

# Catalyst Project 2009-2010 Leading Change Literature Review



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# CATALYST PROJECT 2009 – 2010

## LEADING CHANGE LITERATURE REVIEW

### PROJECT OVERVIEW

The Catalyst Project uses an Experiential Learning approach in the context of an Adventure Based program to build the social competence and resilience of young people at risk. It has been named **Catalyst** as it is the start in a process affecting a young person to change the current course of their life.

What began in 2005 with seed funding from Queensland Rail and the Queensland Police Citizens Youth Welfare Association (PCYC) has evolved into a substantial project that attempts to partner with schools and identified 'at risk' young people (11-14yrs). The primary aim is to help young people to make positive life choices and experience a meaningful life.

In the broader community many factors can be identified as contributing to/creating a young person at risk. The research points to four primary factors:

- a challenging family environment
- a learning difficulty
- challenging behaviour
- substance dependence

“To understand how teenagers’ behaviour develops, we need to consider three things – their genetic make up, their family environment, and the community in which they live. These factors shape the skills, attitudes and abilities teenagers develop, and also influence whether they develop behaviour problems” (Ralph and Sanders, 2004:5). Often, more than one factor can be present in a young person’s life.

The Catalyst Project for 2009 – 2010 has been themed 'leading change'. It is recognised that helping a young person change their current situation requires commitment and support from the young person, their primary learning environment – (in most cases schools) and their immediate support group – family and friends.

## PROJECT HISTORY

Catalyst has always been a home grown Queensland Police Citizens Youth project. The sustainability of the program has been dependant upon corporate sponsorship. Initial funding from Queensland Rail sowed the seed in 2005. The KFC Corporation funded 6 programs in 2005-06. In 2007 the Blue Light Association became the corporate sponsor funding 4 programs. These were delivered in 2007 and 2008.

In 2009 Blue Light committed funds for 7 programs and included funds for a research component. A key component of the research was a literature review with funding for 60 hours of research and reporting. This review is a result of that investment and has been compiled by the Adventure Development Team at PCYC Bornhoffen.

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## EXECUTIVE SUMMARY

The Catalyst Project has a 5 year history within PCYC and will continue to operate with corporate sponsorship. The 2009-2010 Leading Change Catalyst project has seen the most significant changes to the program. Some of the changes have been implemented ahead of the release of this review. This review is only possible because of the funding supplied by the Queensland Blue Light Association specifically for evaluation purposes.

This review is the first step in an evaluation of the project. In developing professional practice and service delivery of the project PCYC Bornhoffen and the Adventure Development Team are committed to effective program evaluation. The focus of the review was to raise awareness of current thinking within the fields of adventure programming and experiential learning. Background theory and data have also been summarised to 'paint a picture' of the processes and practices adopted by the Adventure Development team.

Key success factors have been identified for effective adventure based program delivery. Specific focus has been placed on seven of the factors. Implications have been recorded for each factor with specific reference to the Catalyst project and PCYC Bornhoffen operations.

Some energy is devoted to 'what to evaluate' and 'how to evaluate' the program. Though the results appear promising we can do better, and probably need to focus on a collaborative inter-agency approach to evaluation as opposed to isolated program reviews following a single line of enquiry.

Emotional and Social competence could be adopted as the measure of effectiveness for adventure programming, assessing how much the participants have developed their emotional intelligence as a consequence of the program. The theory suggests adopting a stronger educational perspective in reviewing effectiveness of programs of this nature.

The benefits of adventure programming can be a challenging subject to prove and possibly more complex than we first anticipated. We recognise that the confusion is a result of the broad and overlapping nature of recreation, education, therapy, or crime prevention. The recommendations have been separated into short and long term on the assumption that there is much to improve. It will take some time to implement the necessary changes as funding and resources become available.

## INTRODUCTION

This review looks at adventure based programming and related literature and its relevance to PCYC Bornhoffen with particular reference to the Catalyst project. It utilises 30 resources or papers produced predominately in the last 15 years plus additional references and discussions. They have been chosen to explore the areas of adventure based programming, experiential learning, psychological process and assessment, and the range of outcomes that are sought through the use of adventure programs with specific application to youth at risk. The premise of the review is to 'lead change' and look at what we do and how we do it with a fresh perspective, or 'new eyes', and find new solutions to the challenge of improving professional practice.

## SPECIFIC PURPOSE OF THE REVIEW

To attempt to answer three critical questions:

- What are the key success factors in effective adventure program design and delivery?
- What is the most appropriate method of evaluating adventure based learning programs?
- What can we do to improve the Catalyst Project – short and long term recommendations?

Our intent is to use this review to address questions of value, improve practice, share information, inform decision making and help secure repeat or new funding opportunities to continue to deliver the Catalyst program.

The Catalyst Project is considered a signature program for PCYC Bornhoffen. The implications from this review are useful for business planning, the Adventure Development team and the young people who potentially benefit from a Catalyst experience.

## Key Assumptions

- ✓ Adventure programming has something useful to offer mainstream and at risk young people developmentally
- ✓ Despite attempts to be as objective as possible we recognise that a bias exists in the way this information has been presented as it has been completed by people who are involved in the program design and delivery
- ✓ Experiential learning is a fundamental aspect of program delivery – enabling young people to acquire knowledge of themselves and others and improve personal effectiveness
- ✓ Adventure experiences are used to provide rich learning, personal challenge, and opportunity for rethinking and reframing individuals' views of themselves. We are cautious not to confuse Adventure experiences with hardship that 'straightens out' character in a 'boot camp'. The boot camp concept has been well disputed and discredited and is contradictory to developmental approaches that empower young people to change themselves (Greenaway, 1995:4).



## BACKGROUND THEORY AND PHILOSOPHY

How and what we value in Adventure Development is reflected in the way Catalyst is delivered. Much of the thinking behind program design and delivery is based upon a number of key theories and methodologies. It is important to review these here as they provide some context for the project.

Outward Bound is well recognised as the founder of modern adventure programs, a worthy observation is Walsh & Gollins' (1976) original work on the exploration of the Outward Bound process. This is a snapshot in Adventure programming history as they tease apart the difference between program and process. Their original research contributions helped to set the scene in program evaluation and is worthy of a mention here. The two authors are considered experts in the field of adventure programming theory and have been quoted within articles written by current day theorists, albeit their original theories were written in 1976.

## ADVENTURE BASED COUNSELLING

The Catalyst project has been delivered using a traditional Adventure Based Counselling approach first established by Project Adventure in the mid to late 80s. Many programs have evolved using this methodology but have adopted different names. The following descriptors or labels have been identified through this review as referring to adventure programming:

**Adventure Therapy Program**, Adventure Learning, **Wilderness Journey**, Wilderness Experience, **Experiential Learning Intervention**, Adventure Education, **Adventure Family Therapy**, Outward Bound Style Program, **Adventure Based Counselling Program**, Adventure Development Program, **Outdoor Education or Recreation**, Outdoor Adventure Education.

Although we can be inclusive of these descriptors there is some confusion about the terms and the subtle differences between the programs. The difference exists between programs that have recreation outcomes, education outcomes and therapy outcomes. Confusion does not assist educators, counsellors, group leaders, policy makers, and funding bodies in decisions that support the use of the Adventure Based Counselling approach to programming. Of particular concern is how we determine quality in program provision if we are talking about something different. The term adventure programming has been adopted, blended, modified and segmented to some extent.

For the purposes of this review we are interested in the commonalities more than the differences in Adventure Based Counselling programs. The commonalities to most of these types of programs are:

- Young people and youth at risk are the participants in the process
- The experience is a learning process not just a program or schedule of events
- Experiential learning and personal reflection are at the heart of the process
- Facilitation of learning by a group leader supports the process
- Programs include group dynamics, group work and group discussions

- Participants are involved in an actual journey or change process that implies a difference in thinking and behaviour - for participants the journey is a metaphor, a personal journey
- The outcome is uncertain – Adventure
- The program occurs in a remote area or natural setting
- The experience is personally challenging and rewarding
- The facilitator is part of the group and models positive and sustainable leadership practice

Despite any confusion, we are encouraged that the theory suggests more similarities between the fields of education, therapy and early intervention crime prevention. The Catalyst program sits in the education/ developmental space rather than a recreation experience.

## EXPERIENTIAL LEARNING

It is difficult to divorce experiential learning (EL) from adventure programming, making it worthy of some specific reference here. Too often experiential learning is overlooked and the process of experiential learning within adventure programming is subtle and difficult to recognise.

As this review explores the specifics of adventure programming it is worthwhile understanding experiential learning in more depth, particularly as it applies to the learner. Learning and change is at the heart of the experience for participants. Any proposed improvement to the experience must take into account this vital component. “The distinguishing feature of experience-based learning (or experiential learning) is that the experience of the learner occupies central place in all considerations of teaching and learning” (Andresan, Boud and Cohen 1999:1)

Experiential learning is identified across a number of disciplines, (workplace experience, emergency services scenarios, coaching business executives, hospital internships, and education settings) therefore it is easy to adopt the thinking that experiential learning is the primary concept and adventure programming falls within the experiential cycle. It is useful to look into some more recent thinking about experiential learning with a renewed perspective.

Beard (2008) provides a different and perhaps more accurate version of experiential learning as he explores the history of the quote ‘I hear I forget, I see I remember, I do I understand’ stating that this caused inaccurate interpretations.

He provides “a more exacting Chinese translation”...

**To hear something is better than not to hear it,  
To say something is better than just to hear it,  
To know something is better than just to say it,  
To practice something is better than just to know it...”**

He argues that to practice includes the actions of “doing, sensing, feeling, knowing, and changing” and offers the ‘Combination Lock’ (Appendix A) as an aid to teaching and learning. In most instances in learning we have a teacher imparting knowledge. In experiential learning the experience imparts the knowledge but we endeavour to guide that learning. A facilitator or guide is the adopted term for a person leading experiential learning. If we recognise the role of the guide and apply it to Beard’s Combination Lock we can conclude that the guide is providing, modifying and influencing the learning environment (**outer world**) and trying to reach the heart and mind (**inner world**) of the learner through the ears eyes, nose mouth (**sensory interface**). While the role and function of a guide or facilitator could easily be the subject of an entire thesis when a guide works well with a group they are helping participants to experience learning, supporting the participant(s) to be self directed - leading themselves through useful and constructive reflection or encouraging other group members to help each other to maximise learning for the individual.

Beard proposes six research questions as ‘tumblers’ in his combination lock which help to explore the inner, outer and sensory perceptions of the learner. These tumblers can be applied to the self directed learner or the group or individual who is being led through an experience.

1. Learning Environment – Where does the learning take place?
2. Learning Activity – What will the learners actually do?
3. Senses – How will they receive this information?
4. Affect – Feelings. Consider the emotional management
5. Reason – What do learners need to know?
6. Learning and Change – How can learners be encouraged to change

“By paying attention to the outside, you enrich your thinking. By paying attention on the inside, you become more sensitive to your own thoughts and feelings, more sure of yourself and better able to give your attention to the outside” (O’Connor, 2001:47).

### How is this relevant?

In this light we have a clearer picture of what we are dealing with in terms of learning, leadership and evaluation. A leader or learner can ‘turn the tumblers’ and change the experience. Experiential Learning can often be an invisible process (the hidden internal workings of a combination lock) and can almost get lost in the day to day busyness of adventure experiences. If a group is getting ready to journey over distance or assemble shelters in the rain they are often consumed by the ‘practice’ and in the background the learning is continuous, internalised, ongoing, and difficult to assess, but beneficial.

Beard’s six research questions are a useful reminder of the complexities of experiential learning and a quick review tool for leaders and evaluators seeking to improve practice. The implication here is that leading or facilitating a group during an adventure based program requires a broad knowledge and skill set if we are to knowingly ‘turn the tumblers’ to benefit learners.

With a more informed perspective experiential learning is more than just 'learning by doing'. The complexities of the individual multiplied by the number of participants in a group raises some simple questions about what it takes to lead a group during an adventure based program.

We propose that in trying to keep experiential learning simple to understand we have likely underestimated the skill requirements of group leaders and the potential benefit of effective programs. Karl Rohnke, an original leader in adventure programming within project adventure says "the essence of adventure programming is pretty simple. You're teaching the basics of communication, cooperation and trust in a milieu of fun. This isn't hard to understand. The program isn't complicated. Nor does leading a program using adventure have to be confounding" (1995:3). Simplifying the process may not assist leaders and evaluators to fully reconcile all that is really involved in adventure programming. Ringer's view, while contradicting Rohnke's, may be a better starting block to understand and design a more effective approach to evaluation. "Leadership of groups is one of the most complex tasks human beings can undertake" (Ringer 2002:262). More discussion on the skills and characteristics of effective leaders are broached in later sections of this review.

### Current Data

Global thinking, research and data behind our motivation to deliver effective Adventure programming is important. A leading body in Australia promoting collaborative action, is the Australian Research Alliance for Children and Youth (ARACY). It is a "national non-profit organisation working to create better futures for all Australia's children and young people". [www.aracy.org.au](http://www.aracy.org.au).

The ARACY Challenge has some sobering information about our shortcomings in the way we support families to raise children. "Despite Australia being a wealthy, developed country, there is growing evidence of a serious decline in the health and wellbeing of many children and young people" (ARACY: 2008:6). In recognising the problem of wellbeing of young people they have not moved to the instant assumption that this is the fault of parents. They present obvious social trends that suggest parenting is difficult and propose our current behaviour will have poor outcomes for our children and young people unless we change our thinking and action. "Problems affecting our kids can no longer be accepted as the unfortunate side effect of our economic progress. We need a better balance between good economic progress and a socially and environmentally sustainable society" (ARACY: 2008:6).

They have a report card measuring the health and wellbeing of Australia's young people in the following areas:

1. Material wellbeing
2. Health and safety
3. Education, training and employment
4. Peer and family relationships
5. Behaviours and risks
6. Subjective wellbeing
7. Participation
8. Environment

Their webpage provides good data across these areas and paints a picture of the current situation. According to Dr Lance Emerson, CEO of Australia Research Alliance for Children and Youth (ARACY) “the best that can be said about our performance is that we are average”. Raising children is not easy and we need to change our approach. The ARACY Challenge is “to reverse the trends and create better futures for all Australians” (ARACY, 2010).

They propose working together to build protective factors and put support structures in place. Protective factors are conditions or processes that work to moderate the effects of risk factors, leading to resilient outcomes (Rutter, 1987 in Gillespie and Allen-Craig, 2009:40)

“Complex problems require innovative solutions, but they have to be found quickly. That means bringing together the very best people and organisations to combine forces and collaborate in ways that haven't been done before” (ARACY, 2010).

There is a case to answer on how we help young people now. Building protective factors in young people is a recognised outcome for all youth development programs not just adventure programming.

Stuart, Lead Researcher from Brathay Trust, has recently completed a Literature Review, ‘Issues in Youth Transitions’ (2010). Stuart (2010: 6) identifies effective transitions as an integral part in maximising protective factors and reducing the risk factors a young person experiences or is exposed to. The term ‘transition’ in this context may be understood to be “the period of adolescence” (Stuart, 2010: 6), or the “acquisition of knowledge and skills inherent to the demands of the life phase to come” (Miles et al 2002 in Stuart, 2010: 6). Stuart (2010: 7) presents a sound case for the need to focus on this area of human development, drawing attention to the fact that failed transitions are invariably costly - personally, socially and financially. Stuart draws attention to the implications for Brathay and their service delivery to focus on “supporting children and young people to make effective transitions by enabling them to develop the locus of control, social skills, emotional intelligence and resilience to mediate or surmount the difficulties in transition” (2010: 8).

### **CLEARLY IDENTIFIED LEARNING OUTCOMES**

Learning outcomes are a critical success factor in adventure programming for the management of risk, program design and decisions made ‘on the run’ on a residential program. Adventure programs have for a long time been associated with developing the soft/life skills of interpersonal communication, self awareness and self esteem to name a few. These skills are more recently associated with the modern concept of Social and Emotional Intelligence (EI).

Emotional Intelligence has been popularised by Goleman’s series of books. Many definitions of Emotional Intelligence exist but the consistent message is that “it refers to the capacity for recognising your own feelings and the feelings of others, for motivating ourselves and relating well to others” (Goleman, 1998:317). Research in the field of Emotional Intelligence is impressive and relates to adults and children. Goleman (1998: 331) goes on to report “Reuven Bar-on, a pioneer in assessing Emotional Intelligence and the researcher who studied 15,000 men and women in 12 countries across four continents found identical patterns for Men and Women”. “Emotional Intelligence is emerging as a critical factor for sustaining high achievement, retention, and positive behaviour as well as improving life success” (Emotional Intelligence Network,

2007:4). It is a possibility to use Emotional Intelligence as a measure for individuals on adventure programs and help to determine program effectiveness.

Much literature has been developed for the corporate world where organisations have assessed employee Emotional Intelligence after some training. This data is now being recognised by educators, as teaching teams pick up the idea that Emotional Intelligence or Quotient can be curriculum based and taught early to young people. With so much literature supporting the benefits of Emotional Quotient and social competence, adventure programmers could consider overtly mapping Emotional Quotient competencies into all aspects of Adventure programming as the primary measurable learning outcome. “Because of its wide ranging impact, emotional intelligence prevention and intervention programming may be the key investment that secures a positive future for our children” (Six Seconds:2007:4)

### **Recreation, Education or Adventure Therapy?**

Catalyst is delivered by outdoor professionals with training in counselling and effective communication as well as a broad range of activity related disciplines, learning and facilitation principles and remote area first aid training. They generally do not have formal training in psychology. In working with “at risk” young people Ringer and Gillis cite Cameron and Bandler 1985. They recognise that the power of adventure activities at times touches upon deeper psychological levels as a participant connects what is being experienced with past experience, interactions or relationships. “The diversity of responses to adventure activities arises in part because each participant has their own memories of powerful negative and positive experiences that shaped their lives. When participants are reminded of one of these powerful experiences, often by an unexpected association, they may be confronted with a vivid recall that carries with it emotional intensity that they experienced at the time of origin” (1995:42)

It is important to note that the Catalyst program is pitched at an Education and Development level. It could be seen as Adventure Therapy due to the behaviour of the participants and the factors that contribute to their ‘at riskness’. The partnership with teachers and counsellors from behavioural management units is a strategy to help bridge the gap in the diverse skills sets required in working with at risk young people.

Special needs teachers often have additional specialisations to work within behavioural management environments. Though Rohnke’s (1994:4) view strongly encourages fun - and indeed adventure experiences can be fun - it is recognised that policy and decision makers often only see the recreation and fun involved in adventure programming. This is unfortunate, as sometimes the ‘fun stuff’ can help make the harder conversations easier. Discussing trust, effective communication, personal challenges and family relations is often easier on the back end of a successful adventure or learning experience when people have had success and are still smiling. It is the capacity of adventure programming to help young people reflect and explore personal challenges that make the program effective – but it is not the solution. It is merely the starting point in helping young people involved to recognise and plan to change their current circumstances. Adventure experiences can for some young people be mind opening experiences that encourage new thinking and new feelings about existing problems. We need to ask ourselves where does the fun end and the therapy begin?

## WHAT ARE THE KEY SUCCESS FACTORS IN EFFECTIVE ADVENTURE PROGRAM DESIGN AND DELIVERY?

The research suggests seven key variables of adventure programming that can impact on program effectiveness for at risk young people. These are:

- i. Program duration
- ii. Facilitator skills and experience
- iii. Group size
- iv. Physical environment
- v. Activities conducted
- vi. Assessment and on-going monitoring including an aftercare program
- vii. Participant profiling

Three additional variables that are worthy of consideration are **facilitation and learning processes, clearly defined learning outcomes, and program evaluation**. Including these in the key success factors would bring it up to ten factors. Although we have not addressed them here specifically they have been touched upon in the background and philosophy of this review and are considered critical success factors for the project.

The above success factors have been identified as specific outcomes from the literature. A summary of articles are attached in Appendix B. Common amongst the researched articles was the view that the program must be of good quality. All agreed that good quality, or good practice programs, were a necessity in the success of any intervention. The 7 key variables help to determine 'good quality' and will be explored further to support current decision making and future changes for PCYC and the Catalyst project. Additionally we are proposing that they are used as criteria or 'score card' in an external evaluation.

### i. Program duration:

The duration of the program refers not just to the days out journeying or on expedition but to the full length of the program which includes before and after program care from referring partners.

It is agreed by the reviewing panel of the Operation Flinders program that as a standalone expedition the intervention is not sufficient. Maximising change with post program 1:1 interviews at 3 and 14 weeks showed further improvement in participants. "In order for improvements in pro-social self concept to be successfully assimilated by individuals, the experiences that facilitate these gains need to occur consistently and regularly over an extended period of time appropriate to the individual" (Greenway, 1995:14).

The program at Typo Station is an intervention program run over two years. Each program consists of a basic skills week, a 10 day bushwalk expedition and a 2 week block of activities. A program visit is conducted at the end of each program block.

The approach that longer programs are of more benefit is supported by a joint report from the National Community Crime Prevention Program (NCCPP) and Australian Institute of Criminology (AIC) (2007).

Conversation with Dr Hennessey Hayes (2009), a leading expert in Juvenile Justice in Australia, agrees that the longer the length of the program, the greater the expected change. He indicated that a short 5 day program would only be expected to produce a trigger for change rather than a radical change.

### **Implication**

Increase the duration of Catalyst program to 14 days or more with a minimum 9 day journey as a key component. A current limitation with the Outdoor Leaders Award in Australia only allows a worker to work for 10 days maximum on expedition without a break. Future staffing models on longer programs may need to consider staff rotations with a team of 4 facilitators rotating in and out of the program.

## **ii. Facilitator skills and experience**

“The essential ingredients of a successful leader are easily understood. It’s the art and practice of leadership that’s subtle and a bit more difficult to grasp” Rohnke (1995:4).

Martin Ringer is deemed to be an expert in the field of outdoor education within Australia. His paper on ‘Leadership Competencies for Outdoor Education: from recreation to therapy’ (1994) defines specific skills required for facilitators to make the transition from a recreation facilitated program to a therapist level as required on youth at risk programs. Ringer purports that adventure therapy “is a special field that finds its place at the meeting point of adventure education and psychotherapy” (1994: 44).

Ringer (2002) notes that the combined level of dysfunction of many youth at risk participants requires a high level of knowledge and skills in trained facilitators to deal with extreme forms of “acting out” behaviour.

Amongst the recommendations made by the report from National Community Crime prevention program and the Australian Institute of Criminology (2007) was that the most successful programs are staffed by personnel trained in mental health behaviours such as behavioural and cognitive-behavioural techniques. “The qualities and competencies of adult staff also appear to be important factors in enhancing group interaction and socialisation” (Greenway 1995:17). McKenzie (2003) proposes that the leader ‘role models’ appropriate communication and interaction.

### **Implication**

Consideration is given to a more consistent set of trainings for facilitators including psychological first aid, advanced facilitation and processing as well as the regular activity specialisations. Alternatively youth at risk programmers split the skills sets between specialised activity personnel and group facilitator specialists. An appropriate level of skill from facilitators and school leaders who are able to guide positive reflection and discussion must be present and maintained to maximise participant learning

### **iii. Group Size**

The size of a group involved in an intervention is critical and can be both a positive and negative factor. The ideal group size according to Jay (1972) is 10, who notes that evidence supporting the idea that small groups are the most efficient, spans over centuries. Groups of this size encourage the type of informal communication that is necessary in much of the group work that transpires during adventure programming, and is successful due to the group experiencing a mutual dependence and a common objective (Jay, 1972). With “at risk” young people it is especially important as the group members are often lacking in interpersonal skills and the smaller group size enables group members to work on improving their skills.

The ‘acting out behaviours’ of “at risk” youth in a larger group can result in group leaders adopting a style of leadership that tries to control the group particularly when it comes to safety. This is not useful for developing relationships and building trust between the group and the leader(s). A group size of 7-15 participants is big enough to create enough interaction and discussion with other group members, but not too big that participants get lost in the group. Designing programs around the smaller sized groups sets the group up to succeed in their endeavors. Equally, if the group size is too small the interactions can lack energy and risk taking of social interaction and building of trust between members. Riggins (in MacKenzie, 1986) states that “research in the traditional classroom setting has shown a positive correlation between small group size and learning effectiveness”.

### **Implication**

Catalyst program design continues based on a group size of 8 to 10 participants per intervention.

#### iv. **Physical environment:**

McKenzie (2000:14) reports on research conducted in which the physical environment has been found to influence the outcomes of a course. Walsh and Gollins (1976) suggest that by placing participants in an unfamiliar environment they are given an opportunity to gain fresh perspectives on the familiar environments they have come from. The unfamiliarity creates a perception of risk and an uneasy 'state of dissonance' enabling participants to begin to develop a fresh sense of identity through their experimentation with new approaches (Walsh & Gollins, 1976).

Exposure to the elements is not meant to create hardship, but the challenge of a wilderness setting is thought to encourage self awareness and self responsibility. The direct correlation between the environment and program outcomes is that the young person learns to manage fear and achieve success even in light of the challenges they face without the comforts of home. It is recognised that the challenges need to increase incrementally and that careful consideration be given to effective "sequencing being in the right place at the right time for the group and their needs" (Rohnke & Butler, 1995:42) that allows participants to achieve. Additionally wilderness settings are also seen as beneficial for participants. "The straight forward nature of tasks associated with wilderness environments is believed to encourage mastery and increased self concept" McKenzie (2000:20). McKenzie's 2003 research quotes a 45 year female graduate "civilisation has too many advantages and too many artificial things that we put in place to build barriers between people - the wilderness strips that away".

#### **Implication**

The program should plan to use remote and semi remote settings with a journey component, opportunities for challenge, and strategies to continue to operate in uncomfortable or poor weather conditions. For the follow up components of the program some reconnection with adventure through a semi remote or non school environment would help participants to anchor back to their time away as a group.

## v. **Activities conducted**

It is consistently agreed across the literature that the activities and programmed sequence of the activities can have a positive impact on the participants. As discussed with physical environment some activities and the challenge can cause a state of dissonance, this has proved to be beneficial for participants self perception if the skills related to an activity are mastered i.e. an ability to paddle a canoe in a straight line for several hundred meters.

The use of a variety of activities or experiences with different challenges helps to shift the group through the stages of development and helps them experience success as a group. Success reinforces positive peer interactions where historically interactions with family members and friends may have been strained.

The solo time on expedition is reported to have the greatest increase in self awareness for participants. (McKenzie 2003). Solo time is an opportunity for reflection by the participant, without any influence from peers or family, and is instrumental in a paradigm shift within the participant if it is delivered at the right time.

Central to the adventure based counselling model is the notion of 'Peak Experience' (Prouty et al 1989:19) where the group come together to test themselves and group cohesion in a shared experience. 'Facilitators skill' in programming and supporting the group towards a peak experience is crucial. Skills and knowledge in the outdoors can be tested e.g. group navigation between camp sites help to reinforce the notion of mastering a skill.

### **Implication**

A focus should be placed on differing experiences that ease the group into a 'space' where they are able to deal with a sequential increase in the level of challenge. Sequencing the program to maintain beneficial peaks and troughs in experience, allocating solo time and helping groups to "perform" at their best are important programming aspects that need to be maintained and enhanced in program design.

## vi. **Assessment and on-going monitoring including an aftercare program**

Gass (1990) quotes the US Department of Justice (1981) to support the theoretical view that “wilderness programs without follow-up into client’s home communities should be rejected on the basis of their repeated failure to demonstrate effectiveness in reducing delinquency”. This view is also supported by the Australian Institute of Criminology.

Aftercare support are, referred to as a mentoring program, is included in programs by Project K in New Zealand and Typo Station in Victoria. With particular reference to Project K, the mentoring process supports the young person in achieving their set goals, someone to talk to and strengthen any positive changes made by the results of the program so far. Regular contact with the mentor is important to achieve results and maintaining change.

### **Implication**

Currently on the Catalyst program schools are selected that are actively involved in working with young people. The young people have already been identified as “at risk” within school and are involved in an alternative curriculum and/or education process (behavioural management unit). The teachers working with the students focus their attention in a mentoring capacity. This approach is designed to help with the change process and encourages a 3 – 6 month mentoring relationship in the school. The effectiveness of the school teacher can be variable (skills judgement and experience) and their time is competing with other school factors. We need to review the effectiveness of this relationship and see what we can do to better support the mentoring process with schools. This could simply include funding support, additional training in the Adventure Based Counselling (ABC) approach and ongoing contact and coaching of teachers in continuing the change process for the young people involved. Alternatively schools could be asked to dedicate actual funds for the Catalyst project to help cover the cost of aftercare. General elements of aftercare programs include:

- Progressively increase responsibility and freedom
- Facilitation of the youth’s interaction and involvement with the community
- Developing new resources, support structure and opportunities for the youth
- Monitoring the youth’s progress

(AIC Tip Sheet #10, 2007:3)

## vii. Participant Profiling

To maximise the success of interventions, organisations have been profiling participants and determining how they will fit together in a group. This is a useful action as putting people with issues and low levels of interpersonal skill together in a remote environment could be asking for trouble.

The notion that young people at risk can be loosely identified in five different categories resonates with our experience in Adventure programming. Recognising that any category has its limitations but it can be useful to attempt to assess the level of 'at riskness' of a participant.

Here is a brief summary of the concept (Greenaway, 1995:3)

**Category One. Temporary Delinquents** - young people who commit minor crimes in the company of others

**Category Two. Difficult and Disturbed** - young people have temporary involvement with crime, but whose offending is linked with wider problems like home conflicts, school based difficulties

**Category Three. Persistent Offenders** – young people who are often of low intelligence and troublesome in school, with parents who exercise poor supervision and may themselves be involved in crime

**Category Four. One Off Serious Offenders** – young people whose crimes rare and isolated, unexpected and not explained by social factors or environment. For these offenders psycho-therapeutic or behaviour modifying treatment in a secure setting is usually effective

**Category Five. Persistent and Serious Offenders** - made up of small groups of young people from categories three and four and suggest that effective intervention is particularly difficult with a likely chance of re offending

The above categorisation of each participant is a useful assessment in determining how involved they are with crime and the complex factors influencing them. "Developmental gains may be actively hindered on programs that fail to differentiate between particular types of offender or particular types of young people at risk" (Greenaway, 1995:3). If a participant is assessed as fitting into categories 3, 4 or 5 we must ask two pertinent questions:

1. Will a 14 day intervention really affect change?
2. Is this a cost effective use of resources?

### Implication

We recognise that the Catalyst program a 14 day duration can only effectively work with participants identified in Category One and Two. The impact on the group dynamic in a remote area with young people exhibiting characteristics of category three, four and five would be incredibly challenging unless the program was supported by clinical therapists who specialised in Adventure Therapy.

Additionally if a person is considered a Category 3 then two highly likely assumptions can be made.

1. If parents are involved in crime related activity the literature suggests it is very possible that they were involved in crime as a young person.

2. Where parents and young people are involved in crime the negative cycles have evolved over several decades of anti social behaviour. Any long term positive change from a 14 day intervention would be incredibly optimistic.

Other mechanisms need to be developed to paint a picture of the needs of the group and the individuals chosen for the program. A perspective from a number of sources needs to be developed. ARACY have developed a “Common Approach to Assessment, Referral and Support” (CAARS, 2010). The idea is that multiple agencies can collaborate on the assessment of young people and their families to determine the best way to support them. Although the concept is being trialled and is not due to be used until 2013, it is a promising early intervention assessment tool that could be adopted in future participant profiling.



## WHAT IS THE MOST APPROPRIATE METHOD OF EVALUATING EXPERIENTIAL AND ADVENTURE BASED LEARNING PROGRAMS

The research to date collectively agrees that there has been little qualitative and quantitative research on outcomes of adventure programming. Two lines of enquiry are common “studies that measure the recidivism rates of juvenile delinquents and those that assess the psychological benefits of participation. Studies measuring recidivism rates, Locus of Control, Self Concept, Self Efficacy have been the areas measured using pre and post assessments but it is difficult to establish consistent control groups. There have been several critiques of the lack of scientific rigour in the evaluation of Adventure programming. It is agreed across multiple articles that qualitative and quantitative data needs to be collected.

Some general findings have been shared and some common findings have been observed. McKenzie (2003) identifies both quantitative and qualitative data reported increased self-awareness of participants through the core elements of Adventure programming. (Relying on other group members, interacting with other group members, working as a group, backpacking and mountaineering, wilderness environment, instructors as role models, group discussions). The repeated call for ‘empirically sound research’ is reflected across multiple articles if this type of intervention will be considered a viable treatment.

Combs (2001) proposed the notion that examining the change from multiple sources, (participants, teachers, facilitators, and parents) would be a useful exercise. Ultimately future research needs to look into ‘the process of change as it occurs’. Another proposition from Combs is the use of single case designs. This idea is supported by Greenway (2008) who suggested a case study be completed of one participant from each Catalyst program. The individual can be an example of the effectiveness of the program.

Individual assessments can be helpful to identify a positive trajectory and program effectiveness. Essentially each participant is their own ‘control’. Another term for this type of measure is “distance travelled”. The notion of “distance travelled” (measuring progress after specific intervention) is adopted as the preferred assessment of program benefit. Distance travelled is being used to assess learning where individual assessment involves the gathering of information from multiple sources over time. This approach is being used to work with refugees trying to learn English whilst settling into a new school environment. Pre and post quantitative assessments are used in a less powerful way but with a greater focus on individual growth and individual intervention strategies.

Where so much of the experience is subjective and the environment and experiences that cause individual ‘at riskness’ arise from personal circumstance, it is easy to see why this style of assessment may help to paint a more accurate picture of the benefits of Adventure Programming for individuals.

Hattie (et a 1997:77) concludes “overall, the results suggest that adventure programs can obtain notable outcomes and have particularly strong, lasting effects. It is clear however that adventure programs are not inherently good. There is a great deal of variability in outcomes between different studies, different programs and different individuals”.

Greenaway cites Neil (2000) in his 2003 preface for a preprint of “Why Adventure” (1995). “These research reviews show that outdoor education programs have small – moderate impacts on constructs such as self concept, locus of control and teamwork. Impressively the effects appeared to be retained over time....outdoor education programs seem capable of triggering an on going cycle of positive change within participants”.

Greenaway calls for “a more coordinated approach to research that requires long term funding and long term organisational commitment” he finishes with “lets keep asking why outdoor adventure? ‘How does it work?’ and How well does it work?’ - But together.

### **Questions of Cost Benefit**

The questions of costs benefit are a useful and ongoing discussion and we should continue to evaluate adventure programming in this way. The cost of early interventions are variable “Costs vary widely from \$50 to \$400 per day (Davis-Berman & Berman, 1994). The average cost per day for a non regional Catalyst program in 2010 is \$166 per day per student. O’ Brien, Thesing and Herbert (2001:9) report for the New Zealand Ministry of Education on alternative education that “the cost of paying for added educational programs currently is still significantly less than the finance associated with public assistance, unemployment benefits, adult education, job training, and judicial system expenses in the future”.

Early intervention has been addressed by ARACY as beneficial, while failure to help young people move into adulthood successfully is considered too great a cost for all and an unacceptable outcome. “We know more about house prices in our own street than we do about the important processes in raising our children” (ANNUAL ARACY ANNUAL REPORT 2009). We need to pay more attention to what is needed to raise children well and be clear on what we can do to raise our children properly. We also need to work in new and creative ways with each other (people and agencies) to bridge the gaps recognised for some families through holistic assessment.

The Australian Institute of Criminology reported in 2000 that the annual costs for criminal events in Australia in 1996 were between \$11 billion and \$13 billion. Although this may be under-estimated and difficult to quantify, criminal events 10 years on weigh heavily on the government purse with a significant financial cost to society. Early intervention programs are seen as a worthwhile investment when we consider that many ‘at risk’ young people engage in antisocial and criminal activity. This data reminds us of our responsibility to find some answers through effective evaluation.

### **Further Lines of Enquiry?**

Some obvious questions still to be resolved in Adventure Programming for PCYC Bornhoffen and probably beyond the scope of this review are:

Q. How to skill up program staff to be actively involved in evaluation, data collection, pre and post testing, participant profiling and assessment?

Q. Where do we secure funding for long term evaluation - Reconnecting with participants and teachers 12 months post intervention?

Q. Is it reasonable for program funders to recognise the importance of long term evaluation by insisting it is detailed within funding submissions and shared publically? If the real cost of program evaluation became a mandatory part of the service delivery cycle what would be the benefit?

Q. Aftercare and mentoring in the Catalyst program is reliant on the partnering school staff. Recognising that Teachers are often time poor, overstretched with resources and performing more than one function within a school. What can PCYC do to ensure that the aftercare is not just an extra activity but is followed through with the same level of quality and commitment?

Q. What is the trajectory for the young person if they are not helped to change? How do we assess the trajectory and what will the cost be socially and financially 5 years from now if we do nothing?

## Recommendations

The recommendations are drawn from the literature summary in Appendix B and the body of this review.

### Short Term (1-2 years)

- Emotional Intelligence and Social Competence is taught in schools by partner organisations and EQ principles are shared with parents and support workers
- PCYC staff develop their understanding of Social and Emotional Intelligence
- PCYC facilitate a stronger inter agency approach – schools healthcare, Regional PCYC, families
- All agencies take on the responsibility of adopting the Common Approach to Assessment Referral and Support to improve our capacity to raise children
- PCYC Bornhoffen becomes familiar with the CAARS assessment and raises awareness of its use
- Securing funding that is not subordinate to political cycles - long term
- Resurrect the notion of Transition in a new light and share information with other organisations e.g. Brathay Trust.
- Adopt the Social and Emotional competence and assessment as the primary learning outcome for Adventure Based Programs
- Establish pre and post program evaluation using an emotional and social competence framework
- Adopt the implications of this report and modify Catalyst as soon as practically possible
- Secure funding to empower teachers to be the mentors in the process

### Long Term (3-5 years)

- Develop the capacity of the program and enrol a person with Psychology training to support that area of operation within the business unit
- Deliver gender specific programs
- Build into funding long term tracking of participants 4 weeks, 12 weeks, and 12 months
- Secure funding for multiple years

## CONCLUSION

Adventure Programming as a form of intervention has been practised throughout many countries for decades. The research to date suggests that adventure programs can influence lifelong changes for an individual. We need to understand more about the process of change as it occurs before this type of program will be seen as a legitimate form of intervention or treatment for at risk young people. We must also commit to working with young people who are likely to respond to this type of program. It is not the solution for every young person at risk.

Experiential Learning within the context of an Adventure program is evidently a complex process requiring facilitators to have a demonstrable understanding of therapy, learning and adventure programming skill sets. The need for additional training and constant training updates must be recognised and funded if programs of this nature are to continue.

The 7 key success factors of effective adventure programming provide a blueprint of success to be used to measure all PCYC Bornhoffen adventure programs for youth at risk. Emphasis should be placed on importance of effective and relevant learning outcomes and the Adventure based counselling approach to programming. All programs of this nature should be reviewed against the success factors in the design phase to determine if the success factors are present, how they can be improved for the benefit of participants and how we can use them as criteria for evaluation. Every effort should be made to maintain the key success factors in program design and delivery. The Adventure Development team must consider and act on the implications for each key success factor in this review.

The Recommendations (short and long term) must be adopted and implemented at every opportunity as the project receives more funding. The long term recommendations are difficult to realise without long term funding for multiple years of delivery.

Evaluation and individual assessment need to be mandatory components of the Catalyst project and included in the program delivery cost. Qualitative and Quantitative analysis needs to be used. Self esteem, self efficacy, protective factors and distance travelled are all worthy lines of enquiry for assessing the effectiveness of the project. Adopting Emotional Intelligence or Personal Effectiveness frameworks are the most relevant areas of focus for the project.

Conversations about cost benefit are encouraged with all involved. Unless the value of the program can be consistently demonstrated it is difficult to justify long term support and commitment from the broader community amongst competing priorities for resources.

An effective intervention that is of good quality and implemented well has a positive impact on the individual, the family and the broader community. The Catalyst Project has remained operating after 5 years, has been gradually improved during its lifespan and is a testament to the long term commitment to the community and improving practice from the PCYC Bornhoffen team. More efforts must be directed into improving the project to realise its potential. These efforts will need to be encouraged and supported by the broader association or funded from PCYC Bornhoffen operations. Funding and support of the project is the critical success factor for its sustainability.

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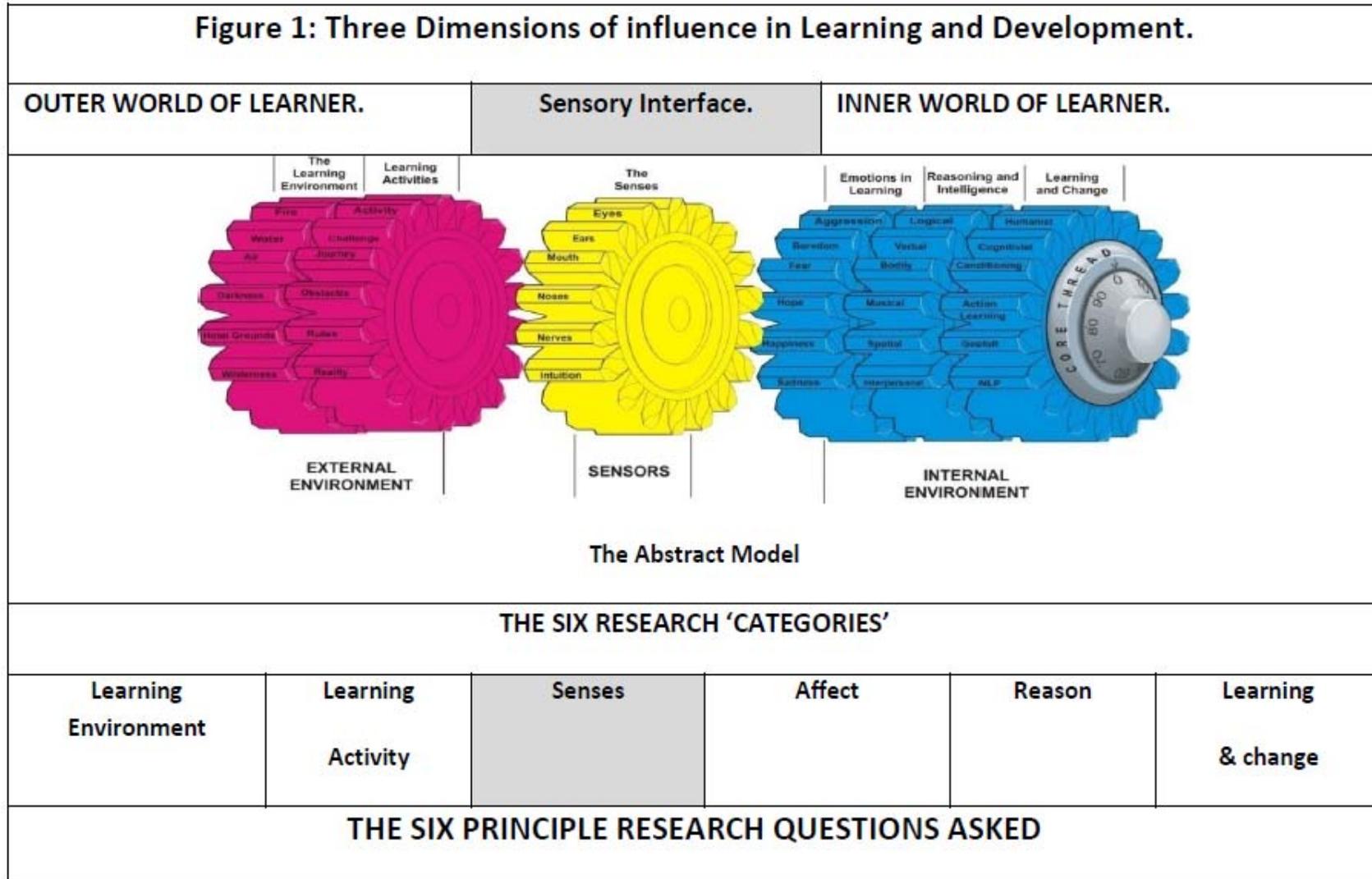
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## APPENDIX A LEARNING COMBINATION LOCK

Beard (2006-7)



## **APPENDIX B SUMMARY OF CATALYST RESEARCH ARTICLES**

### **1. The enhancement of resilience via a wilderness therapy program: A Preliminary investigation**

Australian Journal of Outdoor Education

This article studies levels of resilience in male youth at risk who have been on a wilderness therapy adventure. Clients identified were adolescent boys with behavioural problems, school and family problems conduct issues, self esteem problems, depression and suicide ideas.

Location was Typo Station Victoria. Extensive program over 5 weeks incorporating: intro week; home visit; 9 day bush hike; home visit; 1 week on a station. Incorporates 3 psycho metric tests – pre, during and post. Used life effectiveness questionnaire (Yarpet) and resilience scale.

Recommends: future research include post program follow up data; field observations and interviews and greater sample size.

### **2. Beyond the outward bound process: rethinking student learning**

Journal of Experiential Learning

Article is a research study which explored the means by which students learn at Outward Bound Canada – biased towards Outward Bound results and programs.

Certain course components were found to be most influential in determining increases in students self awareness, self confidence, self reliance, self esteem, self

concept, motivation, self responsibility, interpersonal skills, concern for others and concern for the environment.

Aspects that were found to influence students include:

1. quality of course activities
2. specific activities
3. physical environment
4. instructors
5. group

Aspects that had a negative effect on outcomes

1. failing to achieve success
2. working as a group
3. lack of physical challenge
4. weather (indirectly)
5. lack of adequate food (indirectly)

### **3. Utilizing adventure education to rehabilitate juvenile delinquents**

ERIC

Article is 29 yrs old however provides an insight into how Adventure programming was established and used in the USA for juvenile delinquents. Promotes reduced levels of recidivism, yet draws opinions from limited sources. Describes more of the approach to delivery rather than research into why Adventure Programming would be beneficial.

### **4. Australian Outdoor Adventure Activity Benefits Catalogue**

Dickson, Gray and Mann  
Outdoor Council of Australia

The result of a think tank by Outdoor Recreation Industry Leaders Think Tank needed evidence based research of benefits of participating in outdoor activities. Small section in report focussed on a review of research on outdoor learning.

Article focussed more on outdoor activities in general than on the direct impact of Adventure programming.

### **5. Family Therapy with a twist... and a shake and a shout: Adventure Family Therapy in Practice**

Therapy within adventure

An article on how adventure therapy can be used as a form of family therapy in the outdoors.

### **6. Adventure based programmes: can they contribute to crime prevention outcomes for young people**

Australian Institute of Criminology

This article is a helpful guide which summarises the results of relevant evaluations and lists good practise procedures in adventure programming

Specifically it suggests:

1. Wilderness adventures initiatives have a neutral to slightly positive impact on recidivism rates.
2. Highlights the need for ongoing funding to assist programmes to be more effective.
3. Therapeutic elements are more crucial to a programme than the physical or militaristic aspects.

Good practise includes:

1. assessment and ongoing monitoring of participants
2. multi modal treatments with a cognitive behavioural orientation
3. specific diminogenic needs i.e. attitudes supporting offending, peer groups, family problems, drug and alcohol use, anger and violence issues
4. an aftercare programme
5. for children U13 a parenting programme.

6. program length – running for 2 years or longer
7. Indigenous Youth: including significant other e.g. family and community, inclusion of culturally appropriate material.

### **7. Transfer of Learning in Adventure Programming**

Michael A Gass

Article assesses the transfer of learning in Adventure programming.

Two main factors: 1. the initial learning takes place in the environment and 2. lack of knowledge around the variety of methods available to promote transfer.

Demonstrates how specific and non-specific transfer serves the learner. Specific transfer: specific applicability to tasks that are highly similar to those we originally learned to perform.

Non-specific transfer: the transfer of principles and attitudes. In essence, not a skill but a general idea.

Provides examples of how to apply techniques to transfer the goals of the specific program. Provides a 10 step tick box to achieve the transfer of learning in an Adventure programs.

Refer to article for 10 steps.

### **8. Case Studies in Managing Psychological Depth**

ERIC; Ringer and Gillis

Outlines a model for assessing and managing psychological depth in outdoor and experiential group work. Presents 2 case studies: model presents 8 levels of emotional risk and 4 criteria's for assessment. Stimulates readers to think how they deal with issues of psychological depth and emotional safety in programs.

### **9. Experiential Learning Environments: Do they prepare our students to be self-directed, life long learners**

Article reports on engineering students that participate in a two month off campus program and how this impacts on their ability to be a life long learner (LLL).

Reports on different assessment scales but provides no real evidence to support claims.

### **10. Validation of a new general self-efficacy scale**

Chen and Eden

Organisational Research Methods

Article has developed a new way to view self efficacy. Introduces and compares General Self Efficacy to General Efficacy scale.

Article is extremely technical and would be restrictive in its use namely for 2 reasons:

1. Reports on results of studies.
2. interpretation of results

### **11. Assessment in Adventure Therapy**

Association for Experiential Education – Therapeutic Adventure Professional Group

This article reviews the assessment of individuals and in particular, the type of assessment that occurs during an intervention.

Having previous history of clients is considered by many to being an important aspect of providing effective treatment. Makes note that Adventure Therapy goes beyond focussing on the achievement of group goals by taking the individual needs into consideration.

Requires skill of the practitioner in ability to use the assessment data to make informed decisions about when to strengthen or lessen the intensity of the ongoing interaction.

Facilitators should engage in own self-assessment. Provides practitioner guidelines for assessment in points 1-8.

### **12. Assessing coping strategies: A Theoretically based approach**

Carver, Scheier and Weintraub

Journal of Personality and Social Psychology

This document studies a multi dimensional inventory to assess different ways in which people respond to stress. Provides 3 studies reporting on different aspects of coping strategies. Developed studies on Lazarus' theories.

Proposed that measurement of coping with stress extends from 3 processes to 13 different scales.

Discusses the underlying coping styles / processes of individuals and the differences in these styles – which these styles change from situation to situation.

Provides examples of and results of studies completed. Had initial examinations of the association between dispositional and situational coping tendencies.

### **13. Adventure Education and Outward Bound: Out of class experiences that make a lasting difference**

Hattie, March, Nell and Richards

Review of Educational Research.

The article is a Meta analysis demonstrating aspects of Adventure Based Programs that are successful, identifying areas that are not effective which need improvement.

Results found that the effects of Adventure Based Programs on self esteem exceeds that of other educational programs.

HOWEVER: only some Adventure Based Programs are effective and on some outcomes.

Concludes that self-concept is becoming more refined and advances made in understanding multi-dimensional nature of self concept.

Ascertains the effects of the instructor comparing to teachers having powerful influences of the teacher.

#### **14. A Meta-Analysis of the effects of adventure programming on Locus of control**

Tracey Hans  
Journal of Contemporary Psychotherapy

This article studies how Locus of Control can be used to assess success of programs.

Previous studies has assessed self-concept to understand program efficacy, however, article challenges that the term self concept is to broad a term and that Locus on control is more appropriate.

Locus of Control is a personality construct that assesses how people attribute success and failure outcomes – has been theorized to be moderator of change.

#### **15. What is Locus of control**

Wildercom.com

Article provides a definition and explanation of what Locus of Control is.

#### **16. An evaluation of Typo Station**

Dr Simon Crisp

This document is an evaluation of the Typo Station Youth Opportunity Program. The aim of the article is to 1. evaluate and determine that the program does work; 2. that the program is effective; 3. that the programs practises are of high standard and adequately protect the psychological safety and broader welfare of participants. Evaluation adopted 2 approaches; 1. collection of pre and post program survey data and 2. an on-site service audit of the programs management systems and practises with clients.

#### **17. How are Adventure Education Program Outcomes achieved? A review of the literature**

Marcia McKenzie  
Australian Journal of Outdoor Education

This article provides an overview of the existing literature on how program outcomes are achieved. Ewert 1983 “we know something works but we don’t know why or how”. Article assesses the program characteristics that are affecting the outcomes experienced by participants.

Some characteristics include: physical, environment, activities, processing the group, the instructors, and the participant.

An unfamiliar physical environment provides participants to experience a state of dissonance by creating a “constructive level of anxiety, a sense of the unknown and a perception of risk.

Success builds a robust belief in one's personal efficacy and that a "resilient sense of efficacy requires experience in overcoming obstacles through perseverant effort".

Types of activities that affects the program success:

1. group size: a ten group from 7-15 participants.  
Reasons are: large enough for diversity and conflict resolution and yet small enough to avoid cliques and enable conflict resolution.
2. Instructors: characteristics include: experience, instructors level of education and experience.

Phipps and Claxton (1997) found that participants rated female instructors as significantly more effective than male instructors.

Interpersonal interactions of instructors are also thought to influence program effectiveness.

More research is required as to how various instructor styles, behaviours and attitudes affect program effectiveness.

### **18. Leadership Competencies for Outdoor Adventure: from recreation to therapy**

Martin Ringer

Article defines and describes the key qualities required for a successful skilled primary Adventure program leader.

Foundation competencies are:

1. Skilled outdoor practitioner
2. limit setter/safety supervisor
3. enthusiastic adventurer

4. instructor/coach
5. group facilitator
6. expert communicator
7. human behaviour expert
8. clinician

### **19. Benefit –Cost Analysis and Crime Prevention** John Chisholm Australian Institute of Criminology

Describes what benefit-cost analysis is and how it is applied for crime prevention programs. Outlines standard procedures for conducting a cost-benefit analysis.

### **20. Outdoor Adventure with Young People in Trouble and at risk**

Foundation for Outdoor Adventure

This is a review of research exploring a broad range of related topics as it address the question Why Adventure? It provides some succinct summarises from the research and challenges some underlying assumptions identifying limitations of the research.

Adventure Programming is often used as a component of prevention schemes. Other psychological factors that may reduce the propensity to offend are improvements in dimensions of self-concept, self efficacy and social skills, all of which are claimed as outcomes of participation.

Of particular interest is the term 'at riskers' and the notion that young offenders can be loosely categorised into five types. Often youth at risk are seen as one big group and referred to as one and the same. The proposal that the group could be categorised then treated differently is of interest and this concept is worthy of further research.

## 21. Experiential Research: Forging New Identities for Experience

International Conference on Experiential Learning –  
Symposium Keynote

This keynote paper (Beard 2008) was to develop conference discussion about the past present and future of Experiential Learning. Past – Beard suggests the past may have a misinterpreted lineage. Present he suggest a pedagogic model the 'Combination Lock' to describe the learning and refers to the 'Inner and Outer' worlds of the learner as well as the 'sensory interface' between the two worlds suggesting an imbalance in forms of knowing. For the future he offers a new definition of Experiential Learning and proposes that to access the creative spaces within between and across the sciences as an opportunity for new thinking.

Beard defines “experiential learning as involving a sense making process for significant experiences that actively and reflectively engage the inner private world of the learner as a whole person with the intricate ‘outer world’ of the learning environment” (Adapted from Beard and Wilson 2006)