in situations that enable them to learn from their experiences. The course should be seen as a continuous progression with a series of peaks and valleys, culminating in the shared excitement of a major activity, such as a peak ascent, and the contrasting isolation and deprivation of the solo. Throughout the course, periods of intense involvement and physical activity are followed by periods of reflection. Each phase of the course should lead naturally into the next, and effort should be made to insure that each phase is complete and fully resolved with the students (p.97).

The Outward Bound Key Objectives, as defined by Glenn

(1983, p. 101-102) are: 1) to broaden enthusiasm for and understanding of self, others, and the environment and, (2) to enhance interpersonal communication and cooperation. These objectives are followed to accomplish certain goals consistent with the program philosophy (see appendix G)

Many programs have copied various aspects of this type of experiential education. Their hope was to extract and refine variables that seem to be so effective in Outward Bound's programs. In the Association of Experiential Education's Directory of Adventure Alternatives in Corrections, Mental Health and Special Populations (1985), there are over one-hundred programs listed in thirty seven states and Canada.

The reason this program appears to have been studied so extensively is that many positive results have been shown. The most consistent effects found are changes in the participant's self concept and personal attitudes. This appears to be the result of the adventure based model's ability to place participants in challenging, yet socially supportive environments that encourage them to define new realities. Thus, they experience new learning.

One example of new learning and gaining new perspectives is when the students engage in an activity such as rock-climbing. If they have not done this before, they do not know if they can be successful. Successful completion now has to be internalized as an earned example of "I can do it." Before, it was "I'm not sure," or "I think I can," or worse "I can't," when in fact they could.

The Development of Ropes Courses

The ropes course is a day long outdoor challenge course originated by Outward Bound. The experience involves the participant in "negotiating" ropes, beams and obstacles, some as high as 30 feet above the ground. This is done in conjunction with group trust building and problem solving activities (Boyle, 1985). One of the more intense activities is the pamper pole. This element is a pole approximately 20 to 30 feet above the ground with a 1 foot by 1 foot platform on top.

The objective is to climb this pole, stand on the platform, and jump approximately 8 feet away, in the air, in an attempt to catch a trapeze bar suspended from cables. Miner and Bolt (1981) describe the ropes course experience as the part that causes the Outward Bound students the most apprehension (except perhaps for rock climbing and repelling).

Estimates of the number of Ropes Courses in the United States are difficult. They have grown fast and presently there are no clearing houses or accounting systems for this new innovative teaching concept. Project Adventure Inc., alone is estimated to have built more than 1,000 Ropes Courses. There are many other smaller companies and independent contractors that are building, and will continue build, these courses in the future. The ropes course concept has become an established component of outdoor experiential adventure programs.

Adventure based experiential counseling follows the same concepts and methods that are employed by Outward Bound and the experiential learning model. The more commonly accepted definition for counseling while using experiential methods is Adventure Based Counseling. This is a term used by one of the more experienced programs utilizing these methods, Project Adventure Inc. The name can be a little misleading since many of the activities they use do not involve outdoor experiences. The emphasis is only that learning takes place by placing participants into specially designed experiences.

Project Adventure began as an innovative alternative to the more traditional methods of teaching and counseling. It started as a grant project in three school districts in Massachusetts. The model used adventure based activities in a highly structured, developmentally sequenced program. The focus was to assist "special needs" students in developing and learning increased socialization skills, cooperation, self-confidence, and more responsible patterns of behavior.

The program uses group dynamics, group interaction, and carefully designed and sequenced adventure activities. They emphasize the areas of trust, communication, decision-making, problem solving, personal responsibility, and social responsibility. The design was to help students examine themselves and their relations with their environment. One major tool used to help students gain new skills, learning and insights was the ropes course.

Project Adventure's Program

The focus of the Project Adventure program is to help students recognize how they set themselves up to fail, and how they might have more control of themselves and their environment (Project Adventure, 1982). The ropes course is used as a tool designed to accomplish these goals.

In addition to personal growth and learning, one potential of the ropes course experience as an effective counseling method is that the participant is likely to experience a corrective emotional experience (Alexander, 1946). Yalom (1985) describes Alexander's concept of "Corrective emotional experience." He states the basic principle of treatment is:

To expose the patient, under more favorable circumstances, to emotional situations that he could not handle in the past. The patient, in order to be helped, must undergo a corrective emotional experience suitable to repair the traumatic influence of previous experience (p. 25).

Alexander insisted that intellectual insight alone is insufficient. He says there must be an emotional component experienced in a different way than it was when it was a problem.

The ropes course provides an atmosphere consistent with Alexander's description, therefore making it conducive to corrective emotional experiences. It creates emotional intensity by placing the participant in experiences on

cables twenty or thirty feet above the ground.

It has reality testing from self and group observation, evaluation and feedback.

This experience also provides the opportunity to challenge self defeating irrational beliefs. For example, the belief "I'm afraid of heights therefore I can't go up on those cables," is often unfounded. The fear of heights is real, but the possible irrational belief is the "therefore I can't go up there." They learn from successfully negotiating the ropes course that fear and inability to act are not always synonymous.

A problem in using the ropes course experience therapeutically is that there is little if any established research supporting its specific benefits. However, there is research that supports the effectiveness of the whole Outward Bound program. Subjective reports of corrective experiences are common for the ropes course experience, although current research has not supported any lasting significant changes with a one day ropes course Experience.

One major gap in the existing research is the examination of instructor/participant processing methods. Quinsland and Ginkel (1987) define processing as an activity which is employed for the purpose of encouraging the learner to reflect, describe, analyze, and communicate in some way that which was recently experienced.

The absence of processing methods in the ropes course experience would be analogous to examining the effects of new teaching materials given to a classroom of students

without regard to the teaching variables or method of presentation. Consequently, this study examined three processing methods. The purpose was to establish some theoretical base for those interested in examining variables that might enhance the experience and promote it's therapeutic use.

An example of a potentially positive result, would be the identification of techniques or strategies that effect the transfer of learning from the experience to future problems. Moreover, such a broad base of sample processing methods might provide future researchers a better sense of direction. Any information gained on instructor methods could be used to enhance the effects of the ropes course experience.

The major emphasis of this study was to look for processing methods that may be helpful as therapeutic tools. For this particular study, what is considered to be therapeutic, is any method that can help an individual confront their anxiety and build a sense of self efficacy in their ability to manage their anxiety.

Statement of the Problem

Many researchers have found that experiential adventure based methods are effective in creating significant therapeutic results (Minor & Bolt, 1981). The expansion of activities and programs utilizing adventure based methods have grown tremendously. One particular method of delivering experiential counseling is the use of Ropes

Courses.

As mentioned earlier, few studies have been conducted which lend support for the use of ropes courses for therapeutic purposes. This research is needed because hospitals and rehabilitation centers are some of the most common users of these courses. Determining what research support can be generated in the helpfulness of the ropes course experience would be of obvious benefit.

The review of literature shows there are three predominant areas that need to be addressed. What variables are important for the continued development of ropes course programs? What is actually effected by the experience and is the change lasting? Which methods or models of processing the ropes course experience enhance the positive effects of the experience?

Previous studies have focused on changes in self concept and locus of control without finding significant results (Washburn, 1983). It has been suggested that variables which might be more sensitive to the effects of the ropes course experience be examined (Boyle, 1985). Anxiety is a variable of therapeutic value that might be altered by the ropes course experience. Consequently, anxiety was examined as the dependent variable.

The purpose of this study was to investigate three methods of processing the ropes course experience and their effects on State/Trait Anxiety (Spielberger, 1966). The methods were selected because of their basic differences in emphasis and timing of instructor/counselor involvement.

These methods are as follows:

I: Pre-experience self hypnosis induction. This method was selected because it is designed to capitalize on the participants expectation of the event.

Method II: Direct Pattern Intervention. This method has the instructor call attention to the participant's patterns of success while they are in the experience. Imagery techniques are used to help bridge successful experience into problems the participant identifies as a problem pattern.

Method III: Sequential Debriefing. The "Adventure Based Counseling" method of Project Adventure. Emphasis is on allowing the participant to experience the activity before a series of debriefing questions is asked to assist them in insight and learning.

In addition to these three methods a control group will receive the status quo, no formal method, form of processing in order to help establish whether processing methods have an effect or not. These methods are explored and described in depth in Chapter 2.

Definitions

State Anxiety refers to the current, here and now, subjective experience of anxiety.

Trait Anxiety refers to the predisposition towards experiencing anxiety in terms of frequency and/or intensity. Proneness to experience anxiety.

Ropes Course refers to an eight-hour outdoor experience

adapted from the Outward Bound Program. It involves a series of trust building and problem solving activities in a physically and emotionally challenging course using obstacles such as ropes, cable, and beams. Safety procedures involve qualified instructors and inspected equipment.

Method I refers to the pre-experience self hypnosis method. This method used an audiotape (Obtaining Your Goals) which was designed to guide the listener through a positive self suggestion session to enhance their receptiveness to the experience and look for opportunities to learn.

Method II refers to the Direct Pattern Intervention. This method involves the direct attempt of the instructor to influence patterns that the participant is exhibiting. The feedback is given while the participant is actively involved in the experience.

Method III refers to the "Adventure Based Counseling" method of sequentially debriefing. This is processing, in a non-intrusive manner, the participant's experience with a standard series of questioning after an experience. The model is based on the Project Adventure Inc. model of processing.

Process Model refers to any instructor/counselor assisted method of processing an activity with the purpose of encouraging the learner to reflect, describe, analyze, and communicate in some way that which is going to be

experienced, is actively being experienced, and/or has been recently experienced.

Hypothesis

The following hypotheses were explored in this study:

1. Subjects experiencing method I will show no change in their trait anxiety following the ropes course experience.
2. Subjects experiencing method II will show no change in their trait anxiety scores following the ropes course experience.
3. Subjects experiencing method III will show no change in the trait anxiety scores following the ropes course experience.
4. There will be no difference on the trait anxiety measures among the three processing measures.

Assumptions

1. The selected samples in the study are representative of their respective populations.
2. Instructors were all certified ropes course instructors and were trained in each respective method. They remained consistent in the assigned method throughout each group.
3. Although the subjects were non randomly selected, all were volunteers and were randomly assigned.

Limitations

1. The findings of the study should not be generalized

beyond the demographics of the groups from which the samples were drawn.

2. There was a lack of control over groups between pre and post-testing beyond the ropes course experience, however at the post test they were given a brief questionnaire to identify any extraneous variables.

3. Pre-testing could create a threat to internal validity.

Organization of the Study

The present chapter includes an introduction, statement of the problem, hypothesis, definition of terms, and assumptions and limitations of the study.

Chapter II contains the review of the literature. This includes a background of existing literature in adventure based counseling programs, and a review of the methods that were selected for the study. The dependent variable and its rationale for selection is also supported in this chapter.

Chapter III includes a description of the instrument that was used, the subjects and sample selection, the procedures for the test administration, and the statistical procedures that were used to analyze the data.

In Chapter IV the findings of the study, including tables and the data are reported. The conclusions and suggestions for further research are provided in Chapter V.

CHAPTER II

Review of the Literature

The sections in this chapter will cover areas research has shown to warrant closer attention, areas that have potential value in the use of experientially based counseling. The research covered in this chapter will include anxiety (the dependent measure in this study), research related to the ropes course and adventure based counseling experience, and the research that is related to the three process methods (expectation and learning, direct pattern intervention, and debriefing methods).

Studies on the effectiveness of adventure based programs, such as Outward Bound, are numerous (Pollak, 1976; Shore, 1977). The vast majority of this research has focused on self-concept, locus of control, and behavioral/attitude changes (Barter, 1966; Borstelmann, 1969; Godfrey, 1974; Nunley, 1983).

Ropes course studies have investigated these same variables because the ropes course experience is a significant part of the Outward Bound program (Boyle, 1985; Washburn, 1973).

Outward Bound, when compared to other programs researched for their effectiveness in creating change, consistently demonstrated positive benefits. Some of these benefits are changes in personal attitudes, increased self reliance, and a more positive self-concept (Clifford & Clifford, 1967; Fletcher, 1970; Koepke, 1973).

The ropes course experience has been investigated in an attempt to see if the same kind of benefits could be obtained from the much shorter and intense one day experience. To date, research does not suggest the ropes course experience can produce the same benefits (Boyle, 1985; Washburn, 1983).

One explanation for the lack of research supporting the ropes course experience is that previous studies have examined constructs not considered quite stable and less likely to change as a result of short term intervention (Boyle, 1985). For example, self-concept is a construct that is less likely to be changed in one day. The Outward Bound program has shown to be more effective in affecting self-concept because it is an intense thirty day experience (Koepke, 1973).

A review of the literature has shown a large gap in other dependent variables such as trait anxiety, methods of teaching, counseling, and processing of the ropes course experience. An analogy would be like comparing learning effectiveness of students who are given only their books, ignoring the instructor and method of instruction as variables of significance.

Given that previous studies have not been able to demonstrate change in self-concept or locus of control, perhaps an examination of the effects of the ropes course on other variables is warranted. One construct that is highly correlated with self-concept yet more sensitive to short-term interventions is anxiety (Wylie, 1961). Anxiety

will be utilized because of its correlation to self-concept and emotional problems. It also has been recommended for further investigation in a previous study (Boyle, 1985).

Anxiety as the Dependent Measure

Anxiety has been suggested as a core experience in neurosis and neurosis as a core problem in human emotional problems. Freud (1936, p. 70-85) differentiated anxiety as objective anxiety that is synonymous with fear of some external danger, and neurotic anxiety that was the discharge of repressed tensions. Mowrer (1939) went on to distinguish neurotic anxiety as the historical product of aversive conditioning. Subjectively it is described as the feelings of apprehension, expectation, and dread (Freud, p. 70).

Several personality theorist such as Carl Rogers, Karen Horney, Alfred Adler, H. S. Sullivan and others have regarded the importance of having a positive self attitude and the experience of anxiety being directly connected to feelings and beliefs about oneself (Monte, 1987).

Albert Bandura's (1977) social learning theory conceptualizes anxiety and personal beliefs in a way that fits very well with the definition of anxiety and its role in human distress. From the social learning perspective, it is primarily the perceived inefficacy in coping with potentially aversive events that makes them fearsome. To the extent that one can prevent, terminate, or lessen the severity of aversive events, there is little reason to

fear them.

A painful event has two arousal components, discomfort produced by the aversive stimulation and the thought produced arousal. It is the thought component--the arousal generated by repetitive perturbing ideation--that accounts for much of human distress.

People who judge themselves ineffective dwell on their coping deficiencies and view trying situations as fraught with peril. They not only magnify the severity of possible threats, but worry about perils that rarely happen. As a result, they experience a high level of belief generated distress. Elevated arousal, in turn, heightens preoccupation with personal inefficacy and potential calamities (Bandura, 1982).

In Bandura's model, anxiety and defensive behavior are co-effects and not causally related. It is the person's perception of an aversive event that triggers anxiety, and it is their thoughts of their ability to cope with the aversive stimuli that makes the event distressful. The person's perceived competency to deal with the aversion is the most important focus of Bandura's social learning model.

The ropes course experience is designed to create this type of arousal in the participant (Bunting, 1987). It is a perceived dangerous event both physically and socially in that it challenges the individual. They are challenged to rely on their competency to cope and take perceived risks in front of their peers. The focus is

on their ability to "do it."

The participant usually encounters intense feelings of anxiety and fear several times during the ropes course experience. This is most likely to happen during their experience on the high elements (a place on the course where the participant is at least 18 feet off the ground negotiating obstacles, walking on four inch beams, climbing rope ladders, and walking on cables). It is during this portion of the experience that a common state of approach avoidance occurs (Miller & Dollard, 1941). In ropes course jargon, this state is known as being "stuck." This is the point in which the person is in conflict, caught between continuing or retreating. This is the point when the person is overwhelmed emotionally while, at the same time, attempting to think clearly and tell themselves they can overcome this conflict and continue. This is emphasized because the person is among their peers and risking, in their minds, "failure" to possess the competence to overcome their dilemma in the presence of others (Bandura, 1978a).

Horney (1937) considers anxiety and neurosis the blocking of the Real Self from being able to come out, spontaneously expressing itself with trust and independence from condemnation of the Despised Real Self. Sullivan (1953) had similar notions to Horney's ideas. In his personifications of the self: the Good Me, Bad Me, and the Not Me. This self-system has the sole purpose of dealing with anxiety, to keep anxiety to a minimum. The "Good Me"

is the part that we identify with that we learned received praise and positive attention from our significant others. The "Bad Me" is the part that we identify with that received negative messages about what was objectionable to our significant others. The "Not Me," which is a little more complicated is the part of us, mostly unconscious, that others may see but appears alien and not part of us (Sullivan, 1945).

Some of the traditional methods for treating fears and anxiety when the anxiety is not generalized are the use of: Systematic Desensitization (Wolpe, 1961), Assertiveness Training (Wolpe, 1973), Implosive Therapy (Stampfl, 1961), and Flooding (Rachman, 1966). In addition, cognitive change methods such as Restructuring, Thought Stopping and Rational Emotive Therapy (RET) have been used with some success (Meichenbaum, 1974).

The rationale for desensitization, implosive, flooding and assertion training is to replace the previous learned responses that produce anxiety with relaxation and more adaptable responses. The rationale for the use of cognitive methods is to change the client's belief with the use of more positive "self talk" (Wolpe 1969).

Studies on Adventure Based Experience

Miles (1978), in his paper on The Value of High Adventure Activities, captures the essence of why people leave the comfort of their daily routines to engage in risk taking pursuits in a statement:

Facing such possibilities, a person confronts a natural anxiety about this unknown. Will he or she have the nerve? Facing the risk situation, one knows that the stakes are high and that the powers of the self must be relied upon. The many insulating technologies and protective devices modern people have built around themselves are of little avail here. A person moves into the situation and is eventually committed; there is a thrill to the encounter and to the mastery. Having confronted self and met a physical and spiritual challenge, a person may become more secure in his or her identity, more confident in his or her identity, more confident in his or herself. Many participants in Outward Bound Schools and similar programs testify that this is so (p. 27).

Outward Bound has become one of the few successful treatment methods used with delinquent children. Martinson (1979) investigated 231 treatment studies and found that individual psychotherapy can be effective in reducing recidivism rates when it is focused on immediate, day to day problems as opposed to psychodynamic focus. One explanation why Outward Bound has demonstrated successful outcomes is because the focus is on the immediate experience.

Rowley (1987) describes the history of studies in adventure based research as following a progression and sequence since the 1950's. Beginning in the 1950's, studies were few and concentrated on the effectiveness of

the programs to which outdoor leaders subscribed. The period of the 1960's showed more specific interest in personal and social benefits of outdoor activities. Programs in the 1970's and 1980's began to focus on the personal benefits, particularly self-concept, self actualization and similar constructs.

Today, current studies are becoming more specific and appear to be focused on the areas of self-efficacy (McGowen, 1986) and modification of fears and anxiety (Ewert, 1986, 1987).

In one of the earliest studies on the effects of Outward Bound, Baer, Jacobs, and Carr (1966) investigated the rate of recidivism of 60 delinquents who were placed into Outward Bound as a treatment and graduated from the course with those who did not complete the course. The five year study revealed a thirty percent recidivism rate of the graduates compared to a ninety percent rate for the non-graduates.

Fletcher (1970) reported results of a series of follow-up and evaluation studies of the effects of the Outward Bound experience on over 3,000 participants and sponsors. There were replies from 87 percent of the sponsors and 78 percent of the students. The sponsors indicated they were interested in the program as a source of character training and as a builder of maturity. They evaluated the program and concluded that it was successful. They found an increase in self confidence and maturity among participants and estimated the results would be

long-lasting.

Heaps and Thorstenson (1972) investigated permanence of changes in self-concept of graduates of an Outward Bound type survival course at Brigham Young University immediately after and one year following the experience. Subjects were 21 students, 7 male and 14 female. The counseling form of the Tennessee Self-Concept Scale was used. Scores immediately after, and before versus one year after were compared by means of t-tests. Results supported their hypothesis that positive change in self-concept would be maintained one year following the survival training.

Another interesting result reported by some of the participants was that the first several months after their participation, they experienced a significant drop in their effectiveness in psychological and social functioning. This drop was followed by a improvement that surpassed their initial progress. The authors suggest that this drop in functioning followed by improvement is because of the initial difficulty of transferring what they learned to a different environment. They proposed that some sort of post-survival experience is needed to help this transition.

Another study on self-concept and Outward Bound was conducted by Nye (1975) with similar results to Heaps and Thorstenson. Nye administered the Counseling Form of the Tennessee Self-Concept Form to 84 subjects, 38 male and 46 females. Nye found that there were significant increases in self-concept immediately after, and three months after the Outward Bound experience.

Smith, Gabriel, Schott and Padia (1975) investigated the effects of an Outward Bound experience on measures of self-esteem, self-awareness, self-assertion, and acceptance of others. A total of 620 subjects who participated in one of three summer courses in 1974 were used in a time series design. The results suggested the course had a significant positive impact on the subjects' self-assertion, and that active rather than passive individuals will assume leadership and responsibility. Active individuals will confront rather than avoid fearful or challenging situations. There were also positive changes in self-esteem in two of the three groups. There were no significant findings for self-awareness or acceptance of others.

Locus of control and self-esteem were examined as the dependent measures with the Outward Bound experience by Stremba (1977). Stremba studied two groups, the experimental group with 26 subjects, and 27 participants of a later program as the control group. He found significant positive changes in self-esteem between groups but found no significance on locus of control.

A more recent study by Wright (1982) examined the effects of Outward Bound on self-esteem, self-efficacy, and locus of control on delinquents. Forty six subjects, 35 experimental group, 11 control group, were given the Tennessee Self-Concept and Internal Scales. The results revealed significant differences in improved self-concepts and internality.

A study on the effects of a therapeutic outdoor program on self-concept and locus of control of "troubled youth" was conducted by Nunley (1983). Nunley used a five day program including a ropes course activity to examine the effects on 56 adolescents. The results from the study showed slight increases on both scales, although neither was at the significant.

Ropes Course Studies

Although the research on ropes courses are slim in comparison to those done on Outward Bound, the research that has been conducted or suggested provided some direction for this study.

Washburn (1983) investigated the effects of the one day ropes course experience on the self-concepts of 21 subjects. The Tennessee Self-concept Scale was used because of positive effects previously found using the scale on Outward Bound participants. Analysis of the data showed no statistical significance ($p < .05$). Washburn (1983) recommended that other psychological variables be examined because self-concept may be too stable to be effected by a one day experience. Thirteen of the nineteen subjects (68.47%) improved their self-concept scores when the raw pretest scores were compared to the raw follow-up scores, but the increase in self-concept scores was not significant.

Boyle (1985) conducted a study using the ropes course experience on forty one subjects examining the effects on

self-concept and locus of control and relationship orientation. Results showed nonsignificance with regard to all three constructs. Boyle suggested that the instruments may not have been sensitive enough to detect changes, and that the constructs of self-concept, locus of control and relationship orientation are too stable to be effected by the one day experience.

McBride (1984) acknowledging the "prolific construction and use of high ropes courses at all levels in the recreational and educative settings," did a study on the ropes course experience on adolescent boys in a residential treatment center. McBride examined grouping patterns, verbal and physical interaction behaviors, and activity involvement. He reported that results did not support claims that the activities increase interaction, cooperation, support, and confidence. He did report that the activity was popular, and that a low percentage of negative interactions made the environment suitable for teaching boys in this population positive behaviors.

A more recent study by Gillis (1986) compared the strategic use of metaphorical introductions with traditional introductions in a one day, group initiatives and ropes course experience designed for couples enrichment. The participants were directed to either a metaphor group with twenty subjects or a traditional group with thirteen subjects. They were compared on relationship satisfaction, couples' communication, personality

characteristics, amount of trust and support-received, and on the effectiveness of activities for enrichment. Results with regard to any of the measures were nonsignificant. The metaphorical group means were consistently higher than the traditional group six weeks following the experience. Suggestions for further research were to investigate more diverse populations and newer therapeutic techniques which might lead to more effective use of this "powerful medium."

Bunting (1981) conducted a study using initiative games and ropes course activities to examine the effects on selected character traits. Bunting found improvements in ability to communicate within groups, ability to trust other group members, self-esteem, leadership ability, and willingness to attempt challenging tasks.

Anxiety and Outward Bound

Koepke (1973) was interested in the relationship between self-concept and anxiety. Her contention was that experiences such as Outward Bound evoke stress and anxiety by confronting the participant with a situation that will elicit either coping or defensive behavior. She believes that Outward Bound type programs improve self functioning and encourage successful coping behavior.

Koepke (1972) examined the effects of the Outward Bound experience on anxiety and self-concept. The study included 44 participants at the Colorado Outward Bound School. It was hypothesized that the discrepancy between self and ideal self scores of self-concept would become

smaller. This is consistent with the concept proposed by Horney (1937) that the anxiety is directly related to the amount of discrepancy between ideal and real self.

Shore (1977) summarized the significant results of Koepke's study. There was generally positive growth in self-concept as indicated by statistically significant changes in 16 of 23 Adjective Check List Scales, including self-confidence, self-control, endurance, and order. Subjects selected fewer unfavorable adjectives and were less likely to solicit sympathy or emotional support from others by the end of the program.

There were many more similarities than differences between males and females on self-concept scores. The few differences found include male's having a higher sense of achievement and females's seeking novelty and avoiding routine by the end of the program. No differences were found between the ideal self-concept pre and post-measures. Real self-concept differences were found between males and females. The males checked more favorable adjectives and the females were more self-controlled and more autonomous. Discrepancies between real and ideal self-concept were fewer and smaller by the end of the course.

State and trait anxiety were higher at the beginning of the program. There were no significant differences between males and females. There was some support found for a relationship among real self-concept and state and trait anxieties. No support was found for a relationship among ideal self-concept and state and trait anxieties.

Ewert (1987) has explored the constructs of fear and anxiety in outdoor environmental programs and suggested the use of Adventure Based programs for modifying fear and anxiety. Ewert contends that periods of fear and anxiety have proven to be powerful catalysts for change in our society citing the world wars, the great depression, and more recently, the oil shortages. If the participant is confronted with the fear provoking environment and helped to cope with, rather than avoid it, it helps them enhance decision making, discipline, and personal awareness. The outcome is that some transfer mechanism will enable the individual to better handle future fearful experiences. Ewert contends that the constructs of fear, anxiety, and stress are interwoven into a complex phenomenon representing situations, feelings, and perceptions. These feelings and perceptions can have a profound impact upon the behavior of the individual. If learning to deal with fear can produce some beneficial effects, utilizing an environment where fear can be introduced (but controlled) may prove to be a potent medium through which an individual may learn some fear-coping techniques.

Drebing, Willis, and Genet (1987) cited the common acceptance that research has shown the Outward Bound process to have positive impact on participants. They also emphasized the inadequacies and shortage of research on efficacy and anxiety. Drebing, Willis, and Genet (1980) conducted a recent study on the Anxiety and the Outward Bound Process using the theory base of the Yerkes-Dodson

Law. In short, the Yerkes-Dodson law states that maximum learning is promoted when the student's anxiety is at a moderate level. When anxiety is too low learning is inhibited by poor motivation, and inhibited again if the anxiety level is raised too high. Therefore, it was hypothesized that (1) students of the Outward Bound experience with a moderate level of anxiety would have learned the most during the course and would report the highest degree of satisfaction, (2) student understanding during the course and directly after the course, would relate to anxiety in the same curvilinear fashion as the Yerkes-Dodson law, (3) students with moderate levels of anxiety would be more involved in the learning process and therefore have an enhanced relationship with the leaders, (4) students with low anxiety will not be as involved in the process so they will not be as involved with the leaders, and (5) the more experience the student has with the wilderness environment and the Outward Bound process activities, the lower their level of anxiety prior to beginning the experience.

The subjects in the Drebring et al. (1987) study were thirty-nine college freshman. All the participants were given a student questionnaire, which addressed their relationship with the leader, and the State-Trait Anxiety Inventory. The scores were converted to four categories (low 0-28, medium 29-33, moderate 34-39, high 40+) with equal number of students in each category. The results supported the hypothesis that understanding during the

course would be better for moderate as opposed to low and high level students. It was noted that these results did not carry beyond the immediate stressful events, and that the other two groups quickly made up the differences during debriefing outside of the stressful environment. In regards to anxiety level and evaluation of the student-leader relationship, results showed that students with highest anxiety reported having a more significant relationship with the leaders. The leaders perceived the students with moderate anxiety as the ones with whom they developed the most satisfying relationships. Finally, the last hypothesis was supported confirming that previous experience with wilderness and Outward Bound type experience and activities lowered initial anxiety at the start of the Outward Bound course.

Three Models of Processing

Selection of processing models was based on the lack of guidance in the literature. As stated earlier, there is little written on methods of processing experience. Therefore, an attempt was made to draw from three clearly different processing models. The models' emphasis are different in two major areas, (1) time of application; pre-experience, during the experience, and post experience and (2) the amount of instructor involvement, passive verses directive.

The intention behind the selection of all three of these models is guided by a sincere hope of contributing to

the field of experiential therapy. The literature has been the guide. There appears to be two primary needs for the research: first, there is a need for a base from which to grow, that is, a starting place so that future research has some direction. Second, there is a need to find processing methods that enhance the possibility of transfer, that is, the transfer of the gains obtained from a therapeutic experience to future experiences.

Goldstein, Sherman, Gershaw, Sprafkin, and Glick (1985) remark about the problem of transfer. They contend that trainee change in pro-social directions, even when prescriptively wrought, means little if its occurrence is essentially limited to the training setting. They further maintain that failure to transfer therapeutic gains from the training to application setting constitutes one of, if not the most, significant unsolved problem in the field of psychotherapy and behavior change.

The following models of processing experience are supported by existing literature. They will all be supported for the purpose of their ability to transfer learning from the ropes experience into practical use in other environments.

Model I

The first model selected emphasizes learning as a result of pre-experience expectation enhanced with the use of a self hypnosis audiotape (Illig, 1987). The processing is emphasized before the participant ever engages in any

activity.

Coe and Buckner (1975) point out, "The importance of a person's expectation for the outcome of treatment has long been recognized (p. 114)." They also emphasize the value of hypnotic and suggestive techniques to create this expectancy.

The influence on the participant's expectation or belief and "faith" that the treatment will work has also been demonstrated effective for a wide range of psychological and physiological disorders (Fish 1973).

In a report of a study conducted by Frank (1961), it is argued that two major effects of psychotherapy are the relief of distress, and the improvement of personal functioning. He goes on to state that symptom relief results primarily from the patient's expectation of help and that this can be duplicated in some patients with the use of placebo. By suggesting a placebo, that the patient will change, a gradual improvement in functioning occurs. This suggests a learning process begins with the placebo.

Farrington (1985) investigated the use of self hypnosis audiotapes on weight loss. He examined subjects listening to tapes to see if the tapes worked and if there was a relationship with ego strength, motivation, anxiety and locus of control. Eighty-two subjects were assigned to three treatment groups after they were weighed and pretested on four psychometric scales. The subjects were randomly assigned to either the audiotape treatment, placebo audiotape treatment or the control group. The

first two groups listened to the audiotapes as they fell asleep at night for 12 weeks. The results found significant weight loss ($p < 0.01$) for the self-hypnosis group. No correlation was found between weight loss and the variables of ego strength, achievement motivation, anxiety or locus of control.

Billotti (1984) combined the treatments of rational emotive imagery with hypnosis to examine the treatment effects on public speaking anxiety compared to rational emotive imagery alone. Measures included self reports and behavioral and physiological measures of anxiety. Forty-seven undergraduates were assigned to either a rational emotive, a rational emotive plus hypnosis, or an instructional control group. The results found the rational emotive imagery plus hypnosis significantly reduced their anxiety levels more than the rational emotive imagery or the control group.

Another study that used the combined effects of adding hypnosis to a traditional therapy was conducted by Trent (1985). Trent, studied the effects of hypno-therapeutic restructuring, systematic desensitization, and expectancy Control on math anxiety, attitude and performance in females and males. Thirty-six subjects who were established as high on math anxiety (scored above 178 on the Math Anxiety Rating Scale) were randomly assigned to one of the three groups. The results showed significant improvement in all three groups although only the hypno-therapeutic restructuring treatment created

significant positive changes in attitude towards math and at the end of 12 weeks significant improvements in performance. Trent contends from his results that math anxiety is a developmental-organizational disability involving the storage, retention, retrieval, and purposeful manipulation of mathematical elements generally accompanied by avoidance reaction. The avoidance reaction in the ropes course experience, also known as feeling "stuck," may be similar to the experience of anxiety.

The target of the tape to be used in this study is specifically designed to have the participant focus on selecting and attaining their goals. More specifically for this study, to gain the ability to overcome their anxiety and achieve their goals, to get beyond feeling "stuck."

Model II

Direct pattern intervention has its roots firmly fixed in the therapeutic work of Dr. Milton Erickson, well known hypnotherapist. O'Hanlon (1987) focuses on the techniques of Erickson's pattern interventions and draws the following analysis:

Erickson often made the observation that people's behavior and thinking are rigidly patterned, but, instead of concluding that because they are rigid they will never change (as many therapies do), he viewed patterns as changeable. His hypnosis and therapy showed three major approaches to intervening in patterns: (1) the utilization of current patterns in service of change, (2) alteration or

blocking of current patterns, (3) establishing new patterns.

Patterns according to Erickson are firm and predictable sequences of the person's behavior and experience, including social and family interactions. It was Erickson's intention to non-judgementally accept what the patient brought to him in the way of patterns and that these patterns could be utilized in the service of change (O'Hanlon, 1987). These patterns are very similar to the concept of dynamism, or habitual recreational patterns in Harry Stack Sullivan's Interpersonal Theory. These patterns are used in the service of reduction or avoidance of anxiety (Monte, 1987).

Direct Pattern Intervention is a term used to describe a processing strategy used and at least partially developed by Nunley and Ross (1987) in their years of work with troubled adolescents participating in adventure-based counseling activities. This method is not necessarily unique to the styles of Nunley and Ross but is simply a name given to a style that they developed over time that seemed successful in producing change in their clients.

This method seems particularly effective when used in an experiential learning context such as ropes course activities, rock-climbing, spelunking, or any other type of group-oriented, challenge activity. However, the method's usefulness in family or group therapy is certainly suggested for those therapists willing to take a very

active, intervention role.

Processing the experience begins with the instructor/therapist setting the stage at the onset (framing the experience). This involves getting the participants together in a group and giving a brief metaphoric explanation of the experience that is to follow. The general metaphor is to explain the course as similar to challenges in life, working together, overcoming obstacles, managing their fears and learning how to be successful.

The instructor also facilitates brief discussion of their expectations of themselves, the group, and each individual. This discussion will generally include ground-rules for physical and emotional safety, information about physical and emotional risks involved, written and/or verbal consent and commitment to take these risks, and a strong positive affirmation about the group's resources for success. Emphasis here is on building an expectation for success through the use of the group's collective resources in an atmosphere of trust. This atmosphere of expectation of success and trust is consistent with social learning theory's concept of development of positive self efficacy. It builds the "I can do it" sense of ability to solve a dilemma (Bandura, 1977a; 1982).

The next phase involves the group in a few playful type activities that require the participants to take small emotional risks in a non-serious, impersonal manner. The instructor always models the behavior he expects from the participants. While modeling, it is critical that the

therapist demonstrate confidence, competence, and a non-verbal message of being in control of what is happening. Seeing this, clients know how to perform and develop confidence that the therapist will protect them from any significant harm. By observing the therapist model they learn vicariously (Bandura, 1987) that they cannot fail in this playful atmosphere of trust. By modeling a playful yet confident approach to the challenges of the ropes course, participants learn that looking or sounding a little "silly" is a successful part of the therapist's and group's expectation.

The therapist usually ends this phase with a brief processing of the group's observations of the experience. The therapist should then share their observations, focusing on the strengths of the group and its members. This can also be a time for the therapist to gently confront any dysfunction that is observed and engage the group in problem-solving to break the dysfunction in a positive manner. One very important function of the instructor is to notice and identify patterns of behavior and thinking. These patterns are recognized, and at the discretion of the instructor used to create positive change by; (1) directly feeding back what is observed, (2) reframing what is observed to give another perspective of the same observation, (3) manipulating the group so that the patterns might come into conflict and, (4) for the most part take advantage where ever possible to use the existing patterns of the individuals and the group. The level of

involvement and active intervention is one of the main areas of investigation in this study. The objective is to optimize the possibilities for positive learning, change, and shift towards more positive feelings of self-efficacy.

Once the group has "warmed" up emotionally and perhaps physically, the instructor begins to engage the group in the primary experience. If not previously identified, the instructor may take time here to briefly identify the personal and group goals to be accomplished through the experience (Nunley 1986). This might involve having each individual share his/her goal with the group or simply reminding each individual of the goal(s) that had previously been established.

With goals clear the instructor then initiates the activity by describing to the group their task, the ground-rules, and desired outcomes. The group is then allowed to begin the activity or task under the direct supervision and observation of the therapist. The activity is designed as one that will require the group to interact with one another, problem-solve, experience a variety of emotions, including fear and frustration (Ewert, 1987). They will most likely get stuck either individually or collectively during the day's activities. These "stuck states", so to speak (ropes course jargon), are the desired states that the therapist is looking for because they hold the most potential for personal growth and change. Miller and Dollard (1941) described these states as approach-avoidance conflict. The point in which the

individual is stuck between approaching a goal and the defensive arousal (anxiety) preventing them from continuing. Under this condition any attempts to motivate success which increase anxiety is most likely to result in retreat and escape responses (Mowrer, 1939). This is why the instructor focuses on interventions that assist the person to mobilize strengths, reduce the anxiety and focus on the task or action as opposed to the overwhelmed feeling of the anxiety (Miller & Dollard, 1950).

The instructor is not likely going to talk anyone out of their anxiety. The strongest attempt is to focus on assisting the person in seeing themselves as capable, that there is no failure, only degrees of success, that they can "do it". It is when people are stuck and experiencing conflict that their dysfunctions are most clearly observable. They go into their defense strategies and coping modes that typically protect them but also keep them stuck (Nunley 1985).

Watzlawick (1974) describes this phenomena in terms of what is called first and second order change. In first order change the solution one attempts is in actuality the problem. An example is the agoraphobic's solution to the anxiety experienced from being outside is to retreat to the anxiety free environment of the home. The solution works in logical terms. It gives relief and is particularly reinforcing because it works. The solution is this response is the problem and the agoraphobic is locked into a vicious cycle of no genuine solution. Second order

change requires a breaking of the pattern, a genuine solution that allows the person to break the vicious cycle. In the case of the agoraphobic this would be to not use their avoiding solution, and instead do the exact opposite and to engage in the behavior that is perceived to be anxiety provoking. It is the anxiety that is keeping them home not what is "out there". This is why the approaches which seem to be most effective in treating these problems are the ones that get the person to do the behavior that is avoided, that get the person through being "stuck." For example, in Wolpe's systematic desensitization the responses to the anxiety can be trained to be inhibitory to anxiety in the presence of the anxiety-evoking stimuli and thus the connection between the stimuli and the anxiety response weakened (Wolpe, 1962).

Since it is natural for people to defend themselves from uncomfortable conflict and if their typical pattern is to avoid it, they tend to find the conflicts repeated in dysfunctional patterns that can last a lifetime. These patterns only reinforce the failure attitude and generally drive people further into their defenses (O'Hanlon, 1987). With Direct Pattern Intervention the instructor actively intervenes in the "stuck state" of the participant drawing out all of the participants, the group, and their own skillful strategies in getting the participant "through" the experience successfully. The instructor in an active part of the participant's experience at these points. Therefore, they are also part of the participant's feedback

loop, and the cognitive pattern that is attempts to assess and negotiate a difficult experience. This awareness can help the instructor take opportunity for cognitive restructuring strategies (Ellis, 1962). As participants are experiencing obvious anxiety, the instructor can help them more rationally and accurately assess their situation, relate it to possible irrational self-defeating attitudes and/or beliefs and continue to assist them to adopt more accurate positive self-enhancing patterns of thinking. All of this is done while the participant is in the process of the experience, therefore making the experience more relevant, congruent and connected in the here and now. The technique of reframing (Watzlawick, 1974) appears to be quite effective while the participant are actively experiencing a stressful activity. The first order reality of the situation appears to be experienced as a grave danger in which the participants feel the heightened awareness of their state anxiety. The conscious mind is trying to override the overwhelming feelings and proceed, that is, the "gut" says "I'm gonna die" and the mind says "get through this, don't fail." By focusing on strengths and successful patterns , however small, the instructor helps participants learn how they are able to be successful. Instructors using this method are taught how to recognize these patterns by using a Direct Pattern Intervention model (see appendix D).

Model III

This model is the most widely used type of processing done by adventure based programs (Outward Bound, Project Adventure). The main focus is on a thorough debriefing following each activity and experience. The particular model used in this study will be modeled after Project Adventure's Adventure Based Counseling model of processing (ABC). In a summary of the Adventure Based Counseling model, the program is described as an innovative, highly structured counseling model that provides participants a forum to learn more about themselves and others in order to help them develop more appropriate and realistic patterns of behavior. The program is an integrated milieu experience where multiple learning opportunities are presented to motivate one's commitment toward responsible learning and maximize the learning potential of the experience (Radcliffe, 1987).

Radcliffe further described the method as a group change model where the members are both the means of change and the persons to be changed. The model is explained as having four major assumptions in its approach.

- 1) Utilization of experiential learning methods as an inductive process where participants engage in meaningful activity, critically analyze and reflect upon the experience, abstract some useful insights from the analysis, and apply what is learned into practice.

- 2) Personally experience within a supportive atmosphere a variety of group and individual activities

which combine cognitive, emotional, and physical challenges that allow for direct feedback and reinforcement.

3) Participate in a No-Discount Contract whereby it is agreed not to discount or devalue themselves or others during the experience. Participants understand and agree that they have both a right and a responsibility to confront and be confronted when non-productive and/or devaluating behavior is observed.

4) Careful defining and open sharing of one's personal goals and expectations of the experience. The process of goal setting should be as specific as possible and reflect a realistic opportunity for attainment. It is essential in the goal setting process to consider what is needed or wanted from yourself, peers and others to support the efforts toward personal growth and behavior change.

Adventure Based Counseling's educational goals within the group are to build into the interaction patterns of group members the roles, norms, and values that are supportive of and encourage problem-solving, individual change, exploration of alternative ways of perceiving the world, alternative ways to behave, helping others to change, caring, responsibility, and competence.

The processing method employed is designed to enhance the inductive learning process and promote transfer of learned material, behaviors, insights etc.

This method is primarily a debriefing method. A series of questions are used to encourage the participant

to think through what they have just experienced with the ultimate goal of the processing being useful generalizations that can be transferred into the persons daily living and coping.

Following the activity the instructor has the participants recall the observations, facts, perceptions focusing primarily on What happened. This is facilitated by asking "What happened?" and by clarification via feedback and discussion. The next question is "So what?" This question is designed to generate more abstractions and process thinking to help the participant extract meaning associated with these observations. The final question is "Now what?". This question is asked to help participants think in terms of how they might use there new learning. It is intended to help them generalize and transfer the gains so what was learned can be useful in their lives. (See appendix E).

In one of the few articles addressing the issue of processing adventure based activities, Gass (1985) suggests there are three major theories of transfer. These are (1) specific transfer or the learning and transfer of specific skills; (2) non-specific transfer which is the learning and transfer of principles; and (3) metaphoric transfer which is the transfer of learning by the metaphorical connections drawn from the experience. Bacon (1983) has written extensively on the use of metaphor as a processing method with Outward Bound. It was not selected as a method for this study because of the difficulty in training

instructors with the use of metaphorical instruction and processing. In short, Bacon's contention is that the isomorphism, or using metaphors that have the same structure and elements as the activity is one of the most effective ways to process for the purposes of learning transfer.

Gass (1985) suggests the following characteristics that assist the processing of an experience:

- 1) Present processing sessions based on the participants ability to contribute personally meaningful responses.

- 2) Focus on linking the experiences from the present and future learning environments together during the processing session.

- 3) When possible, debrief throughout the learning experience and not just the end of it, allowing the students to continually focus on the future applicability of present learning.

Quinsland and Ginkel (1985) offer specific methods and discuss how to process experience suggesting that too often instructors question participants at levels of thought at which they are not ready to process at. They suggest that there is a proper sequencing of questioning that should be followed. This offers support for the Adventure Based Counseling method of processing, since this method is designed to follow a careful sequence which guides the participant to discovery.

Quinsland and Ginkel (1985) consider processing the

reflection component of learning, the pause for each learner to consider what is important about what was recently experienced.

Summary

Outward Bound and similar adventure based experiences have been used and studied extensively since the beginnings of that first Outward Bound school in Colorado. The apparent success in the use of these programs has been demonstrated in numerous studies and testimonials of the participants. Of the studies done, self-concept has been studied the most. The results from these studies support the contention that adventure based experiences can yield positive improvements in the participants' self-concepts.

There have been no studies on the effects of adventure based experiences on trait anxiety. Furthermore there have been no studies comparing the effects on trait anxiety using models of processing these adventure based experiences. This study represents an effort to fill that gap in the professional literature.

Chapter III

METHODS AND PROCEDURES

This study compared three processing models used with the ropes course experience by measuring the effects of these models on trait anxiety. State anxiety measures were taken to control for extraneous effects. This chapter is a description of the experimental methods and procedures that were to be used. The sections that are included are the following: (a) Subjects and sample selection, (b) Instruments, (c) Research design, (d) Procedures, and (e) Method of analysis of the data.

Subjects

The individuals who served as subjects in this study were volunteers from groups who indicated they were interested in participation in the ropes course experience at a large mid-western state university. There has been an average of 2,000 participants annually at this university's ropes course. From the university's data, some demographic information was gathered to insure that the subjects selected for the study were not unique to this specific course. Subjects in the study were representative of the general population using this specific course. There is an assumption that this specific ropes course and its participants are similar to populations of most ropes courses. The groups that have participated in this

specific ropes course were church groups, singles groups, and university student groups. There are other groups who use ropes courses, although the above groups were the norm for this specific course.

A total of 352 subjects volunteered to participate in the study. However, due to the poor response rate in data return, only 137 subjects completed the entire study (Table 1). It is not known why there was such a poor response rate. Subjects that did complete the study who knew subjects that did not complete in the study suggested a general apathy to complete and return the research material.

The age of subjects ranged from 18 to 46 years with a mean of 19. Participants under age 18 were excluded to avoid developmental effects on the dependent variable.

Participants were expected to be able to process concepts with some degree of abstract thinking. Educational demographics supported this. All but one were at least high school graduates.

Alpha was set at .05 and effect size at .40 (Cohen, 1969). As individuals arrived at the course, groups were assigned to an instructor according to a predetermined computer generated random assignment.

The literature did not suggest sex bias on the dependent variable. Therefore, groups were composed of males and females. Educational level ranged from high school to college graduates. One hundred thirty three identified themselves as American and four identified

themselves as Non-American. The results were generalized only to populations who volunteer to experience this type of activity in similar settings.

The review of the literature suggested limitation to this sample selection still might provide valuable information since there have been no previous standards of instructor processing established.

Respect for volunteers was maintained at all times and subjects were informed of possible safety hazards and their right to drop out of the study (see appendix A). Four instructors were trained and certified in all aspects of the ropes course safety and procedures. All were trained in processing methods.

Two of the instructors were male and two were female. All had extensive experience as Ropes Course instructors. Safety procedures were explained in detail to all participants and they were all checked personally by the instructors for proper use of equipment.

Table 1

Subject Characteristics

Total Observations = 137

Variable	Group 1 N = 35	Group 2 N = 38	Group 3 N = 34	Group 4 N = 30	Total N =
137					
<hr/>					
<u>Age</u>					
Range	18-22	18-46	18-21	18-25	18-46
X	18.46	20.5	18.4	19.43	19.23
<u>Sex</u>					
Males	15	10	8	16	49
Females	20	28	26	14	88
<u>Academic</u>					
Freshman	21	24	26	11	82
Sophomore	10	4	1	10	25
Junior	3	2	2	4	11
Senior	1	4	4	5	14
Graduate	0	4	1	0	4

Instruments

The State-Trait Anxiety Inventory (STAI-FORM X-2) developed by Spielberger (1970) was used to measure the independent variable. It is designed to measure anxiety on

two conceptually different definitions of anxiety. State anxiety as defined by Spielberger, is the degree of subjectively perceived anxiety at the current moment in time. Trait anxiety is a more enduring personality characteristic of anxiety proneness. The test was easily administered. There are 40 items, 20 to assess how you feel at this moment (state anxiety) and 20 to assess how you generally feel (trait anxiety).

The test-retest reliability correlations on the trait test range from, 73 to 86. The concurrent validity correlations range from .75 to .77 for the IPAT Anxiety Scale and from .79 to .83 for the Taylor Manifest Anxiety Scale. Norms are provided for college freshmen, university undergraduates, high school students, and variety of patient populations.

In short, the normative samples provide large enough categories that the samples tested were able to be compared to the scores of the normed groups. The instrument is considered the most widely used and researched anxiety measure. It is also considered the most valid and reliable measure of anxiety on the market by Katkin (Eighth Mental Measurements Yearbook). Dregor (Eighth Mental Measurements Yearbook) critiques the STAI as one of the best, if not the best, standardized anxiety measures.

Subjects appeared to maintain a good level of motivation and concentration while taking it. The testing experience did not appear to distract from the ropes experience.

Research Design

The design used in this study was a pretest-post-test-control group design (Gay, 1976). Four different treatments were compared to see if they had any effect on trait anxiety, which resulted in a one by four control group design. The treatment and control group subjects were tested before the ropes course experience and processing, using the state and trait forms (x-1 and x-2).

Procedure

Groups who expressed an interest in using the ropes course were contacted by Outdoor Adventure, the campus agency who owns and operates the ropes course. Individuals who came with these groups were asked to volunteer. The subjects were then randomly assigned to one of the four treatment groups; Method I, a pre-experience process group, Method II, direct pattern intervention during the experience, Method III, sequential debriefing after the experience, and the control group, no planned method or intentional processing.

All subjects completed the Spielberger State/Trait Anxiety scale when they arrived at the site. Subjects were also given informed consents, and demographic questionnaires (see appendix G). All subjects were given information and informed of the follow-up testing to be done one month following their experience.

Prior to the arrival of the subjects, four instructors

were selected based on their certification, experience and safety with the ropes course. They were randomly assigned a particular method and were asked not to deviate from the method throughout the group experience. The instructors were not blind to the study and were trained in all three methods to assist them in differentiation. Instructors were observed by the researcher to make certain that treatment conditions were maintained. There were no significant discrepancies between instructor styles and instructors maintained their assigned approaches.

Groups attending the course at the same time were separated according to an assigned method. They were not aware of or confounded by the other instructors or their approaches.

Activities began around 8:30 am and lasted to about 4:00 pm. The format of activities were the same for all groups. They spent the first third of their time in warmup games and initiatives, the second third on low elements of the course and the last third on the high elements of the course (see appendix F).

Subjects were mailed the A-trait form one month following the ropes course experience. They were asked to complete and return it in the provided stamped envelope. Many subjects did not respond and were sent an additional letter requesting they complete the study by returning the inventory.

Analysis of Data

The data were analyzed using an analysis of covariance. The pretest score was used as the covariant. This statistical analysis was used because of its ability to reduce error variance in randomized experiments and increase both the statistical power and precision in estimating effects (Porter & Raudenbush, 1987). It was also selected because it reduces bias in nonrandomized (quasi) experiments. Even though a strong attempt was made to maintain randomization, it was difficult to be certain when procedures could not be monitored. Self reports from instructors suggested there were some violations to randomization.

The analysis of covariance procedure statistically adjusted individual differences so that non randomized groups would not create pre-existing bias. Systat statistical software was used to complete all statistical analysis.

CHAPTER IV

RESULTS OF THE STUDY

Introduction

The purpose of the study was to compare processing methods with the Ropes Course experience and their effects on anxiety. Because interest in the use of Ropes Courses as a teaching/counseling modality has grown, research in the teaching or counseling methods has lagged behind.

There is a need for some foundation research in counseling methods to help guide research in the future. One aim of this study is to provide a starting point by examining three different processing models. These are different in several ways, however, the most pronounced difference pertains to what is emphasized in each method.

Method 1 focused on setting the stage for a successful experience before it occurs. Method 2 focused processing directly with the participant while they are in the experience. Method 3 focused on debriefing, processing after the experience is over. The fourth group was a control which was offered no formal processing period.

One hundred thirty seven volunteer subjects were randomly assigned to four groups, three processing groups and one control group.

Hypothesis I

Hypothesis I stated that participants in method 1, pre-experience self-hypnosis tape (Emphasis was ability to attain goals and be successful) will show no change from pre to post trait anxiety scores.

There were no significant differences in scores on the pre and post test ($p > .05$). The mean differences changed in the direction of increased trait anxiety as shown in table 2.

Table 2

Results for Method 1

Total Observations = 35

	State-pre	State-pst	Trait-pre	Trait-pst
Minimum Score	20.000	20.000	20.000	20.000
Maximum Score	58.000	65.000	57.000	61.000
Range	38.000	45.000	37.000	41.000
Mean	31.000	35.714	31.543	34.114
Variance	106.358	138.798	52.197	77.751
Std. Deviation	10.313	11.781	7.225	8.818
Std. Error	1.743	1.991	1.221	1.490
Skewness	0.793	0.622	1.285	0.912
Kurtosis	-0.035	-0.243	2.742	1.162

Hypothesis II

Hypothesis II stated that participants receiving method 2, Direct Pattern Intervention, would show no change from the pre to post trait anxiety scores. There were no significant differences between the pre and post test scores. The mean did change in the direction of increased trait anxiety as shown in table 3.

Table 3

Results for Method 2

Total Observations = 38

	State-pre	State-pst	Trait-pre	Trait-pst
Minimum Score	21.000	20.000	20.000	20.000
Maximum Score	51.000	70.000	57.000	61.000
Range	30.000	50.000	37.000	41.000
Mean	34.000	37.816	31.543	34.114
Variance	63.235	199.344	52.197	77.751
Std. Deviation	7.952	14.119	7.225	8.818
Std. Error	1.290	2.290	1.221	1.490
Skewness	0.184	0.769	1.285	0.912
Kurtosis	-0.695	-0.668	2.742	1.162

Hypothesis III

Hypothesis III stated that participants getting method 3, Adventure Based Counseling debriefing, would show no change in trait anxiety scores on the post test. There was no significant change from the pre to post test trait anxiety scores. Again, the mean changed in the direction of increased trait anxiety as shown in table 4.

Table 4

Results for Method 3

Total Observations = 34

	State-pre	State-pst	Trait-pre	Trait-pst
Minimum Score	20.000	21.000	20.000	26.000
Maximum Score	56.000	70.000	56.000	67.000
Range	36.000	49.000	36.000	41.000
Mean	34.618	36.471	35.618	38.118
Variance	86.668	159.344	71.758	77.258
Std. Deviation	9.310	12.614	8.471	8.790
Std. Error	1.597	2.164	1.453	1.507
Skewness	0.344	1.195	0.393	1.387
Kurtosis	-0.655	-0.656	-0.478	1.162

Hypothesis IV

Hypothesis IV stated that there would be no significant difference on the trait anxiety measures among the three processing methods and the control group.

The control group also showed no significant changes in the pre and post test score. This group also showed a change in the mean score in the direction of increased trait anxiety as shown in table 5.

Table 5

Results for Method 4, Control Group

Total Observations = 30

	State-pre	State-pst	Trait-pre	Trait-pst
Minimum Score	22.000	21.000	22.000	23.000
Maximum Score	56.000	74.000	58.000	65.000
Range	34.000	53.000	36.000	42.000
Mean	36.000	40.433	35.900	39.067
Variance	65.586	172.185	62.576	97.720
Std. Deviation	8.009	13.122	7.910	9.885
Std. Error	1.479	2.398	1.444	1.805
Skewness	0.303	0.701	0.438	0.876
Kurtosis	-0.316	-0.021	-0.516	0.514

Table 6

Analyses of Covariance for the Dependent Variable

 Dependent Variable: Trait Anxiety

N = 137 Multiple R = 0.624 Squared Multiple R = 0.39

	Sum of Squares	DF	Mean-Square	F - Ratio	P
Method	66.309	3	22.103	0.419	0.740
Pre Trait	3987.828	1	3987.828	75.548	0.000
Error	6967.664	132	52.785		

State anxiety measures were taken to use as measures of any stimuli that may be significantly effecting the individual's experience at the time they were taking the trait anxiety test. If statistically significant effects were found, they would have been checked against the state scores to control for external effects.

There were no significant differences between any of the state pre and post test scores. There was however, like the trait scores, a change in all state mean scores in the direction of increased state anxiety following one month after the ropes course experience.

Secondary Analysis

To explain this trend, a repeated measures ANOVA was used to test the level of significance. The results are shown in Table 7. The repeated measures statistical procedure was much more sensitive in measuring the change in pre and post scores. Statistical significance was at the .06 for between subjects comparisons and significant beyond the .001 level for the within subjects comparisons. Because the analysis was run as an additional measure, the results are interpreted in the discussion section of Chapter 5.

Table 7

Results for Univariate Repeated Measures Analysis

Total Observations = 137

Between Subjects

Source	SS	DF	MS	F	P
Method	859.663	3	286.554	2.520	0.061
Error	15120.840	133	113.691		

Within Subjects

Source	SS	DF	MS	F	P
Pre/Post Difference	445.535	1	445.535	15.477	0.000
Pre/Post with Method	11.461	3	3.820	0.133	0.940
Error	3828.133	133	28.787		

Summary

An analysis of covariance was used to measure for levels of significance when using different processing methods with the ropes course experience. The covariant was the pretest score on the Speilberger Trait Anxiety Test.

The results showed no significance when comparing 3 processing methods with the ropes course experience and their effects on trait anxiety. There was however some interesting observations in trends in the data. One of these was the observation that all means, state and trait anxiety, for all groups to moved in the direction of increased anxiety.

In order to understand this result a repeated measures ANOVA was conducted to test for significance. The results showed statistical significance was at the .06 level for between subjects. This missed significance at the alpha level by .01. Significance was beyond the .001 level for within subjects.

Because these results were found in a secondary analysis, they will be discussed in Chapter 5 to offer suggestions to future researchers. Additional subjective observations were made to help guide future research in more productive directions.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to compare processing methods with the Ropes Course experience and their effects on anxiety. There has been substantial growth and interest in the use of these courses for a variety of reasons. Some courses are used in therapeutic settings such as psychiatric hospitals, chemical dependency units and adolescent hospitals. They are also being utilized in educational settings, used as a team building tool for corporations and a rehabilitation tool in correctional settings.

While many people report very positive effects from their ropes course experience, there has been little research to support such effects. The research that has been done has focused on other variables, primarily related to self-concept and self-esteem. This study attempted to identify how processing styles associated with the ropes course might affect the trait anxiety of participants. It was hypothesized that the ropes course experience with certain processing methods would create significant change in a person's trait anxiety.

Trait anxiety was chosen because of its correlation to self-esteem. Previous research recommended a construct should be chosen that is like self-esteem, but more sensitive to testing measures.

The processing methods were chosen because of some major differences. The most distinct difference was related to when and how the processing takes place during the experience. One method focused on enhancing the experience by building a high expectation for positive change before the actual experience began. One method was chosen because of its emphasis on processing during the experience. The third method was chosen because of its emphasis for processing in a debriefing fashion after the experience.

Another reason why two of the processing methods were chosen was because their fundamental styles differ. There are some popular discussions, if not debates, that are taking place in associations that utilize ropes courses. The contrast of instructor styles is often categorized as an encourage versus coercion dichotomy. Method 2 in this study, Direct Pattern Intervention, would probably be viewed as a coercive style. That is, the instructor takes an active role in coercing the participant through the difficult experiences. On the other hand Method 3, Sequential Debriefing, would be viewed as a less direct, encouraging style of processing. The Pre-Experience Method is viewed more as an attempt to create a placebo effect, leading and building the participants expectation for change so high, they will believe they have changed.

Conclusions

The results of the study failed to support any of the stated hypotheses. However some very interesting trends were revealed when the results of the repeated measures analysis yielded a significant within subjects effect. This effect suggests that subjects experienced increased anxiety one month following their ropes course experience for all methods.

Examination of this increased anxiety leads to a number of questions: Why would there not be a increase in anxiety in a person getting ready to face a very challenging and fearful experience? Why would they have more anxiety one month after completing the course? One possible explanation is that the Hawthorne effect was present. Participants seeing such a challenging experience and taking a test saw themselves in an experiment. Therefore, they attempted to show themselves as less anxious than they really were. Their actual baseline may have been the post test measure.

Another explanation might be the population used in this study. Most of the subjects were college students just entering into college for the first time. Norms established by Spielberger (1977) show college populations to be higher on trait anxiety scores than other populations. A third possibility would be that the course experience actually lowers a person's baseline anxiety, its just not a lasting effect. This may be the result of participant taking the pre test in a peaceful serene outdoor setting. Previous

research suggests that there are changes that take place in outdoor adventure experiences. They may just not be strong enough in a one day experience to create a lasting effect.

A final explanation for this result is that the ropes course experience may increase anxiety. We do not know for certain whether the experience of participating in the ropes course is positive for all people. It may indeed be a negative experience for many people, and if so, may contribute to an increase in anxiety. It may be experienced as sufficiently stressful and fear producing an experience that may have a lasting negative effect in trait anxiety of participants. This could account for the trend toward an increase in trait anxiety when participants are assessed one month after completion of the ropes course.

Recommendations

There were many problems encountered during this study. In order to conduct a true experimental design, many variables have to be controlled. It was not realistic to believe that so many variables could be controlled when collecting data through trained instructors with a volunteer population that was expected to return post data by mail. Many subject's data were lost simply by their failure to complete the study post test.

It is recommended that future studies take this into consideration. If possible, data collection should be done with a population that can be followed and closely monitored.

More measures are needed to get a better picture of changes, if any, that take place. One such measure, that in hind sight should have been used, is self-efficacy. At the time this study was designed there were no real valid measures of self-efficacy published.

Most participants who use the ropes course agree that something happens to the participant. Just what this something is will be the challenge of future researchers. Observations made during this study suggest that, at a minimum, self-efficacy should be examined. In fact, one research suggestion would be to develop a good self-efficacy instrument.

Also, the repeated measures statistical procedure is highly recommended. Choosing the right measure for the right construct can be a guessing game when looking for measures with the right amount of sensitivity to yield meaningful results. If research does serve as a guide for others to follow, let this study suggest that repeated measures may be the best procedure for ropes course studies with simple designs.

Another recommendation would be to collect data from different sites with different environments. This may help control for the outdoor setting effect. There are many courses in various settings that could be used. Also, a good follow up to this study would be to examine the differences between trait anxiety scores of those who responded by answering the post test with those who did not.

Finally, even though this and previous studies keep yielding non significant results, the subjective reports of participants on questionnaires given weeks and even months following the experience consistently report positive results from their experience. These reports and the fact that the courses and their use continues to rise at an enormous rate should encourage researchers to continue to study ropes course experiences.

The examination of processing methods has certainly not been exhausted. Any future research that could demonstrate if, or how processing can transfer teamwork, pro-social values, and belief in ability to meet a challenge back to the home or workplace, would be of great value.

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APPENDIX A
INFORMED CONSENT

CONSENT FORM

I understand that I was chosen as a participant in this study because I had previously made a commitment to take part in the Ropes Course experience and therefore, was available as a potential volunteer.

I _____ voluntarily agree to participate in a research study that is a comparison of experiential processing methods with the Ropes Course experience.

I understand that the purpose of the study is to determine if any particular instructor method is more effective than other methods.

I understand that I will be given three questionnaires to complete before beginning the Ropes Course and that in one month I will be mailed an additional questionnaire that I will be requested to complete and return. All questions are brief and it should not require longer than 15 minutes to complete all questionnaires.

I understand that my name and address, which I put on the Information Questionnaire, will be used only to send out the follow-up questionnaire and will not be used to identify my responses.

I understand that the completion of these questionnaires will place me at no risk, and that the data gathered from those participating in the study may indicate the best methods of instruction for future Ropes Course Participants. At the completion of the study results will be made available at the participants request.

I understand that participation is voluntary, and that there is no penalty for refusal to participate. I also understand that I am free to withdraw my consent at any time.

Participant signature

Witness signature

Date: _____

If there are any questions regarding the present study you are encouraged to contact the project coordinator Kyle Ross at (214) 620-7927 or Terry Maciula, University Research Services, 001 Life Sciences East, Oklahoma State University, Stillwater, Okla.74078; Telephone: (405) 744-5700.

APPENDIX B
DEMOGRAPHIC QUESTIONNAIRE

Information Questionnaire

We are conducting a research study examining different instructor methods with the Ropes Course and would be very grateful if you would complete the following questionnaire as accurately as possible. Individual results will not be reported. We ask you to give your name only for initial identification purposes.

If you have any questions, please feel free to ask them. Thank you very much for your help with this study.

Name _____

Mailing Address:

Street _____

City _____ State _____ Zip _____

Social Security # _____

Nationality _____

Age: _____

Academic Classification (e.g. Freshman High School, Junior College, Sophomore, College graduate, etc.)

Any previous hospitalizations or treatment for any major illness or problems (e.g. injury or accidents, or problems requiring medical care or psychological counseling)

Yes No
_____ _____

If Yes, Please give brief explanation below.

APPENDIX C
SUBJECT REQUESTS LETTER

Dear

We would like to express our appreciation for your recent participation in the Ropes Course and research on instructor methods.

If you would please take a few moments and complete the enclosed questionnaire. It is very important and needed for completion of the study.

The front side of the questionnaire is how you feel at the present time. The back side is how you feel in general. When you finish please place the completed questionnaire in the self addressed, stamped envelope and mail it immediately.

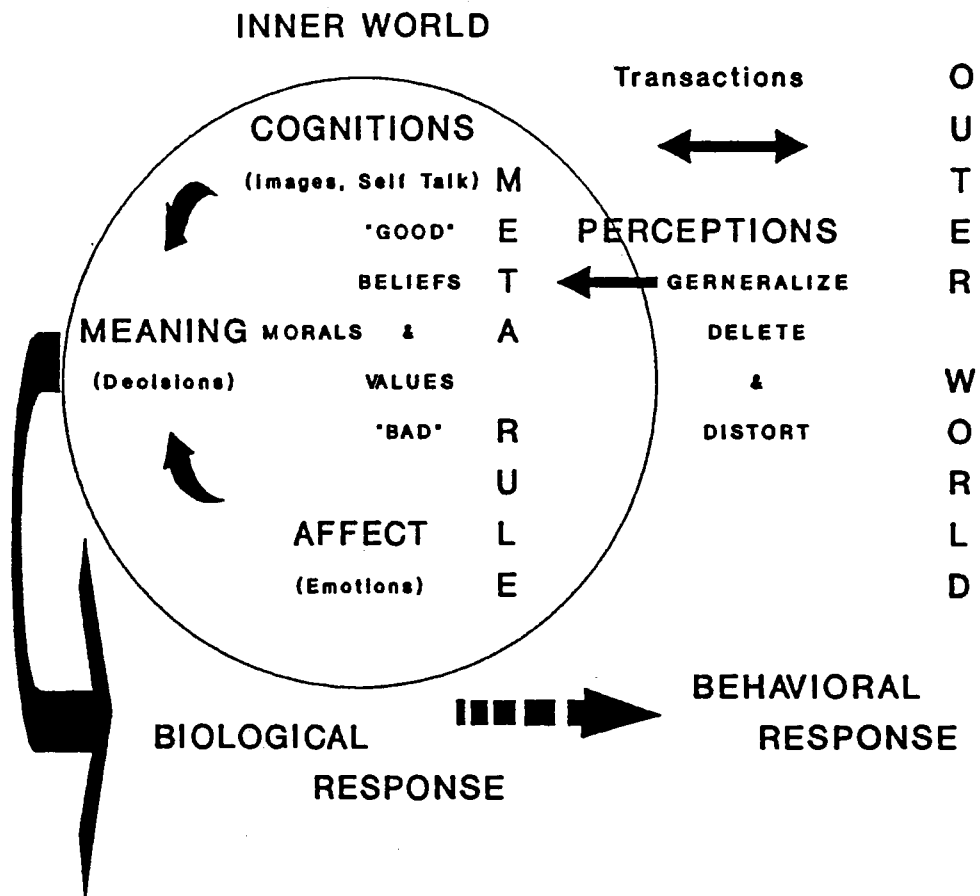
Again, thank you. Results will be made available at your request at the completion of the study.

Sincerely,

Kyle Ross

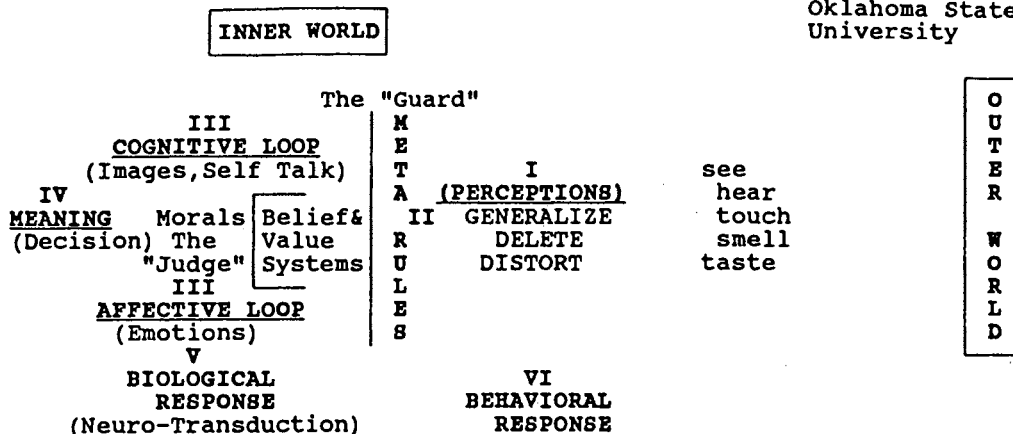
APPENDIX D
DIRECT PATTERN INTERVENTION

DIRECT PATTERN INTERVENTION



"THE LOOP"

Kyle Ross
Oklahoma State
University



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|---|
| I) The inner and outer world meet at the point of perception. A significant amount of expectation is brought into the meeting. This expectation colors perceptions and is based on previous learning. |
| II) The perceptions trigger the belief systems by first passing through a set of meta rules, rules that are triggers for the belief system.

This wall between perceptions and cognitive/affective responding serves as a filter. Perceptions first pass through these rules as a protective device that is set up to attend to what should or should not be accepted (OUR PERSONAL GUARD). A sort of "is it good or bad filter?"

The deep source for learning these rules is drawn from our valued belief systems. The keeper of these and decider of any change comes from our personal morality (Our deep sense of what is good and what is not). This is (OUR PERSONAL JUDGE), Keeper of our morals. |
| III) Cognition (Thoughts which are recognized as internal dialogue, and pictures which are visual images) and emotions are triggered simultaneously.

These are representations of the outer world. They are not exact replicas. Much distortion takes place between outer world and here. |
| IV) There is biological energy generated from the onset of perception, However, the biological response set does not occur until the mind has decided what meaning to attach to the 'perceived event. |
| V) After Meaning and the Biological energy has been mobilized, a behavioral response to the percept is triggered. |
| VI) This response is back on the environment and attention is focused on observed difference to assess impact. The mind is triggered by perceptual difference. If difference is not perceived it is missed. The mind thinks it sees the same thing. |

DIRECT PATTERN INTERVENTION

Example questions to enter the processing loop and change patterns.

All questions presuppose all people possess the ability to get through a stuck state.

Rule of thumb: People get stuck because they are experiencing overwhelming anxiety. Design questions that break their experience into manageable chunks, One step at a time.

PERCEPTIONS:

What are you seeing, hearing, touching, etc...?
After they respond (eg. "I see how high I am"), acknowledge and encourage to keep moving.

Response: "Your looking at the ground, now look at the end and keep your feet moving."

COGNITIONS:

What are you thinking or saying to yourself right now ?
"I'm thinking that I don't want to do this."

Response: "Yes that is frequently what is thought and your doing very well so now notice that you have told yourself to go this far and keep your feet moving." "Say I am doing it as you take this next step."

MEANING (Decision):

What do you notice is Good about what your thinking, feeling, seeing etc...? What do you notice is Bad ?

"I'm telling myself to do it and it seems to be working"
"I'm scared and my fear is trying to get me to freeze up"

Response: "very good so you seem to know what is good and is working for you so use that as you take the next step through your fear."

AFFECT (Emotions):

What are you feeling right now ? Anything else you notice ?
"I'm scared" "I'm frustrated"

Response: "Those are very common and sometimes they push us around so notice what other feelings you begin to experience as you manage these while you keep moving through them."

BIOLOGICAL:

What's going on with your body, is your heart racing ?
"My heart is pounding and I feel like crying"

Response: "Your leg is shaking too" "I used to feel like that except now the pounding heart feels more like excitement." "Keep moving"

BEHAVIOR:

Your technique of stepping and moving shows some good agility, How do you do that ?

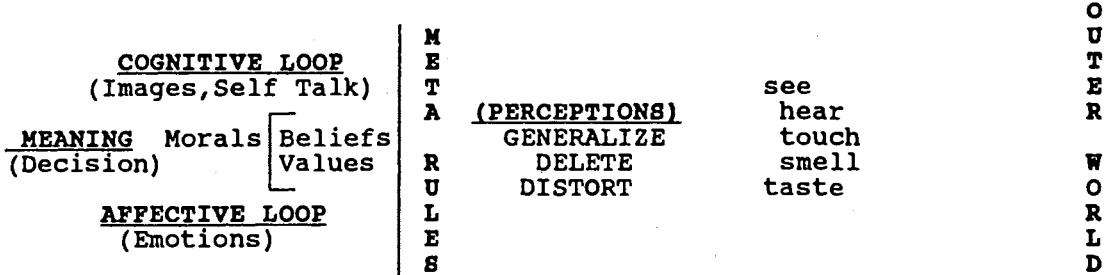
"I don't know, I was clumsy as a kid"

Response: "That is not clumsy that I see, Notice what you are doing that is working well now." "Your hand seems to guide you and your feet seem to follow and soon you'll be there, very good."

THE LOOP - APPLIED

Kyle Ross

INNER WORLD



BIOLOGICAL RESPONSE

BEHAVIORAL RESPONSE

The Participant enters with;

- 1) What is it?
- 2) What does it mean?
- 3) How do I respond?
- 4) What is the outcome?

They are confronted with:
Fight...Flight...Submit...Assert

Through Stuck

INERTIA $\xrightarrow{\hspace{2cm}}$

"Damn this is scary" "I can do it" "keep moving" "I'm doing it"

The Counselor is—> Challenging in a respectful and validating manner, while, Leading and Pacing the person's experience, while, introducing language taylored to fit each person's unique loop. Introducing language into the loop that is directed at getting this person to own these Meta Rules. It is good, It is useful, It is empowering
It helps me, I can, I did , I can do etc...

- A) This is what it is.
- B) This is what it means.
- C) This is how you respond.
- D) This is what happened.

It is an Art to be direct
in a non-oppressive, indirect way.
It comes with practice and experience.

TRANSFER OF LEARNING

Begins with initial framing of the experience and is carried into and beyond the experience by directing the construction of mental solutions.

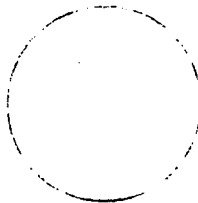
APPENDIX E
SEQUENTIAL DEBRIEFING

abc

METHOD III SEQUENTIAL DEBRIEFING

Experience

Now what ?
(Can you do)



What happened ?

So what ? (Does it mean)

After experience 1st question is What Happened?

Then, ask So What? and let them problem solve.

Last, ask Now What? which leads to applications.

APPENDIX F
GENERAL ACTIVITY FORMAT

General Activity Format

The day is divided up into three progressive stages with some of the following activities as the general format of the day. Stage one is warm up activities and initiatives. Stage two is the low elements. Stage three is the high elements.

Stage 1

consisted of: Eight warm up and initiative activities,
 1) yurt-circle, everyone in a large circle holding hands and stretch, then alternate leaning in.

2) Balls tossed in pattern, everyone is in the large circle and calls out the name and what the person reports they enjoy before tossing them a tennis ball. there are approximately 8 balls and the tossing creates a pattern.

3) Willow in the wind, the group is divided into smaller subgroups of approx. 6 to 8 people and sit on the ground in a circle feet together. Each person takes turns standing in the center and "like a willow" allow themselves to be gently tossed around supported by the hands of their groups members in the circle.

4) Trust falls (partners), this is with partners taking turns standing back to the partner and on the proper signal they fall back into the arms of their partner. the partner moves further back each time till the fall requires some element of risk.

5) Knots, this requires, still in the subgroups, that the group stand in a tight circle facing each other and reaching across and grabbing someone else's hands until all hands are occupied with the grasp of someone else in the circle. It forms a big Knot in which they are assigned the initiative of getting themselves untied to form a large circle without letting go of any hands.

6) Moon Ball, the group comes back together in a large group. A beach ball is tossed into the air and the group is given the initiative to work together and keep the ball in the air as long as they can allowed to only strike the ball once in a row. This requires a lot of cooperation.

7) Fox and the Hound, this is a large group game where the group is divided in half and two parallel boundaries are drawn approx. 30 yards apart the teams are brought to the center facing each other. They are to show one of three signs the group has agreed on, that will be superior to the opposing teams sign. It works on the same principal as the old "rock covers scissors, scissors cuts paper, paper covers rock game," the losing team must run across their safety line that was drawn before the winning team members can tag them. Tagged persons must join the other team.

8) Turn Style, This is done with the entire group. The object is for the group in various assigned patterns ones, twos, threes etc. to move through a swinging jump rope jump once and pass through. The difficulty comes with jumping large numbers through at the same time.

9) Trust falls (group), The group divides up into subgroups and moves over to picnic tables. They stand in two rows facing each other while one of the group, at a time, stands on the picnic table with their back to the parallel rows. On a given signal they fall back onto the "bed of hands" their group members have held out. This requires a much larger commitment of trust.

Stage 2

The group will move to the low elements of the ropes course following these warm-up initiative and trust activities.

10) The low elements consist of: the wild woosey, a track walk, the tension traverse, and a swinging log. Following the low elements the entire group will experience the wall.

11) The wall is a 14 foot high smooth wooden wall that the entire group is given the initiative of having to negotiate a way to get the entire group over. Following this activity the group will break for lunch.

Stage 3

Following lunch the group will experience the high elements and the pamper pole will be the final activity.

12) The High Elements consist of: an incline log, a cargo net, walking beams, rope ladders, burma bridges, and various elements requiring the negotiation of crossing cables all while at least 25 to 30 feet off the ground. (appendix III).

13) The finish of the ropes course experience is the pamper pole. This is a pole 28 feet high with a 1 by 1 foot platform on top. The object of the element is for the participant to climb the pole somehow stand on top of the platform, then leap out approximately 8 feet in an attempt to catch a trapeze bar suspended from cables. This is an awesome experience.

All groups will experience at least some of these activities, in the same sequence with instructors that are well versed and experienced in all the activities. The only difference the groups will get are the methods of processing.

APPENDIX G
OUTWARD BOUND GOALS

The following are Outward Bound's goals:

A) Personal development - To extend the individual's self awareness by identifying his personal limits, by clarifying his role in society and acknowledging a responsibility to himself and others. To have fun.

B) Interpersonal effectiveness - To expand the student's capacity for responding to others, to encourage open and effective communications, and to construct cooperative relationships around common projects, involvements and commitments.

C) Environmental awareness - To enhance the student's understanding of the fragile nature of wild areas and to increase his sense of responsibility for their care and preservation.

D) Learning - To create and maintain an environment and an attitude in which the emphasis is on experimentation and participation in experiential learning. To provide training in the skills essential to living and traveling in the mountains.

E) Philosophy and values - To provide situations and experiences in which the students can test and refine their personal values which will stimulate them to examine and articulate their basic beliefs.

2
VITA

Kyle M. Ross

Candidate for the Degree of
Doctor of Philosophy

Thesis: A COMPARISON OF EXPERIENTIAL PROCESSING METHODS
WITH THE ROPES COURSE EXPERIENCE AND THEIR EFFECTS
ON ANXIETY

Major Field: Applied Behavioral Studies

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completed requirements for Doctor of
Philosophy degree in December, 1993.

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Predoctoral Psychology Intern Southwest Medical
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