

Copyright is owned by the Author of the thesis. Permission is given for a copy to be downloaded by an individual for the purpose of research and private study only. The thesis may not be reproduced elsewhere without the permission of the Author.

Adventure Social Work

Evaluation of a New Zealand Therapeutic Outdoor Adventure Programme.

A thesis presented in partial fulfilment
of the requirements for the degree of
Masterate of Social Work at
Massey Unversity

Julie Ann Burne

1999

Abstract

This thesis evaluates a New Zealand pilot programme, Women's Adventure Initiatives (WAI), designed to offer a therapeutic outdoor adventure experience for young women aged 12 to 16 years.

The research design and the WAI pilot programme were informed by an eco-feminist approach which is the most common feminist approach applied in the outdoor adventure field. The programme was based on the 'Personal Growth through Adventure' model developed by Jackie Kiewa (1994).

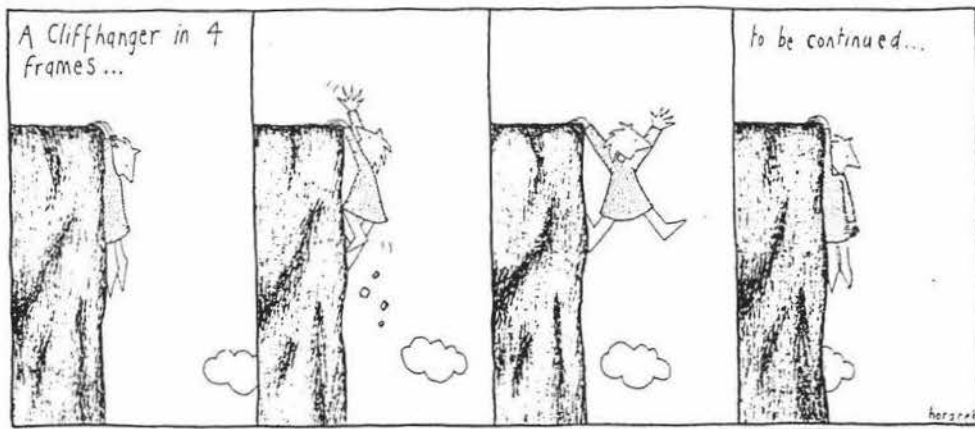
The objectives of this research were to acknowledge and validate the participants' experiences of the programme by documenting their personal and collective accounts and to make recommendations based on the findings for the development and implementation of further programmes for young women.

The method used in this research was that of a naturalistic inquiry using a qualitative research design based on eco-feminist methodology. The data was collected through the use of summative and formative written questionnaires, tape recordings and written/art material. The data was analysed using content analysis to code and then categorise the responses into themes.

For this research I decided to test the hypothesis that a therapeutic adventure approach is a beneficial alternative to traditional counselling methods through the use of activities and group therapy incorporated into the experience of an outdoor journey (Jennifer Davis-Berman & Dene Berman, 1994, USA).

This thesis describes the responses of the participants and facilitators who attended the WAI pilot programme. The research findings support the use of eco feminism, and the 'Personal Growth through Adventure' model, indicating that overall the programme was a positive experience for each of the participants and the general consensus was that further programmes would be beneficial.

Acknowledgements



I, 'a Cliff hanger', have many people to thank for the support and encouragement that I have received as I travelled along this Masters adventure.

Firstly I want to acknowledge three wonderful women who I have had the privilege to work with - Kataraina Le Vaillant, Stacey Ford and Dianna Beattie. Thanks Kari for your sharing, your strength and your wisdom as we developed, co-ordinated and facilitated the WAI pilot programme. Thanks Stacey I appreciated all your time, sharing, enthusiasm and support for this project. Thanks Beattie for your patience and the sharing of your knowledge and skills during the drafting stages of this thesis.

A special thanks to all the young women and facilitators who participated in the WAI programme and the research. Thanks for sharing your views and enabling this project to be such a positive experience.

To Dr Jocelyn Quinnell and Dr Mary Nash who supervised my work. I do appreciate the sharing of your wealth of knowledge and skills to enable me to complete this work.

Thanks to the friends (both near and far) who have encouraged and supported me over the years of my part-time study. Special thanks to Marie Wilson, Vicki Culling, Anne Beets, Sue Anaru, Shona and Rachael.

Thanks to Lakeland Health colleagues who have listened, shared their experiences and given lots of helpful information. In particular Maggie Hay, for always having 'thesis' on our supervision agenda. Thanks to Sophie Armstrong, Denise Wilson and Faith Roberts for ongoing sharing on what to do next. Thanks to Steve Chadwich for the initial encouragement to study part time and then for the ongoing encouragement throughout to continue studying and to Cathy Cooney and Sonya Hunt for the encouragement to finish.

Thanks to the Rotorua Women's Centre for the use of the facilities, administration and for being our umbrella group for the funding. Thanks to the Rotorua District Council, Zonta and Walker and Elliott for providing the funding for the programme.

To the staff at Massey University and Waiariki Polytechnic libraries thanks for providing such a professional and helpful service. Thanks to Laurie Durand, Te Waiariki Purea Trust for sharing your knowledge and providing an accessible outdoor service.

I want to acknowledge the outdoor women who have gone before who have inspired me to develop my skills in the outdoors. A big thank you to all the women at the outdoor conferences I have attended who shared their insights and encouraged me to complete this thesis. In particular to Tonia Grey in Australia who sent me her bibliography which provided additional links with key women writers.

A very big thanks to Zeni (our dog) and Spasm (our cat) for the long hours you sat beside me supporting me all the way.

Lastly and so very importantly thanks to my family, Sheehan, Riley, Blair, Karen, Wendy, Jenny, Max, Betty and Ross for believing that I could do this, for your patience and for all the time you gave so that I could complete this Masters of Social Work.

As I hung from the cliff there were three words that I held on to -
'Never give up'



Table of Contents

ABSTRACT	I
ACKNOWLEDGEMENTS	III
TABLE OF CONTENTS	VI
TABLE OF FIGURES	IX
INTRODUCTION	1
INTRODUCTION	1
SUMMARY	7
<i>Outline of the thesis</i>	7
OUTDOOR ADVENTURE LITERATURE	9
INTRODUCTION	9
DEFINITIONS	10
ADVENTURE PROGRAMMES - RESEARCH	13
CORE FEATURES OF ADVENTURE PROGRAMMES	16
1. <i>Adventure activities</i>	17
2. <i>Natural environment</i>	22
3. <i>Role of the facilitator</i>	23
SUMMARY	24
THEORETICAL PERSPECTIVES	26
INTRODUCTION	26
<i>Small group process</i>	29
PSYCHO-DYNAMIC	32
BEHAVIOURAL	33
HUMANISTIC	37
NARRATIVE	41
MAORI	42
FEMINIST	45
SUMMARY	53

METHODOLOGY	54
INTRODUCTION	54
PURPOSE OF THE STUDY	55
METHODOLOGICAL UNDERPINNING	56
PARTICIPANT SELECTION	60
SAMPLE SIZE	61
DATA COLLECTION	62
DATA ANALYSIS	63
RESEARCHER BIAS	64
ETHICAL AND LEGAL ISSUES RELATED TO THE STUDY	65
CULTURAL ISSUES RELATING TO THIS STUDY	65
SUMMARY	67
THE JOURNEY	68
INTRODUCTION	68
SELECTION	69
PREPARATORY STAGE	70
<i>Session one</i>	70
<i>Sessions Two and Three</i>	74
<i>Session Four</i>	75
THE JOURNEY STAGE	76
THE EVALUATION STAGE	79
SUMMARY	81
DATA AND FINDINGS	82
INTRODUCTION	82
SAMPLE	83
VALUE OF THE PROGRAMME	85
1. <i>Participants' self perception</i>	85
2. <i>Overall feelings about the group</i>	87
3. <i>Knowledge</i>	91
4. <i>Activities</i>	92
5. <i>Overall feelings during the programme</i>	93
CHANGES TO THE PROGRAMME	97
SUMMARY	99
DISCUSSION AND CONCLUSIONS.....	101
RECOMMENDATIONS	108

APPENDICES.....	109
APPENDIX 1: RESEARCH INFORMATION SHEET	109
APPENDIX 2: CONSENT FORMS.....	111
APPENDIX 3: QUESTIONNAIRES.....	112
APPENDIX 4: GROUP VALUATION QUESTIONNAIRES	113
APPENDIX 5: PROGRAMME EVALUATION.....	114
APPENDIX 6: DEBRIEFING QUESTIONNAIRE	115
APPENDIX 7: EVALUATION QUESTIONNAIRE.....	116
APPENDIX 8: PERSONAL ACTION PLANS.....	117
APPENDIX 9: RISK MANAGEMENT FORM.....	118
BIBLIOGRAPHY	119

Table of Figures

<i>Figure 1: Map of programme setting.....</i>	<i>6</i>
<i>Figure 2: Types of adventure programmes (Priest & Gass 1997, USA).....</i>	<i>17</i>
<i>Figure 3: The Adventure Wave (Schoel et al, 1988, USA).....</i>	<i>19</i>
<i>Figure 4: Personal growth through adventure model (Jackie Kiewa 1994, AU).....</i>	<i>51</i>
<i>Figure 5: The Treaty.....</i>	<i>73</i>
<i>Figure 6: Map of sites of programme activities.....</i>	<i>76</i>
<i>Figure 7: Small group evaluation picture and poem.....</i>	<i>80</i>
<i>Figure 8: Age of the participants.....</i>	<i>83</i>
<i>Figure 9: Ethnicity of the participants.....</i>	<i>84</i>
<i>Figure 10: Education of the participants.....</i>	<i>84</i>
<i>Figure 11: Participants perception of themselves.....</i>	<i>86</i>
<i>Figure 12: Participants' feelings about being in the group (pre camp) (session 4).....</i>	<i>88</i>
<i>Figure 13: Participants feelings about being in the group (post camp).....</i>	<i>89</i>
<i>Figure 14: Participants overall feeling of the group.....</i>	<i>90</i>
<i>Figure 15: Participants' feelings during the programme (pre camp) (session 4).....</i>	<i>94</i>
<i>Figure 16: Participants' feelings during the programme (post camp).....</i>	<i>95</i>
<i>Figure 17: Length of programme.....</i>	<i>98</i>