GROUP COHESION DEVELOPMENT: A STUDY OF THREE APPROACHES

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ABSTRACT

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There is consensus among counseling researchers that group counseling is a viable and effective counseling mode for personal and interpersonal development. Group cohesion is one of the foundations for group development and is conceptualized as the working alliance between the group leader and group members. Group cohesion also contributes to therapeutic outcome.

The use of adventure in counseling as a vehicle for personal and interpersonal growth has rapidly become popular in recent years. Research on these outdoor adventure interventions has been muddled by difficulties which seem to be inherent in group counseling field research.

The present study evaluated the impact of adventure activities on group cohesion through the use of the Group Environment Scale (GES; Moos, 1986) among two treatment groups and a control group. A Daily Cohesion Checklist and journal entry form (DCC) developed by the researcher for this study was used to track the development of cohesion in the treatment and control groups.

Participants were seventeen counselor education graduate students enrolled in a three-week group counseling procedures course with a training group (t-group) experience at a large university in the south. All groups met for twelve sessions, beginning and ending with common activities. Group 1,

the "adventure counseling" t-group, had the opportunity to participate in adventure activities throughout their t-group experience. Group 2, the "adventure activities plus" t-group, participated in three sessions of adventure activities before their traditional t-group experience. Group 3, a traditional t-group, served as the control group.

The results of the repeated measures, time-series design indicate that total GES and its Cohesion subscale scores significantly changed over time for individuals. Cohesion subscale scores indicate significant differences in treatment and control groups over time. Examination of the DCC mean scores suggests that adventure activities have some impact on the development of group cohesion. This study also shows support for previous studies which suggest that group cohesion is affected by leadership as well as changes in the tasks in which groups participate.

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ACKNOWLEDGEMENTS

Writing this dissertation has been much like the first time I went rock climbing - I was terrified that I wouldn't be able do it, but gradually realized that if I remained focused on what was right in front of me and remembered my belayers, I could do it. Many folks deserve recognition and thanks for their support, encouragement, and inspiration for this dissertation:

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CHAPTER 1
INTRODUCTION, PROBLEM STATEMENT, AND REVIEW OF THE LITERATURE

INTRODUCTION

Statement of the Problem

Group counseling has long been a counseling specialty, recognized as an effective method of addressing client concerns, its roots traced by Gladding (1991) from the early part of this century to the present. The group work field grew considerably in the 1960s and 1970s, when a wide variety of group experiences were made available (Kottler, 1994). More recently, as a result of economic and social pressure on the health care system, group counseling is seen as a viable alternative to more costly individual counseling (Edelwich & Brodsky, 1992). Additionally, group counseling is often shown to be more helpful than individual counseling (Corey, 1990).

There is a growing need for short-term, practical counseling services for a variety of people who have similar concerns, such as substance abuse, victimization and disempowerment, and inadequate skills for daily living (Edelwich & Brodsky, 1992). Group counseling has the potential for meeting this need and research in group work seems to demonstrate its versatility with being able to address a variety of personal and interpersonal issues.

Experientially based adventure programs contain many of the concepts of group counseling and draw on the stages of group development articulated by group counseling research to provide a positive growth experience for participants. Adventure activities have been in use by recreational

organizations like the Girl and Boy Scouts ("Girl Scouts Take The Lead!"; Boy Scouts of America), Outward Bound and other similar groups for decades.

In the more recent past, the use of adventure as a process for interpersonal learning has been applied to other fields including recreation therapy and the professional counseling and psychology fields (Gibson, 1979; Schoel, Prouty, & Radcliffe, 1988). In many ways, this approach is actually an ancient one: earlier societies created opportunities for their younger members to challenge themselves, learning the necessary lessons for living and for leadership in their societies (Miles & Priest, 1990).

Group cohesion has been widely researched as a key process and outcome variable for group development (Gladding, 1991; Kottler, 1994; Ohlson, Horne, & Lawe, 1988; Yalom, 1975). Yalom (1975) asserts that it is an important foundation for effective group counseling and that it cuts across all kinds of groups and all kinds of settings. Cohesion contributes to the overall climate of the group: without it, the group lacks a sense of engagement and universality necessary for the group members to interact and focus on their goals (MacKensey & Livesley, 1983). Positive group cohesion serves to create a bond between members that gives them a feeling of closeness, openness, and trust, encouraging members to take risks, give effective feedback to each other, and to ultimately profit from the group experience (Ohlson, Horne, & Lawe, 1988).

Group counseling and adventure counseling research are still in an infancy stage and have been hindered by major obstacles in design, process, and outcomes. There has been a call for research in the literature for both these areas (Bednar, Corey, Evans, Gazda, Pistole, Stockton, & Robison, 1987; Gass, 1993) and this study attempted to further the research.

REVIEW OF THE LITERATURE

Review of the Literature

This review of the literature covers research in three areas: group counseling, adventure counseling, and group cohesion. An overview of the research in these areas, with implications for this study, is presented.

Group Counseling

Gladding (1991) classifies groups into three main categories - group guidance, group counseling, and group psychotherapy - and describes several others, such as, t-groups, encounter groups, psychodrama, self-help, marathon, and task groups. He defines groups as:

> a collection of two or more individuals, who meet in face-to-face interaction, inter-dependently, with the awareness that each belongs to the group and for the purpose of achieving mutually agreed-upon goals. From family councils to town meetings, groups are an important component in most individuals' lives. They have the power to influence in healthy and unhealthy ways (p. 3).

Gladding further defines group counseling stating,

> the focus of group counseling is more on each person's behavior within the group and with the interaction among persons rather than the content of the session. Thus, there is an emphasis on group dynamics and interpersonal relationships (p. 15).

A group of several people working together have the potential to offer more than the counselor-client dyad of individual work. Jacobs, Harvill, and Masson (1994) discuss advantages of therapy, growth, and support groups including:

the experience of commonality, the sense of belonging, skills practice, feedback, vicarious learning, real-life approximation, and contracts and commitments through peer pressure.

One of the primary values of group work is its relationship to a participant's experiences outside the group. Practitioners and researchers believe that the group reflects a smaller version of the "real" world, providing participants with a relatively safe environment and opportunities to learn and try new interpersonal skills necessary to function outside the group (Corey, 1990).

Edelwich & Brodsky (1992) distinguish between group psychotherapy, group education, and group counseling, explaining that group counseling:

> emphasizes problem solving and decision making rather than insight per se. Its focus is not on the past, but on the present and immediate future. Its goal is not a thorough resolution of prior traumas and inner conflicts, but (as necessary) a pragmatic resolution that allows the individual to go on with his or her life. As distinct from substantive education in a group setting, group counseling has as its primary objectives behavior change and skill acquisition, not content learning. In keeping with these objectives, its form is experiential, not didactic. Group counseling is interactive, with an adherence to group process that is, in its less highly elaborate way, as rigorous as that of group psychotherapy (p. *x*).

Trotzer (1989) articulates six major categories of groups: guidance and life skills groups, counseling groups, psychotherapy groups, support and self-help groups, consultation groups, and growth groups. Jacobs, Harvill, and Masson (1994) state that groups have a variety of purposes, and define a group as, "two

or more people who have come together for the purpose of some designated interaction" (p. 7). Based on the different goals for groups, the authors created seven categories of groups: support, education, discussion, task, growth and experiential, therapy, and self-help. Of these seven classifications of groups, growth groups, or training groups (t-groups) were the first most popular and consist of participants who want to be in a group in order to learn about themselves. The authors make the link between the use of group counseling, t-groups, and adventure activities. Experiential groups, they say, are one form of growth group,

> in which the leader designs several experiential activities for the members. Often these groups are conducted outdoors and involve physical challenges, risk taking and cooperation among members. Perhaps the best known is the "ropes course," in which members are challenged on a number of activities that involve ropes (p. 18-19).

Group counseling is frequently experiential. Group activities facilitate group process. Members learn skills through interacting with each other and with the help of a group leader or facilitator. "A major advantage of the approach is the interaction, feedback, and contribution of group members with each other" (Gladding, 1991, p. 15).

Group counselors draw on a variety of theoretical approaches that are derived from one-to-one settings, such as psychoanalytic, person-centered, existential, rational-emotive, psychodrama, cognitive and behavioral (Corey, 1990; Gladding, 1991), however, there are no specific group counseling theories, except psychodrama (Jacobs, Harvill, & Masson, 1994). Instead, most group counseling resources describe stages and phases of group process or group dynamics that groups typically experience. Group process depends on

several forces that are seen as therapeutic, and involves several components and stages.

Group process activities include: establishing norms, finding ways of working cooperatively and of solving problems, as well as learning how to constructively express and deal with conflict (Corey & Corey, 1992) Group variables, such as commitment, attractiveness, belongingness, acceptance and security, and clear communication affect group dynamics (Gladding, 1991). Leadership is a key component to all groups, as well, affecting the behavior of the group members (Gladding, 1991).

Stages of group development and are well established and can be applied to a wide variety of groups (Corey, 1990; Corey & Corey, 1992; Gazda, 1989; Gladding, 1991; Kottler, 1994; Yalom, 1985). Typically, the models of group development include a beginning, middle and an end stage.

The beginning or initial stage is characterized by members feeling anxious about the group, testing the atmosphere of the group and getting acquainted, discovering the norms for the group, lacking a common identity, yet gradually establishing cohesion and trust by expressing their feelings, having low risk-taking behavior, and seeking acceptance and approval from others (Corey, 1990; Corey & Corey, 1992; Gazda, 1989; Gladding, 1991; Kottler, 1994; Yalom, 1985). The second stage is often called the transition and working (Gladding, 1991) or storming and performing (Tuckman & Jensen, 1977) stage. Members of successful groups have struggled with and resolved much of their anxiety and defensiveness, concerns about power and control, and safety and cohesion issues, adopting an open and trusting attitude which allows them to work productively (Corey, 1990; Gladding, 1991). The third stage, also called termination, transforming, closing or final stage, is a time of consolidation for

group members: emotions are mixed, group members reflect on what they have gained through the group experience and how they have changed, and they share their plans for the future (Gladding, 1991; Jacobs, Harvill, & Masson, 1994).

One of the rationales for the current study lies in Kottler's (1994) call for "more systematic efforts on the part of group leaders to evaluate the impact of selected interventions" (p. 21). As practitioners have searched for new ways of conducting group counseling to meet the needs of a growing client population, they have turned to other related and experientially-based disciplines, including recreation and its links to adventure (Gass, 1993; Schoel, Prouty, & Radcliffe, 1988). In their introduction to Adventure Education, Miles and Priest (1990) explain,

> Three of the largest and most expensive tasks in modern society are public education, rehabilitation of troubled people, and provision of health care. Adventure education can offer assistance in all three challenges (p. 3).

Adventure Counseling

Adventure counseling may be seen as one setting for group counseling that uses adventure as a means of focusing on group process, although there is no consensus on the definition for adventure counseling (Gass, 1993). Each adventure counseling program varies from organization to organization and each is designed to fit the needs of the participants. Programs vary in length, duration, and activities used. Activities might include a series of experiential and adventure activities: adventure initiatives, a ropes course program, rock climbing and rapelling, backpacking and camping, or canoeing or rafting (Gass, 1993). Ropes course programs are frequently used with business groups

to promote teamwork (Bronson, Gibson, Richards, & Priest, 1992) and with treatment groups to facilitate personal and interpersonal change (Gillis & Bonney, 1986, 1989; Mitten, 1985, 1986; Webb, 1993).

The vast majority of adventure programs have been implemented as a component of adolescent residential settings. Their perceived success in building self-esteem, trust, group cohesion, and enhancing communication skills, as well as other interpersonal and intra-personal areas of human development has inspired practitioners to continue to use them in this arena (Parker, 1992). These programs also have served to encourage the mental health professions to incorporate outdoor activities into traditional group counseling modalities, creating a novel group counseling mode, "adventure therapy" or "adventure counseling" (Gass, 1993).

Corey (1990) noted a "resurgence of interest in group work" (p. 3) that is mirrored by the rising use of adventure in group counseling (Gass, 1993; Parker, 1992). The relative newness of adventure counseling is evidenced by the limited number of research-based articles and their mixed findings in the literature (Gibson, 1981; Hunter, 1987; Munson, Stadulis, & Munson, 1986; Ongena, 1982; Smith, 1984; Thiers, 1988; Tippet, 1993; Voight, 1988; Weeks, 1985; Whitman, 1987; Zook, 1986). Adventure counseling is seen as another possible setting for group counseling, containing many of the same therapeutic goals, counselor skills, and techniques (Gass, 1993).

The adventure counseling field has rapidly grown in recent years, having its roots, principles, and philosophies in social learning (Bandura, 1977) and experiential education (Gass, 1993; Nickerson & O'Laughlin, 1982). Gass draws on Kraft and Sakofs (1985) elements of experiential learning to define the process of adventure counseling:

1. The client becomes a participant rather than a spectator in therapy.
2. Therapeutic activities require client motivation in the form of energy, involvement, and responsibility.
3. Therapeutic activities are real and meaningful in terms of natural consequences for the client.
4. Reflection is a critical element of the therapeutic process.
5. Functional change must have present as well as future relevance for clients and their society (p. 4-5).

Thus far, there is no consensus about the definition of adventure counseling nor one accepted method of integrating adventure into counseling (Gass, 1993). Most often, the approach is used to enhance, rather than replace, traditional group counseling interventions. The rationale for its use has been well documented (Gillis & Bonney, 1986; Kimball, 1983; Prouty, Schoel, & Radcliffe, 1988; Weider, 1990; Winn, 1982). Gass (1993) elaborates on several areas included in the rationale: action-centered therapy; unfamiliar environment and focus on successful, rather than dysfunctional behaviors; climate of change; assessment capabilities; small-group development; and changes in the role of the counselor.

Adventure counseling is believed to enhance traditional, "talk" therapies with multidimensional experiences, expanding the range of observed client behaviors to include more non-verbal communication. Counselors actually see how clients interact in a variety of ways, in a variety of situations, adding to the information a counselor has about a client (Gillis & Bonney, 1986).

The unfamiliar environment of adventure activities provides opportunities for clients to "possess few expectations or preconceived notions about their success (Gass, 1993; p. 6). Walsh and Golins (1976) assert:

> Contrast is used to see generality which tends to be overlooked by human beings in a familiar environment or to gain a new perspective on the old, contrasting environment from which the learning comes. The learner's entry into a contrasting environment is the first step towards reorganizing the meaning and direction of his [sic] experience (p. 4).

Tied to the concept of the unfamiliar environment is adventure counseling's focus on "the successful completion of progressively difficult and rewarding tasks" (Gass, 1993; p. 8). Participants are challenged to question their perceived limitations and become more aware of their strengths and assets.

The climate of change created by adventure counseling introduces "an inherent level of motivation based on clear consequences for inappropriate behaviors" (Gass, 1993). The adventure activities provide opportunities for clients to adapt in healthy, yet challenging ways.

Kimball (1990) stresses the adjunctive and diagnostic value of adventure in the therapeutic arena. He likens wilderness adventure to the Rorschach ink blots which, he believes, are best seen as a projective psychological test, rich in ambiguity. Kimball states,

> Wilderness adventure programs have much to contribute to the field of mental health. However a few caveats come to mind. Do not overstate the impact of what we can offer. Post course outcomes are idiosyncratic and hence, programs should not simply claim to address one psychological variable like self-concept or social competency (p. 13-14).

Since this form of counseling draws on the process of group development, the value and use of group counseling are inherent in the adventure counseling process. As with traditional group counseling, adventure activities

are performed by group members interacting with each other and, most importantly, the counselor assists clients with processing these interactions.

Finally, the nature of adventure activities require that the dynamics of the relationship between counselor and client change. The counselor who uses adventure in the counseling process is active, directive, approachable, and involved. Activities are specifically designed to address the client's issues and are the "medium for change" (Gass, 1993; p. 8). Often the counselor participates on some level in the adventure activity, removing some of the barriers that may limit interaction in more traditional counseling. However, the counselor must still preserve counselor-client roles that are clear, ethical, and appropriate.

Research in Adventure Counseling

Little empirical research exists to substantiate the intentional application of adventure counseling programs. The social-psychological benefits of outdoor adventure/recreation programs has been well-documented and much of the inspiration for using these programs intentionally as a counseling mode has been derived from the psychological benefits of outdoor recreational programs (Ewert, 1989; Meier, Morash, & Welton, 1987). However, the majority of articles written in recent years continue to be descriptive, opinion- or reporting-based, as well as essays on related topics, rather than articles that begin to support the claims that authors have been making about the effects these programs have on participants.

Although there is great enthusiasm for adventure counseling programs from various professionals, empirical support for the superiority of these programs over traditional counseling modalities still must be demonstrated (Gass, 1993; Hunter, 1987; Parker, 1992). The adventure counseling field is still

new and authors are at the beginning of a process of developing appropriate research designs and increasing the body of knowledge that is specific to this arena. Articles currently being published are primarily descriptive: based on personal observations and an intuitive sense of what is going on with participants (Bunting, 1982; Clapp & Rudolph, 1993; Gillis & Bonney, 1986; Hansen & Tracy, 1982; Kimball, 1983; Kjol & Weber, 1990; Mitten & Dutton, 1993; Stitch, 1983; Webb, 1990; Webb, 1988).

Most of the research on the use of adventure in counseling has been centered on delinquent adolescents (Gibson, 1981; Hunter, 1987; Munson, Stadulis, & Munson, 1986; Ongena, 1982; Smith, 1984; Thiers, 1988; Tippet, 1993; Voight, 1988; Weeks, 1985; Whitman, 1987; Zook, 1986). Gillis and Bonney (1986; 1989) also report the successful use of adventure with marriage and family groups and with a staff development group.

Outdoor adventure programs have been linked to improved self-concept and self-actualization (Clifford & Clifford, 1977; Ewert, 1991; Vander Wilt & Klocke, 1971; Young & Crandall, 1984), empowerment (Seddon, 1992), increased retention (Gass, 1987, 1990, 1991), modifying fear levels (Ewert, 1986), anxiety in the learning process (Drebing, Willis, & Genet, 1987), and self-efficacy (McGowan, 1986). Other research in the use of recreational programs is tied to improved social attitudes and behavior (Smith, 1982), managing stress (Bunting, 1982), enhanced physical health, and reduced emotional problems (Wright, 1982).

Gass and McPhee (1990) surveyed substance abuse programs to determine how adventure is integrated into treatment, level of staff training and other factors. They found that use varies from enrichment to adjunctive, and that most programs have been using adventure for only a few years. The authors

expressed concern about the amount and kind of training staff received and made several recommendations for future use of adventure counseling with substance abuse programs.

Various problems have contributed to the mixed results in the research in this arena. "Current research in the area of experiential interventions has been hindered by poor controls, inadequate sample sizes, insufficient follow-up, short treatment programs, and a general lack of theoretical models" (Parker, 1992, p. 9). Other problems include a lack of ability to randomize participants, short duration adventure programs which may not affect participants in the desired manner, and instruments which may fail to measure the actual effects of these programs (Ewert, 1989).

Despite the number of studies on the outcomes of adventure and experiential programs, there is still a call for additional research, particularly research on adventure counseling (Gass, 1993; Gillis & Bonney, 1986; Schoel, Prouty, & Radcliffe, 1988). Ewert (1989) states,

> What is needed now is a better understanding of what factors influence these outcomes and to what degree. The ultimate goal is to produce a model of causes and effects (causal) that is consistent with both field observations and collected data. ... Without this development of substantiated theories applicable to the field, outdoor adventure will continue to remain a concept analogous to electricity; we know that it works but we do not know how (p. 98).

The rationale for this dissertation study was to further the research on adventure counseling using ropes course and adventure activities. Despite the limited research findings on the effectiveness of adventure counseling, it is

interesting to note that Corey (1990) describes the use of adventure in counseling groups:

> Activities that involve physical challenge or adventure through leader-designed, structured exercises can be used productively in a variety of settings, including groups with couples and families. For example, Project Adventure, Inc., has translated many Outward Bound wilderness concepts into viable activities for educational and counseling programs. According to Gillis and Bonney (1986), such adventure activities foster cohesion during the initial stage of a group. Furthermore, a sequence of adventure activities that gradually increases the risk and need for problem solving also seems to raise the level of interpersonal trust within the group (p. 38).

Since there is no empirical research which examines the fundamental qualities of adventure group counseling, the question becomes whether adventure counseling is so different from traditional counseling, as the descriptive literature indicates. Group cohesion, one of the building-blocks for group development, was the focus of the this study.

Group Cohesion

Although many variables have been shown to influence outcome in counseling groups, the one that is cited most in the group counseling research literature is cohesion (Yalom, et al., 1967; Hurst, Stein, Korchin, & Soskin, 1978; Fuhriman and Burlingame, 1990). "No other construct in group therapy has received such extensive or intensive study as cohesion or has such a clear relationship to outcome, regardless of clientele" (Fuhriman and Burlingame,1990; p. 25). Group cohesion can be measured by certain behaviors: attendance, punctuality, risk taking, self-disclosure, and dropout rates (Hansen, Warner, & Smith, 1980).

In a comprehensive review of the group counseling literature, Fuhriman and Burlingame (1990) list cohesion among the two unique interactive contributions to relationship in group counseling. The first characteristic they describe is the multiple alliances that are possible in group counseling: between clients, between counselor and client, and between client and the group as a whole. Related to alliance is cohesion.

Cohesiveness in group counseling is not unlike the counselor-client relationship in individual counseling. Although there are many components that make counseling successful, the literature overwhelmingly indicates that it is the relationship that is the foundation and a necessary precondition for change (Yalom, 1985). In group work, cohesion seems to be the "foundation from which personal growth, self-development, and improvement in self esteem occur" (Hurst, Stein, Korchin, & Soskin, 1978, p. 263).

Most group counseling theories define several factors that serve as the basis for personal growth. Yalom (1985) asserts that "therapeutic change is an enormously complex process and occurs through an intricate interplay of

various guided human experiences, which I shall refer to as 'therapeutic factors'" (p. 3). Included in Yalom's list of eleven basic factors which represent components of the process of change are:

1. Instillation of hope
2. Universality
3. Imparting of information
4. Altruism
5. The corrective recapitulation of the primary family group
6. Development of socializing techniques
7. Imitative behavior
8. Interpersonal learning
9. Group cohesiveness
10. Catharsis
11. Existential factors

These factors operate in all kinds of counseling and therapy groups, although their importance and influence varies from group to group.

Group cohesion cuts across most of the literature about group counseling (Corey, 1990; Corey & Corey, 1992; Gazda, 1989; Gladding, 1991; Yalom, 1985). Cohesion is multidimensional and interactive with a variety of other variables, including belonging, solidarity, acceptance, support, unity, affection, attractiveness, involvement, and liking (Fuhriman & Burlingame, 1990). Cohesion is the sense of "we-ness" that is established in well-functioning groups (Gladding, 1991; Yalom, 1985). Fuhriman & Burlingame (1990) suggest that cohesion is not only a therapeutic factor, it is the "group definition of relationship, including the dimensions of client-client and client-group, as well as client-therapist" (p. 27).

Corey and Corey (1992), leaders in the group counseling literature, also describe the "special forces that produce constructive changes" (p. 202). Among those on their list are: Self-Disclosure, Confrontation, Feedback, Cohesion and Universality, Hope, Willingness to Risk and Trust, Caring and Acceptance, Power, Catharsis, The Cognitive Component, Commitment to Change, and Freedom to Experiment. Corey and Corey state,

> A central characteristic of the working stage is group cohesion, which has resulted from members' willingness to let others know them in meaningful ways. If they have faced the conflicts of the earlier stages, the deep level of trust they have developed allows for a working-through process. ... Although in the earlier stages members are likely to be aware of their differences and at times feel separated, as the group achieves increased cohesion, these differences recede into the background. Members comment on how they are alike than on how they are different. ...It is when group members no longer get lost in the details of daily experiences and instead share their deeper struggles with these universal themes that a group is most cohesive (p. 209).

Research on cohesion has provided a diverse understanding of the construct. Cohesive groups are less affected by the leader (Gurman & Gustafson, 1976), are more effective in their communication patterns, and communicate more often. Group members who can laugh together seem to feel closer to each other and are more trusting (Kottler, 1994). Cohesive groups also seem have more fun together and seem to be more productive (Johnson & Johnson, 1987). Cohesion has some relationship to each of the stages of group development (Corey, 1990).

Group cohesion fluctuates and changes over time during the life of the group (Yalom, 1985). The cohesion developed in the early stages of group development serves as the glue that sticks members together, allowing them to work effectively in later stages. The bond that a group has through cohesion "provides the group with the impetus to move forward" (Corey & Corey, 1992; p. 209).

Group cohesion begins in the initial stage of group process, but does not usually truly develop until the working stage (Gladding, 1991). In the working stage, the cohesion that is present "is a deeper intimacy that develops with time and commitment" (p. 210). Group members have learned to take risks and to identify with each other. "Since group cohesion provides the group with the impetus to move forward, it is a prerequisite for the group's success" (Corey, 1990; p. 117). Thus, cohesion becomes a strong contributor to positive group outcome (Yalom, 1985).

While group cohesion has been extensively investigated as a dependent and independent variable, it has not been studied in the adventure counseling arena. It is necessary to study group cohesion across the course of adventure group development in order to achieve a clearer understanding of this variable.

DEFINITIONS

Training Group:

An adjunct experiential training group (t-group) is commonly used to train master's-level students in group counseling theory and techniques (Corey, 1990). Students participate in an ongoing group lasting several weeks. In most experiential groups, participants work on personal issues and self-disclose. In a training group, the participants may engage in some

therapeutic work, but the primary focus is on observing and learning group process. Participants from this study were members of training groups.

Adventure Activities:

Adventure activities are those that have the element of perceived risk. These may include adventure initiatives and initiative games, ropes course elements, orienteering, rock climbing and rappelling, and backpacking. Although the actual physical danger involved is considered minimal, adventure activities are seen as having psychological risk. This psychological risk is a result of the group members trusting or depending on each other (Gillis & Bonney, 1986).

Adventure activities that require participants to work together creatively, using communication, problem solving, leadership, and decision making skills. A problem is presented for the group to overcome, serving as a metaphor for the members to learn about themselves. This study includes the use of low ropes activities from a ropes course program in the definition of adventure activities. Appendix J offers descriptions of the adventure activities that were used for this study.

For the purposes of this study, the "adventure activities plus" treatment group used adventure activities on a ropes course for three sessions at the beginning of the t-group experience. The remaining sessions were held in a seminar room at the university. The "adventure counseling" treatment group had the opportunity to use the adventure activities throughout their t-group experience.

Ropes Course:

A ropes course is considered one kind of adventure activity and has elements and materials that are similar to an obstacle course. Ropes course

programs are used for a variety of purposes, depending on the needs and wishes of the group. Ropes courses have low and high activities and the activities serve different goals and purposes.

Low ropes activities are typically lower risk and are used to promote teamwork, group interaction, and communication. Low ropes activities involve all participants: as the one performing the activity, or as a "spotter" (breaking the fall of the person who is performing the activity), or as one who encourages, leads, or organizes the group. The group solves the problem of the activity together.

Conversely, high ropes activities are more individually challenging, the goal is to enhance personal growth and self-esteem. The high ropes activities often require more physical skills than the low ropes activities and participants rely on emotional and technical support from group members. High ropes activities require that one person performs the activity. Other group members may be operating the safety ropes or offering encouragement.

Within a ropes course, groups work together on adventure activities - some are more physical, others require more problem-solving skills. A program generally starts with an introduction, including a discussion about safety, a description of the "Adventure by Choice" philosophy, and a discussion of the expectations and contributions of the participants. Low-risk games, introducing the group to having fun and serving as the foundation of the program, may precede the introduction. As the program progresses, the activities become more complicated and require a greater amount of risk and trust by the participants. Activities involve use of dynamic (portable) "props" and later in the program, static initiatives (cables and ropes).

In keeping with the "Adventure by Choice" philosophy outlined by Project Adventure (Schoel, Prouty, & Radcliffe, 1988), participants are encouraged to become involved in the activity at the level they are comfortable. "Pushing comfort zones" is also encouraged - facilitators will often ask or invite (not require) people to go a step further than they think they can. This invitation to learn more about oneself is one way that ropes course facilitators promote individual and interpersonal learning through the activities.

Each activity is "debriefed" or processed to glean insights about the group and about individuals. The group notices behaviors and comments on how they performed the activity, often making suggestions on how they could work better, more efficiently, etc. The processing integrates the group's stated goals to ensure that the group is getting what they expect/need from the program and from the facilitator.

Programs end with a closure activity and/or discussion. In this activity, goals are reviewed and participants give feedback on the program, the activities, and facilitator. For longer programs, this may include how the group or individuals will integrate what they learned on the course into their day-to-day lives.

The ropes course used in this study is located near the university. It includes seven low static elements and five high elements. Descriptions of the elements that were used in the study are in Appendix K.

Adventure Counseling:

Adventure counseling is defined as group counseling that uses adventure as a means of focusing on group process. For the purposes of this study, the "adventure counseling" group used adventure initiatives throughout the t-group experience.

Group Cohesion:

Group cohesion is defined as the social climate and mutual bond between group leader and group members. This is characterized by a feeling of group unity, solidarity, and belongingness. For the purposes of this study, the Group Environment Scale (Moos, 1981, 1986) was used to measure social climate. Moos (1986) defines cohesiveness as "the degree of members' involvement in and commitment to the group, and the concern and friendship they show for one another" (p. 2). Group cohesiveness was also measured by a daily checklist created by the researcher for this study (see Appendix F).

The Adventure Counseling Process

Each adventure counseling program is individually designed to meet the goals of the group. The length of the program and its activities vary widely and often are dependent on available funding, population served, whether the program is for enrichment, primary or adjunct treatment, and other considerations (Kimball & Bacon, 1993). Programs are intense and time-limited, ranging from day-long experiences to weekend retreats and month-long activities. Some wilderness therapy programs last from several months to a year. Very few programs offer a follow-up process to the adventure counseling experience and there is a call for such follow-up (Ewert, 1989; Kimball & Bacon, 1993; Gass, 1993). Adventure counseling groups may be as small as five members - a typical size is eight to ten. For groups that are less counseling-oriented (human resource managers, student leaders, and high adventure seekers), the size of the group may be slightly larger (Ewert, 1989).

Participants in adventure counseling programs are taken through a sequence of carefully planned and organized adventure games, activities, and initiatives, including ropes course activities (Kimball & Bacon, 1993; Schoel,

Prouty, & Radcliffe, 1988.) For example, the group might begin with an introduction to the nature of adventure counseling, followed by games which emphasize play and learning to have fun, establishing a light-hearted yet cooperative atmosphere that eases anxieties. Next, the group might participate in several trust activities, which are intended to develop attentive behavior, risk-taking, empathy, cooperation, and group spirit. These activities would be followed by group problem-solving initiatives, which are designed to help create individual and group motivation, spirit, independence, and competence. Additional initiatives, including ropes course experiences, backpacking, and rock climbing, are provided to encourage trust, risk, and empathy. (See Appendix J for a list of adventure activities and Appendix K for descriptions of the ropes course elements used in this study.)

Several programs include a "solo" time for participants to reflect on their experiences. Many of the longer programs, such as Outward Bound, also have community service and learning projects as a final component in order to develop a sense of caring and connection to the wider community. Outward Bound and Project Adventure, as well as others modeled on these programs, use expeditions lasting from a few hours to several weeks to incorporate all of the above components, and reinforce them in an intense, mutual "peak experience" (Schoel, Prouty, & Radcliffe, 1988).

Goals of each adventure counseling program depend on group needs. Some of the goals might include improving self-concept or self-esteem, team building, communication, trust, problem-solving, conflict management, substance abuse treatment, or others (Nadler & Luckner, 1992). Activities are designed to address specific group and individual objectives. An activity may be presented to one group in such a way as to incorporate the issues with

which the group is struggling. The same activity may be presented in an entirely different manner to another group to accommodate that group's objectives.

The sequential order of the activities is integral to the program (Schoel, Prouty, & Radcliffe, 1988). The facilitator/counselor designs a program that corresponds to the "adventure wave" of briefing, followed by adventure activity, which is then followed by debriefing. The categories include: 1) icebreaker/acquaintance; 2) deinhibitizer; 3) trust and empathy; 4) communication; 5) decision-making/problem-solving; 6) social responsibility; and 7) personal responsibility. These activities roughly correspond with stages of group development (Corey & Corey, 1992) and are believed to enhance group process (Schoel, Prouty, & Radcliffe, 1988).

Long (1987) asserts that the essential value of outdoor adventure programs - specifically ropes courses - lies not in that they are physically dangerous or risky (even the high ropes courses have belay/ safety lines that ensure participants' safety) rather, the activities:

- are graphic. The learning points are clearly demonstrated.
- are unfamiliar. No one is expected to be an expert in something they have never done before (much less SEEN being done.)
- are fun, often bordering on downright silly. We learn faster when we can relax and laugh at ourselves.
- require touching. The physical support contributes to lowering barriers, bonding the group, opening communication lines, and serves as a metaphor for emotional support (p. 32).

Powerful metaphors are often developed through the physical, cognitive, and emotional challenges in the adventure counseling process (Schoel,

Prouty, & Radcliffe, 1988). Thompson (1991) describes a few of the elements included in a ropes course program,

> Climbing the 40-foot wall means overcoming seemingly insurmountable obstacles with the help of others; falling backward into the group's upraised arms means trusting teammates; and jumping off a pole means challenging fear (p. 47).

Many of these metaphors later serve to remind the group or individual of the ineffective strategies they have used in the past and which might be currently used, how to make changes, and to then use more effective coping strategies. It is here that the counselor is invaluable. Not all individuals nor groups will automatically make the necessary inferences from experiential activities to day-to-day living. It is important for the counselor to have an understanding of the background of the group and individual learning styles in order to assist in this process (Nadler & Luckner, 1992).

As is true of most forms of group counseling, adventure counseling involves the combined efforts of the client and counselor. Both contribute to the counseling process. The counselor functions as a consultant and educator, while "the client is a learner, who practices the skills in everyday life that are being acquired in therapy" (Corey, 1991, p. 327). The relationship is collaborative one, in which both participants and facilitator/counselor are actively involved. In adventure counseling, it is the counselor's responsibility to assist group members with drawing parallels from the adventure experiences to day-to-day life. Using outdoor activities, counselors provide a context for learning new behaviors and help clients to see how these behaviors can be applied outside of the adventure setting. Creating these connections shows "how elements that are not identically common, yet are

analogously similar, can create change when appropriately linked together" (Gass, Goldman, & Priest, 1992, p. 36). The use of the metaphors inherent in an adventure activity can be a powerful learning tool which contains elements that connect the "here and now" with future learning experiences and with participants' day-to-day lives.

While the activities in an adventure counseling experience may be perceived as dangerous, they are, in reality, structured for the participants to have a high probability of success (Schoel, Prouty, & Radcliffe, 1988). The smaller successes in the beginning of the program lay the foundation for the larger, more difficult challenges of the later activities. Success builds success. Participants often learn that the small changes they make initially can begin to shape how they perceive the challenges later in the program, as well as in their lives outside the adventure experience. Kimball and Bacon (1993) believe that even these small changes "have the potential to ultimately transform a student's entire personality system" (p. 20).

This transformation in personality is considered to be caused by the development of change in the individual's self-perception through the use of adventure activities. The problem-solving and group process the members use throughout the program compel individuals to learn new skills, reinforce personal strengths, and resolve personal and interpersonal issues through "demanding challenges that require the utmost in individual effort and cooperation, often in a stressful context" (Kimball and Bacon, 1993; p. 20).

As Kimball and Bacon (1993) point out in their conclusion, while research in adventure counseling is often plagued with poor experimental design, including small sample size, lack of control groups, and limited follow-up, "there is such a regular pattern of positive findings" (p. 39) that it is difficult

to dismiss the value of this group counseling method. These authors, as well as others (Clapp & Rudolph, 1993; Gass, 1993; Gass & McPhee, 1987; Gillis & Bonney, 1993; Parker, 1992; Schoel, Prouty, & Radcliffe, 1990; Zwart, 1988) encourage further research on adventure counseling.

PURPOSE

The purpose of this study was to determine the effects of adventure activities and adventure counseling on the development of social climate in a training group experience using the Group Environment Scale (Moos, 1986). The study also evaluated the development of group cohesion using a daily checklist designed for this study. The focus of this study was on t-group participants - masters students who participated in a group experience as a part of their training in group counseling.

There is a need for additional research to address the fundamental process variables that affect group dynamics in various kinds of groups. Approximately 85% of all research studies on group counseling deal primarily with outcome variables and there appears to be a tendency toward demonstrating the effectiveness of group work empirically (Gazda, 1989; Kottler, 1994). Kottler (1994) states that, "an impressive body of evidence indicates that certain aspects of a group setting are much more likely to produce desired outcomes than are other settings" (p. 24). He cites the research literature and continues, "groups that are structured to allow for constructive, supportive feedback focusing on specific member behaviors tend to be more profitable than those that do not" (p. 24).

A clearer understanding of the effects of adventure counseling is necessary for discovering its place in the practical and effective group counseling models and techniques available for counselors and their clients.

The information gathered from this study will contribute to the understanding of the value of adventure counseling and to the research on the development of group cohesion.

RESEARCH QUESTIONS

The research questions for this research study were as follows:

1) Is there a difference in the development of cohesion among the treatment and control groups?

2) What trends in group cohesion occur during the group experience for the treatment and control groups?

The instrumentation to examine the research questions will be reviewed in Chapter 3.

CHAPTER 2

METHOD

This chapter will describe the study's sample, the procedures and instrumentation, and treatment that were used, the hypothesis that were tested, and data analysis that were conducted.

SAMPLE

Participants in this study were graduate students enrolled in the 1994 summer session of the Group Counseling Procedures course taught at a CACREP-approved Master's- and Doctoral-level Counselor Education program at a large public university in the South. This course is typically taken in the third semester of course work for the Master's degree in Counselor Education. Students have taken several courses and have interacted with each other prior to the group course. The doctoral students who participated in this study individually supervised many of the master's students in a counseling techniques pre-practicum course.

The summer session Group Counseling course met daily (except weekends) for three weeks, for a total of fifteen class sessions. Seventeen graduate students participated in a training group (t-group) experience while taking the summer school course; all agreed to participate in this research study. The t-groups met for twelve one-hour sessions.

The t-group experience is an integral component of the course and its goal is to give students the opportunity to experience group process first hand. The sample included only masters-level Counselor Education majors. Data were

collected on the sample's demographic information (Appendix A) and a complete description is presented in Chapter 3.

PROCEDURE

The Group Counseling Procedures course was taught by the counselor education director, and the three t-groups were facilitated by advanced doctoral-level students, with a different leader for each group. All three leaders had not previously led t-groups. The two treatment groups included adventure activities which were lead by experienced ropes course instructors. The debriefing was facilitated by the doctoral student leaders. The group facilitators met daily for group supervision, which was facilitated by the researcher. The course instructor provided daily individual supervision to the researcher.

The group leaders met twice prior to leading their groups to discuss the initial structure of the groups, including expectations for group and leader participation (Appendix N) and the common activities members would experience. Group supervision meetings were used for the leaders to discuss group process and intervention strategies.

On the first day of class, students were informed about the requirements for the class, were requested to participate in the study, and were asked to complete a consent form (Appendix B). In addition to the consent form, participants were given a copy of the course requirements (Appendix C). The members were instructed on the nature of the groups (Appendix M) and were assigned to a group at the end of the class. The groups were then assigned to treatment or control. The film "Twelve Angry Men" was shown by the instructor for the remainder of time.

Group members were assigned to groups on the basis of two criteria recommended by the course instructor: 1) individuals should have limited prior contact with the group leader; and 2) there should be equivalent distribution of Myers-Briggs Type Indicator scores on the Introvert-Extrovert scale.

Students were given the option of writing a paper if they chose not to participate in a t-group. For the remaining classes (2 - 13) students attended class for approximately an hour and a half. Class time was spent on lectures about group counseling. Following a short break, they attended their assigned t-group. The groups met for a total of twelve times - a closure activity was scheduled for the last meeting. On the fourteenth day of the class, the groups were debriefed in class. The final exam was given on last (fifteenth) day.

During the first t-group meeting, the goals and expectations of the groups were described and the groups each participated in a similar "opening" activity. Appendix G outlines this introductory activity for all groups and Appendix I describes the activities in which the two treatment groups participated. At the end of the first session, participants completed a demographic data form (Appendix A), the Group Environment Scale (GES), and the Daily Coheson Checklist and Journal Entry Form (DCC; Appendix F). Participants in the treatment groups also completed an Acknowledgement and Permission Form (Appendix D) and a Personal Responsibility Agreement (Appendix E). The Acknowledgement and Permission Form and Personal Responsibility Agreement are standard forms used with ropes course programs and are required for participation in the activities. The schedule for class and group meeting, as well as instrument administration times is given in Figure 2.1.

CLASS MEETING NUMBER	GROUP MEETING NUMBER	DAILY CHECKLIST & JOURNAL	GROUP ENVIRONMENT SCALE
1			
2	1	X	X
3	2	X	
4	3	X	
5	4	X	X
6	5	X	
7	6	X	
8	7	X	
9	8	X	
10	9	X	
11	10	X	
12	11	X	
13	12	X	X
14	Final Group Debrief		
15	Final Exam		

FIGURE 2.1
Group meeting schedule and schedule for administering Daily Cohesion Checklist and Group Environment Scale

Group members and group leaders completed the DCC at the end of each meeting. Information collected from group leaders was not used in this study. In the first meeting, the members were given a copy of the DCC to keep and were told that it would be used for the research study and would be collected and copied daily. In its use with participants, the DCC was simply called the Daily Checklist.

After class lectures, treatment groups drove to the ropes course, self-selecting their transportation to the course. The groups met for one hour each day, after which the group members were given fifteen minutes to complete and turn in the Daily Checklist. The forms were collected and copied daily; they were returned the next class period.

At the end of the group meeting on the first, fourth, and last days, all group members - but not group leaders - were given the GES. Form A of the DCC was administered on these days as well. On the final meeting day, all groups had the same closure activity (Appendix J).

On the thirteenth day, the researcher debriefed the groups in class. She explained the design and purpose of the study, offered students an opportunity for participation in a ropes course, and informed students about how they could find out about the results of the study.

INSTRUMENTATION

Demographic Data (Appendix A)

Demographic information such as gender, race, age, education level, major, and prior group experience were collected from participants in the first group meeting.

Daily Cohesion Checklist and Journal Form (Appendix F)

A Daily Cohesion Checklist and Journal Form (DCC) was created for this study to track the development of cohesion throughout the group experience. The checklist was created by reviewing the professional literature and generating a list of characteristics considered related to and important for group cohesion. After consideration by faculty and staff in a counselor education department, some items were discarded and others were developed. It consists of seven cognitive, emotional, and behavioral statements selected for the DCC based on their face validity as measures of group cohesion. Participants indicate the degree to which they "agree," "agree more than disagree," "disagree more than agree," or "disagree" to the checklist items.

In its use with participants, the DCC was simply called the Daily Checklist. Group members and group leaders all completed the Daily Checklist. Information collected from group leaders was not used for this study.

Group Environment Scale

The ninety-item Group Environment Scale (Moos,1981) is one of nine Social Climate Scales and was designed as a tool for measuring the social environment characteristics of a variety of groups, including task-oriented, social, and mutual support and psychotherapy groups. The GES relies on subjective perceptions of group members and was chosen to measure the conditions for group development present in the treatment and control groups.

Moos defines social environment or social climate as the "personality" of a group setting or environment. Nezu (1989) suggests that information about the social climate of a group may be important concerning individuals' emotions and behaviors in that environment. The Group Environment Scale (GES) has ten subscales that assess three underlying sets of dimensions: Relationship, Personal Growth, and System Maintenance and System Change.

The Relationship dimension includes three subscales: Cohesion, Leader Support, and Expressiveness. According to Moos, cohesion refers to "the degree of members' involvement and commitment to the group, and the concern and friendship they show for one another" (1986; p. 2). Leadership Support is defined as, "the degree of help, concern, and friendship shown by the leader for the members" and Expressiveness as, "the extent to which freedom of action and expression of feelings are encouraged" (Moos, 1986; p. 2).

Personal Growth is measured by the Independence, Task Orientation, Self-Discovery, and Anger and Aggression subscales. The subscales are intended to

measure "the extent to which the group encourages independent action and expression among members; the degree of emphasis on practical, concrete, and 'down-to-earth' tasks, and on decision-making and training; the extent to which the group encourages members' revelations and discussions of personal information; and the degree to which the group tolerates and encourages open expression of negative feelings and intermember disagreement" (Moos, 1986; p. 2).

The System Maintenance and System Change dimension also has three subscales: Order and Organization, Leader Control, and Innovation. The first is defined as "the degree of formality and structure of the group and the explicitness of group rules and sanctions" (Moos, 1986; p. 2). The next assesses "the extent to which the tasks of directing the group, making decisions, and enforcing rules are assigned to the leader," and the last measures "the extent to which the group facilitates diversity and change in its own functions and activities (Moos, 1986; p. 2)

The normative data for the GES were taken from samples of 148 groups and 112 group leaders from task-oriented, social-recreational, and psychotherapy and mutual support groups (Moos, 1986). Analysis of the data from these groups includes the GES's tests of internal consistencies, intercorrelations of the subscales, and stability of the profile. The internal consistencies for the subscales were calculated for 246 members and leaders from a sample of 30 groups using Cronbach's Alpha and range from "moderate" (.62) for the Independence subscale to "substantial" (.86 and .85) for the Cohesion and Order and Organization subscales.

Intercorrelations of the subscales show that they measure separate, yet related components of group social environment, and account for less than ten

percent of the subscale variance (Appendix M). Cohesion, Leader Support, Expressiveness, Task Orientation and Self-Discovery are positively related to each other. Order and Organization is positively related to Task Orientation and Leader Control and negatively related to Anger and Aggression. Moos (1986) also explains, "Groups that are high on Innovation also tend to be high on Expressiveness and on Independence and low on Leader Control" (p. 6).

The test-retest reliabilities of 63 members and leaders from 7 groups who took the GES twice with a one-month interim between administrations range from .65 for Independence to .87 for Anger and Aggression.. Moos reports on the stability of the GES from studies conducted by Brill (1979), Duncan and Brill (1977), and Menard (1974, 1976). The mean profile stability was calculated from 10 staff teams who took the Scale after 4 months (mean = .91), 8 months (,91), 12 months (.84), and 24 months (.78), demonstrating that the profiles are generally stable for these intervals, yet also show changes that develop in groups over time.

The GES has been used in a variety of research projects, including: research on mutual and self-help support groups (Toro and Rappaport, 1985; Goetzel, Croen, Shelov, Boufford, & Levin, 1984), comparisons of psychodrama with different types of counseling groups (Schramski, Feldman, Harvey, & Holiman, 1984), and counselor trainee supervision groups (Bernier, 1980) thus, the content and construct validity of the GES are well supported.

The author states that the GES may be administered and used to compare and contrast the environments of groups (Moos, 1986; 1987). The GES may also be used to compare perceptions of group members and the leader, as well as to measure and facilitate change in the group social environment. Test items are presented in a reusable booklet which is used with a separate response sheet.

It takes ten to twenty minutes for participants to complete the instrument. They respond "true" or "false" to the ninety statements. Responses were scored by the researcher using a template and a raw score was calculated for the cohesion subscale for each group.

In this study, the GES was used to assess the social climate perceived by the group members and group leaders. Group members (but not group leaders) were asked to complete the inventory after the first, fourth, and last group meetings. Participants completed Form A of the Daily Cohesion Checklist (Appendix F) on the days that the GES was administered.

TREATMENT

Details of the "adventure counseling" and "adventure activity plus" treatment t-groups are outlined in Appendix I. A brief overview of the treatment, GES and DCC administration is presented below.

Participants were briefed in advance on the general nature of the study (Appendix M). The researcher explained that the study would be on group cohesion and encouraged the group leaders and the participants to do their best to engender group cohesion, within the given structure of the groups. Members were told that they would be "essentially" randomly assigned to their groups, that each group would have a different kind of group experience, and that things in the group may happen differently. The instructor told the students that the purpose of the group was to give the students some experience with group dynamics. Everyone was asked to complete several forms and to provide information to better understand how groups develop. All students consented to participate in the study. Group members were also asked to keep the group meetings confidential.

Consent forms were completed in the first class meeting. All groups met for one hour daily and had their first group meeting in a seminar room or small group room. Group goals, requirements, expectations, and leader roles were discussed at the beginning of the first meeting and the group leader also outlined the format of the group. The leaders of the treatment groups briefly defined and described adventure activities. Group leaders were asked to present an opening activity which was designed to facilitate initial group communication (Appendix G). At the end of this session members were asked to complete and turn in the GES and the DCC.

GROUP MEETING #	Group 1 ADVENTURE COUNSELING	Group 2 ADVENTURE ACTIVITIES PLUS	Group 3 CONTROL
1*	Opening	Opening	Opening
2	Group Processing	Adventure	Activity
3	Adventure	Adventure	Group Processing
4*	Adventure	Adventure	Group Processing
5	Adventure	Group Processing	Group Processing
6	Adventure	Group Processing	Group Processing
7	Adventure	Group Processing	Group Processing
8	Adventure	Group Processing	Group Processing
9	Group Processing	Group Processing	Group Processing
10	Adventure	Group Processing	Group Processing
11	Group Processing	Group Processing	Group Processing
12*	Closure Activity	Closure Activity	Closure Activity

FIGURE 2.2
Schedule for group activities. (* Indicates Group Environment Scale administration.)

During the first meeting, the leaders let members know where to meet for the remaining group sessions. The Control t-group (Group 3) continued to meet in the small-group counseling room, the "adventure activities plus" t-group (Group 2) met at the ropes course for the next three sessions, and the

"adventure counseling" t-group (Group 1) met at the ropes course for all but the last session. The activities for group meetings is shown in Figure 2.2.

Group leaders completed the DCC; they did not complete the GES. The leaders used the Checklist to give their estimate of group cohesion and noted any deviations from the given group structure and any unusual events or problems in the groups. Their responses were not included with group member responses and were not used for this study.

All groups met in classrooms for the final meeting which included specific activities presented in Appendix J. The fourteenth day of the class included a large-group debrief.

Three groups were compared: two treatment groups and one control group. Treatment Group 1 members met each day (except the first and last) at the ropes course and were given the opportunity to participate in adventure activities throughout the t-group experience. Treatment Group 2 participated in three sessions of adventure activities, then met in a seminar room for traditional t-group processing. The control group participated only in traditional t-group process in a small-group counseling room.

Design Schematic

Treatment 1	O	X	O	X	O
Treatment 2	O	X	O		O
Control	O		O		O

0 = Group Environment Scale Administration
X = Treatment

FIGURE 2.3: Design Schematic

The research design for this study was a non-random, repeated measures design. The design schematic is presented in Figure 2.4.

Hypotheses

This design allowed for the following hypotheses to be tested:

1. First Objective

   The amount of change in the social environment and group cohesion of the groups was measured by the Group Environment Scale.

   Null Hypothesis 1: There will be no difference among the treatment and control groups on the GES.

   Null Hypothesis 2: There will be no difference among the treatment and control groups on the cohesion subscale of the GES.

2. Second Objective

   The development of cohesion for the duration of the group counseling experiences was measured by the Daily Cohesion Checklist. The information collected through the Daily Cohesion Checklist was used to describe the development of cohesion for the duration of the study. The scores of the daily checklist were graphed and analyzed and used to examine how cohesion changes over time for these groups.

DATA ANALYSIS

Because this was a field study, randomization of participants to the different groups was not possible. The course instructor assigned the members to the groups and group leaders were asked what their preference was for the kind of group they would lead. There was no reason to believe that the three groups differed, but since their assignment to treatment or control groups was not random, the GES was administered at the end of the first session. Multivariate Analysis of Variance (MANOVA) was used to determine if a statistically significant difference existed between the three groups' GES total and Cohesion subscale scores.

The independent variable for this study was the t-group experience; the dependent variable was group cohesion as measured by the Group Environment Scale and the Daily Cohesion Checklist. The repeated measures design increased the statistical power of this study since there were only 17 participants. According to Heppner, Kivilighan, and Wampold (1992), in small sample size research, as measurements are added the probability for obtaining statistically significant results increases.

The alpha level was set at .05 in the analysis of data for each hypothesis. Analysis of Variance was computed using the MANOVA sub-program, specifying univariate results from the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975).

Results of the data analysis are presented in Chapter 3.

CHAPTER 3

RESULTS

INTRODUCTION

This chapter presents the results of the statistical analysis of the data described in Chapter 3. Descriptive statistics of the sample based on demographic data are provided, followed by the statistical analysis for the research questions.

DEMOGRAPHIC DATA

There were 17 graduate student participants in the study in three groups: five in Group 1 and six in each of the two other groups. Group 1, the "adventure counseling" t-group, was given the opportunity to participate in ropes course activities throughout their group experience. Group 2, the "adventure activities plus" t-group, participated in ropes course activities for three days at the beginning of their group experience, then they met in a seminar room. Group 3, the "traditional" t-group, served as the control group, meeting the entire time in a small-group counseling room. Demographic data were gathered for all participants and are presented in Tables 3.1 and 3.2. An overview of the demographic data will be presented in this section.

The total sample consisted of 15 females (88%) and 2 males. Groups 1 and 2 each had one male participant. The participants in Group 1 ranged in age from 23 to 58 years. Their mean age was 36.4 years; their median age was 32.0 years. Group 2 participants ranged in age from 23 to 29 years. Their mean age was 25.3 years; their median age was 24 years. The participants in Group 3 ranged in age from 24 to 36 years. Their mean age was 29.2 years; their

median age was 28.5 years. In the total sample, sixteen participants were Caucasian; one was African American.

Table 3.1
Demographic Data: Frequencies and Percentages

	Frequency	Percent of Sample
Age		
Under 25	7	41
25 to 30	5	30
30 to 35	2	12
35 to 40	1	6
Over 40	2	12
Gender		
Female	15	88
Male	2	12
Race		
Black	1	6
Caucasian	16	94
Degree Program		
Counselor Education	17	100
Prior Group Experience		
Counseling Techniques Laboratory	17	100
Support/Therapeutic Group	4	24
Supervision Group	2	12
Team Sport	5	30
Outward Bound Program or Project Adventure Program	2	12
Self-Help Group	2	12
Other Group	6	35

All participants were enrolled in a Counselor Education Masters program. All had previous group experiences, including a counseling pre-practicum/ laboratory, a pre-requisite for the course in which they were enrolled during the study. Twenty-four percent (4 people) had participated in a support group; 12% (2 people) in a supervision group; 30% (5) had participated in a team sport; 12% (2 people) had experienced an Outward Bound/Project

Adventure or similar group; 12% (2 people) had been participants or leaders of a self-help group; and 35% (6 people) had participated in other groups.

Table 3.2
Demographic Data by Group: Frequencies

	Group 1 Adventure Counseling	Group 2 Adventure Activities +	Control
Age			
Under 25	1	1	4
25 to 30	1	2	2
30 to 35	1	1	0
35 to 40	0	1	0
Over 40	2	0	0
Gender			
Female	4	6	5
Male	1	0	1
Race			
Black	1	0	0
Caucasian	4	6	1
Degree Program			
Counselor Education	5	6	6
Prior Group Experience			
Counseling Techniques	5	6	6
Support/Therapeutic	0	2	2
Supervision	0	0	2
Team Sport	2	1	2
Outward Bound Program or Project Adventure Program	0	1	1
Self-Help	1	1	0
Other	2	3	1

STATISTICAL ANALYSIS

Analysis of Variance was computed using the Multivariate Analysis of Variance (MANOVA) sub-program, specifying multivariate and univariate results from the Statistical Package for the Social Sciences (Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). Participants' total score on the Group

Environment Scale (Moos, 1981,1986), as well as the Cohesion subscale were used for a portion of the analysis. The mean scores for each group are provided in Tables 3.3 and 3.4.

Table 3.3
Group Environment Scale N, M, and SD by Administration Time

	Group 1 Adventure Counseling			Group 2 Adventure Activities +			Group 3 Control		
	N	M	SD	N	M	SD	N	M	SD
Time 1	5	40.00	4.64	6	40.83	9.06	6	44.67	6.44
Time 2	5	45.60	11.01	6	45.67	7.42	6	42.67	7.64
Time 3	5	53.00	9.00	6	53.50	3.83	6	50.00	4.93

Table 3.4
Cohesion Sub-scale N, M, SD by Administration Time

	Group 1 Adventure Counseling			Group 2 Adventure Activities +			Group 3 Control		
	N	M	SD	N	M	SD	N	M	SD
Time 1	5	4.20	1.92	6	4.33	1.97	6	6.50	2.25
Time 2	5	7.80	.45	6	7.50	2.35	6	7.00	2.10
Time 3	5	7.80	1.64	6	9.00	0.00	6	8.33	0.52

First Objective

The amount of change in the social environment and group cohesion of the groups was measured by the Group Environment Scale. Null Hypothesis 1: There will be no difference among the treatment and control groups on the GES.

Initial repeated measures MANOVA was performed between groups on the total GES scores dependent measure (Table 3.5). There were no significant differences between subjects or interaction effects. The within subjects effect of change over time was significant ($F=26.24$, $p<.001$). In Table 3.6, univariate

F-tests (1,14 df) that compare Groups 1 and 2 with the Control group show a significant effect of change in scores over time (F=58.66, p<.001).

Table 3.5
Treatment vs Control Groups -
MANOVA Across Dependent Variable Group Environment Scale by Time

	DF	SS	MS	F
Between Subjects				
Within Cells	14	1761.51	125.82	
Group	2	7.12	3.56	.03
Total	16	1768.63		
Within Subjects				
Within Cells	28	514.02	18.36	
Time	2	963.36	481.68	26.24***
Group by Time	4	140.17	35.04	1.91
Total	34	1617.55		

* P<.05
** P<.01
*** P<.001

Table 3.6
Treatment vs Control Group Effects - Group Environment Scale Total Scores
Univariate F-Test with (1,14) DF; Change over Time

	Hypothesized SS	Error SS	Hypothesized MS	Error MS	F
Group 1 vs 2	66.68	300.00	66.68	21.43	3.11
Groups 1&2 vs 3	896.68	214.00	896.68	15.29	58.66***

* P<.05
** P<.01
*** P<.001

Null Hypothesis 2: There will be no difference among the treatment and control groups on the cohesion subscale of the GES. Initial repeated measures MANOVA was also performed on GES Cohesion subscale scores (Table 3.7). There were no significant differences between subjects or significant interaction effects. Within subjects effects over time for this subscale was

significant (F=23.52, p<.001). Further analysis were conducted to identify the nature of this change (Table 3.8).

Table 3.7
Treatment vs Control Groups -
MANOVA Across Dependent Variable Cohesion Subscale by Time

	DF	SS	MS	F
Between Subjects				
Within Cells	14	61.49	4.39	
Group	2	3.77	1.88	.43
Total	16	65.26		
Within Subjects				
Within Cells	28	60.58	2.16	
Time	2	101.78	50.89	23.52***
Group by Time	4	21.34	5.34	2.47
Total	34	183.70		

* P<.05
** P<.01
*** P<.001

Table 3.8
Treatment vs Control Group Effects - Group Environment Scale, Cohesion Subscale
Univariate F-Test with (1,14) DF; Change over Time

	Hypothesized SS	Error SS	Hypothesized MS	Error MS	F
Group 1 vs 2	49.50	27.77	49.50	1.98	24.96***
Groups 1&2 vs 3	52.27	32.81	52.27	2.34	22.30***

* P<.05
** P<.01
*** P<.001

There is a significant effect of time on the univariate F-test on the within subjects main effects for all groups (Table 3.8), the change in scores over time for Groups 1 and 2 on the GES Cohesion subscale is significant (F=24.96, p<.001);

the Cohesion subscale scores for Groups 1 and 2 versus the Control Group is also significant over time ($F=22.30$, $p<.001$).

Second Objective

The development of cohesion for the duration of the t-group experiences was measured by the Daily Cohesion Checklist (DCC), a dependent measure created by the researcher for this study. The information collected through the DCC was used to describe the development of cohesion for the duration of the study. The mean scores and standard deviations for each group are provided in Table 3.9. The scores of the DCC were graphed and are presented in Figures 3.1 through 3.4. The graphs of the scores are examined below.

Table 3.9
Daily Cohesion Checklist N, M, SD by Administration Time

	Group 1 Adventure Counseling			Group 2 Adventure Activities +			Group 3 Control		
	N	M	SD	N	M	SD	N	M	SD
Time 1	5	2.83	.83	6	3.21	.49	6	3.43	.34
2	5	3.23	.81	6	3.57	.33	6	3.57	.36
3	5	3.40	.37	6	3.48	.25	6	3.21	.32
4	5	3.66	.32	6	3.62	.29	6	3.31	.33
5	5	2.97	.27	6	3.19	.41	6	3.50	.35
6	5	3.34	.25	6	2.69	.48	6	3.36	.33
7	5	2.40	.63	6	2.98	.28	6	3.52	.35
8	5	3.03	.50	6	3.26	.33	6	3.55	.35
9	5	3.52	.40	6	3.10	.38	6	3.49	.35
10	5	3.66	.30	6	3.33	.36	6	3.52	.35
11	5	3.60	.26	6	3.55	.28	6	3.76	.38
12	5	3.49	.30	6	3.74	.21	6	3.69	.37

Graphs of the mean scores for each group on the Daily Cohesion Checklist (DCC) are presented in Figure 3.1. The graph indicates that the two treatment groups are characterized by a more dramatic change in scores over time than the Control Group. The treatment groups seem to have experienced higher

highs and lower lows as compared with the more traditional t-group format of the Control Group.

Figure 3.1
Daily Cohesion Checklist Group Mean Scores - Group 1

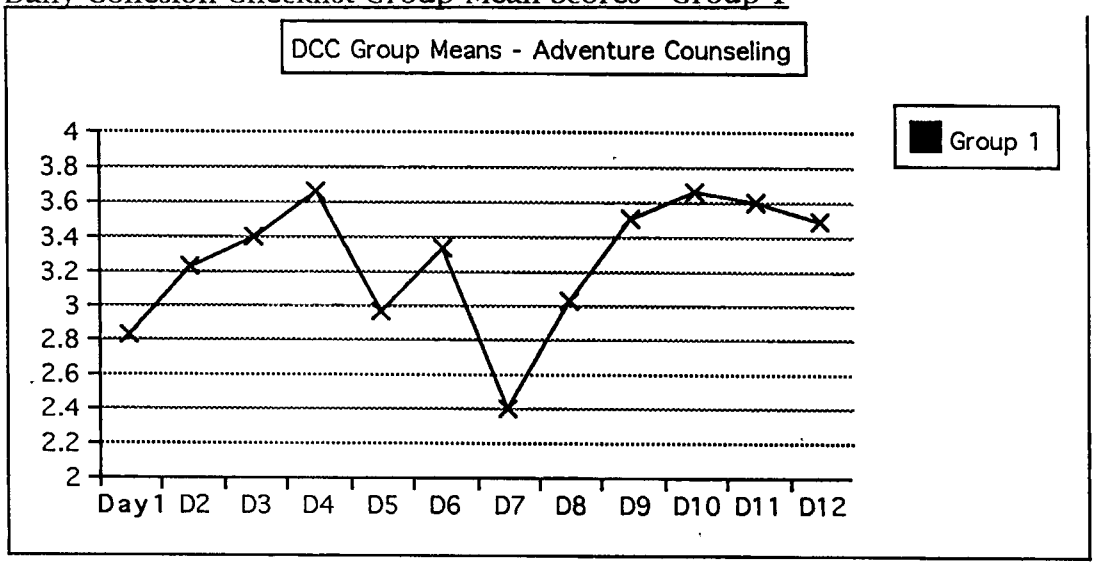


Figure 3.2

Daily Cohesion Checklist Group Mean Scores - Group 2

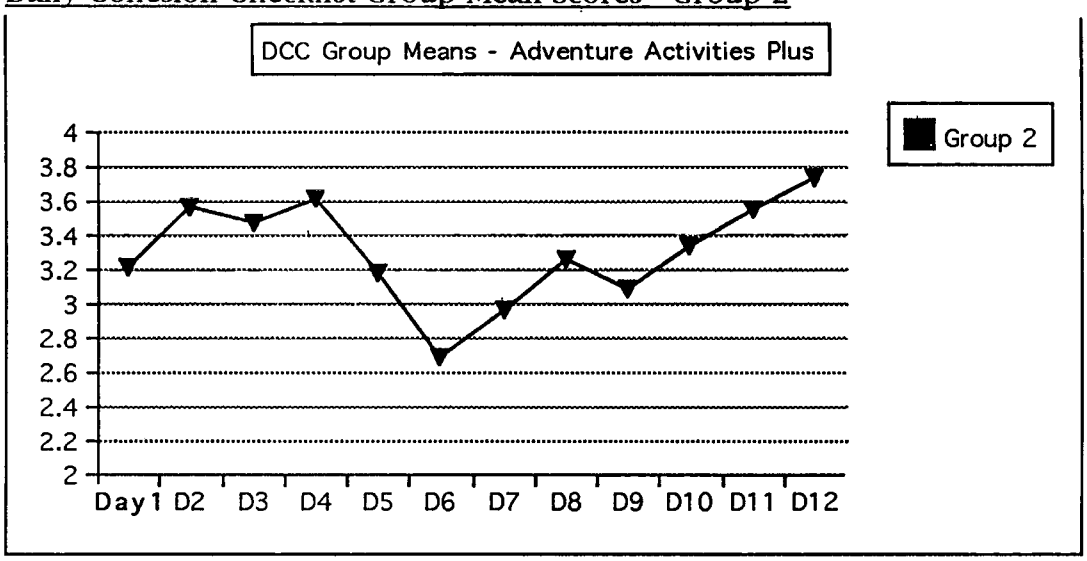


Figure 3.3

Daily Cohesion Checklist Group Mean Scores - Group 3

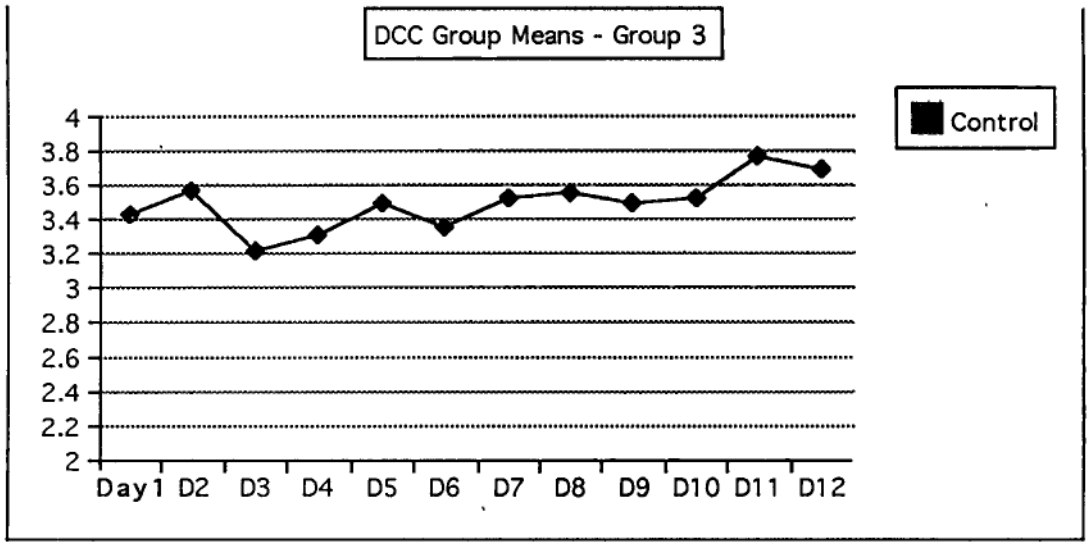
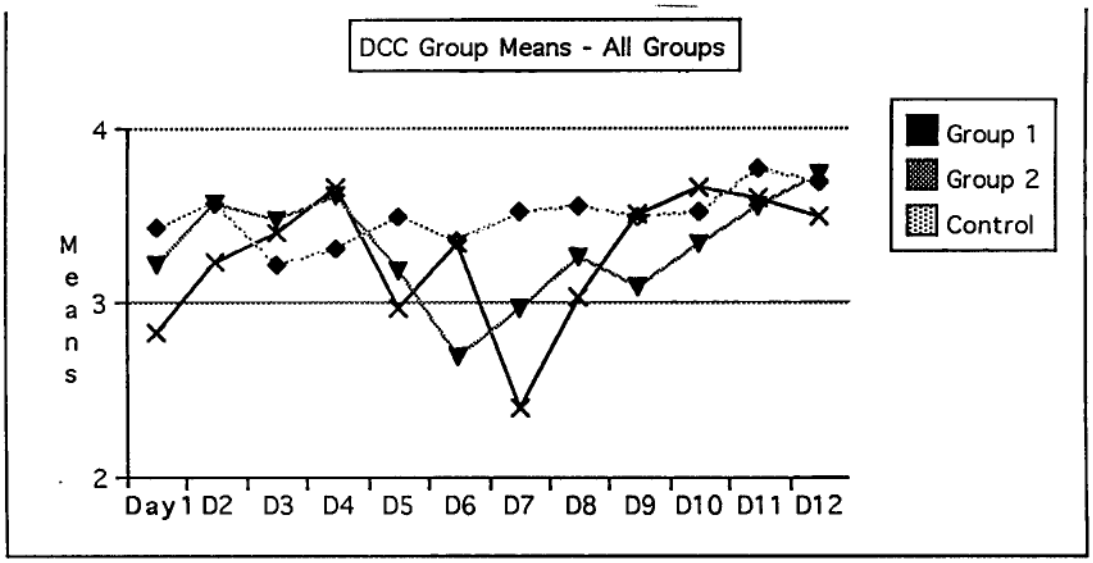


Figure 3.4

Daily Cohesion Checklist Group Mean Scores - All Groups



Closer examination of the treatment groups shows that initial group cohesion, as measured by the DCC, may be affected by the adventure activities: scores on the DCC declined in all groups when the group did not participate in activities. DCC scores dropped dramatically in treatment Group 2 after they

completed the adventure activities component. Scores on the DCC for treatment Group 1 clearly changed from days 4 to 7, when they first began their adventure activities. The group's scores were lowest when they had no activity. The control group participated in activities on the second and eleventh days. Their scores increased on the days that activities were a part of the group process. Once group cohesion was well-established, though, the activities may not have had as much of an impact on the group (note the rise in DCC scores on days 8 to 12 for all groups).

SUMMARY

Statistical analysis of the data collected for this study revealed that Group Environment Scale scores and the Cohesion subscale scores significantly changed over time for individuals. There were no significant differences between subjects or significant interaction effects for GES total scores. The two treatment groups combined, however, differed significantly from the control group on total GES scores in changes over time. Significant changes in scores over time on the Cohesion subscale existed for the treatment groups and for the treatment groups compared with the control group.

Examination of the graphs of the mean scores on the Daily Cohesion Checklist suggests that adventure activities have a positive impact on the development of group cohesion. Discussion and implications of these findings will be included in Chapter 4.

CHAPTER 4

DISCUSSION

This chapter contains the discussion, the results of the data analysis, the limitations of the study, offers suggestions about future research on adventure counseling and group cohesion.

DISCUSSION OF THE RESULTS

The results of the repeated measures design indicate that total Group Environment Scale (GES) and its Cohesion subscale scores significantly increased for individuals over time. The change in total GES scores was significantly greater for the treatment groups compared with the control group. GES Cohesion subscale scores reveal significant differences in treatment and control groups, demonstrating that the adventure activities positively affected group cohesion. The Cohesion subscale scores for the "adventure counseling" treatment group had a greater increase than the "adventure activities plus" and the control groups. These results show statistical support for adventure activities having a greater impact on group cohesion than processing alone.

Examination of the DCC scores also suggests that adventure activities may impact group cohesion development. Scores on the DCC declined in all groups when the members did not participate in activities. DCC scores dropped dramatically in treatment Group 2 after they completed the adventure activities component. Scores on the DCC for treatment Group 1 clearly changed from days 4 to 7, when they first began their adventure activities. The group's scores were lowest when they had no activity. This study shows support for previous research (Corey & Corey, 1992; Yalom, 1985) which

indicates that group cohesion increases over time. It also lends support to earlier studies (Corey, 1990) which suggest that group cohesion is affected by changes in the tasks in which groups participate. The timing and kind of activity may also affect the development of group cohesion.

The control group maintained a fairly consistent level of cohesion over time - their cohesion increased, but not as dramatically as the treatment groups. The "adventure counseling" and "adventure activities plus" groups showed significant improvement in cohesion over time. Both groups started at a lower point than the control group and increased their cohesion more dramatically over time. This may be explained by several issues that affect group cohesion development including: the role of games, humor, creativity, and leadership. The adventure groups had a greater number of opportunities through the adventure activities to work on common tasks, to laugh and play together, and to take on a wider variety of roles within the group, which contributed to their mutual bond in a positive way. While the adventure counseling group was negatively influenced by the group leader's style of leading in the beginning, they were able to become a significantly more cohesive group over time through their activities and group process time.

Adventure Activities and Games

Many adventure activities are likened to games, which "can serve as a catalytic agent to increase cohesiveness, self-disclosure, and trust" (Gazda, 1989; p. 70). What is notable in the treatment groups is their opportunities to have fun through the activities, in a way that the control group did not. Kottler (1994) states, "Laughter ... eases strains and shock. It is a means of handling the incongruous, unexpected, awkward, disorderly, and nonsensical....Humor draws people closer together by relating to a common

focus - the shared response to a single stimulus" (p. 248). For the "adventure counseling" group, the initial activities were a way of drawing members together through shared activity and enjoyment. Kottler further explains the role of humor: "A social equalizer, humor cuts across status lines. It emphasizes commonality and invites intimacy. Group members feel closer to one another, more trusting and cohesive, when they can laugh together" (p. 248-249). In turn, the level of cohesion determines the intensity of the group experience.

Gazda (1989) warns that counselors who use games run the risk of reducing their responsibility and sensitivity to the group. They may depend too much on the activity, rather than on their facilitation skills. As Gladding (1991) says, "Games and exercises promote experiential learning. This means that members will probably go beyond their thoughts in self-exploration. ... They increase the comfort level of participants and help them relax and have fun. Learning takes place best when it is enjoyable" (p. 144). This is also true of using adventure activities in counseling. Without the counselor's focus on processing the meaning of the activity, though, clients may leave the experience not having learned something about themselves or others.

Adventure Activities and Creativity

Using adventure activities in counseling can also be likened to the use of arts in counseling. Gladding (1992) describes the use of art (music, dance/movement, imagery, visual arts, literature, drama, and play and humor) in counseling: "By their very nature these arts foster a different way of experiencing the world, and when employed in clinical situations, they help counselors and clients gain different perspectives on problems and possibilities" (p. ix).

Ropes course and other adventure programs incorporate several of these creative expressions. Participants are asked to imagine situations that tap their creativity in solving problems, they are asked to use their sense of humor, engage in play through games and activities that are novel and fun. As the activities become more complex, they require participants to "stretch" themselves, using a multi-dimensional approach to their relationships with themselves and with others. In this study, the treatment groups had richer opportunities to cement their relationships with each other, ones that they would not have had without the activities, providing more varied experiences and perhaps a broader understanding of the criteria for a cohesive group.

Gladding (1992) describes several benefits of using art in counseling that may also apply to adventure. Art incorporates playfulness, "This lightheartedness in the midst of serious tasks is enabling" (p. 7). It promotes collegiality between client and counselor. "Professional barriers are broken down, and the clients' and counselors' ability to understand and address present difficulties more clearly is enhanced" (p. 8). These activities encourage communication, are perceived to be objective, and "enable clients to recognize the multiple nature of themselves and the world" (p. 8). Clients seldom show resistance when they perceive an activity to be neutral or fun. Art allows a person to express their innermost thoughts and feelings in a way that talking does not. Nonverbal and concrete-thinking clients can find meaningful participation in counseling in this way. Lastly, the activity is a tool for counselors to diagnose and understand the client.

A word of caution must be issued for games, adventure activities, and art used in counseling: not every client and not all counselors are well-suited to these activities (Gladding, 1992). To be therapeutic, they must be accompanied

by some kind of debriefing or processing. Without a counselor's thorough understanding of their potential and place in the counseling process, they may be used in non-therapeutic and nonscientific ways, posing a threat to the mental health of a client.

Group Leadership Considerations

Although the design of the study attempted to include leaders who had similar levels of group leadership experience, the three group leaders had varying levels of experience with facilitating groups, even though none had previously lead a t-group. The group facilitator of treatment Group 1 ("adventure counseling" t-group) was the least experienced. She was initially quiet and, in the first two sessions, did not answer many of the group members' questions. She was at first defensive then later became cooperative with her group. The leader of treatment Group 2 ("adventure activities plus" t-group) had a great amount of group leadership experience with children. She was directive in her approach, attempting to teach members how to effectively interact. The leader of the control t-group (Group 3) indicated that she had co-facilitated many groups but had never facilitated one herself. She placed emphasis on "empowering" her group, encouraging the members to learn from each other as well as herself.

Group 1 reacted strongly to their assignment to the "adventure counseling" t-group and to their group leader's style of facilitation. They questioned whether they would learn as much about group development as the other two groups. Their first meetings were characterized by conflict between the participants and the leader. The members seemed to be united in their confusion and frustration with the group leader.

During the second meeting, the members of this group questioned the ropes course instructor - who was also the researcher - about the nature and design of their group and of the study. I attempted to delineate my roles, explaining the structure of the activities and that when I was with them I would only lead the adventure activities. If they had questions about the design, I told them, they could speak to me at the class, rather than on the ropes course. I let them know that I would only lead the adventure activities and they were welcome to stop and process the group's dynamics at any time. When they were processing, in order to maintain a consistent role, I physically removed myself from the group, avoided eye contact, and waited for the whole group to let me know when they were ready for another activity. The group did not participate in the common group activity (outlined in Appendix H) on this day.

After the second meeting, the members of this treatment group consulted with the course instructor about the group leader and their questions about how much they would learn in relationship to the other groups. The instructor assured them that they would learn about group process, just as the other groups would, and suggested that they discuss any problems about leadership with the leader during their next group meeting.

During the third meeting, the group leader changed her style of leadership and interaction with the group members, apologizing for her "mistake" of playing a role that did not fit her personal style. The group began to process this change, participated in several adventure activities, and completed the activity described in Appendix H. On this day, both treatment groups met inside, due to inclement weather.

Treatment Group 2 met early on day 3 and twice on day 10 to accommodate group members' schedules. On the tenth meeting, one group member was late to the first of these meetings. The group leader called the member during the group meeting to remind her of the change. This group also wondered if they would learn enough about group development, as compared to the control group. They were able to be assured by their group leader.

There were no noted deviations from the schedule by the leader of the Control group. This leader indicated that she was nervous at first about leading the t-group, however, her nervousness seemed to be calmed by group supervision and she soon demonstrated her comfort with facilitating her group.

Both the treatment groups, within the first four group meetings, wondered whether their t-group experience would be "as good as" the control group. Interestingly, the control group indicated no concern about other groups in the class or study. In class, the instructor reassured all participants that despite the differences in the groups, they would learn what they needed to know about group process.

Leadership is a key issue in group development (Gazda, 1989; Gladding, 1991). Among the factors that work for or against group productivity is the members' attitude toward each other and toward the leader (Gladding, 1991). Style of leadership also affects group development (Gazda, 1989). Gladding (1991) states, "The outcome of a group is dependent not only on the variables present at the beginning of the experience but on the amount of group leadership displayed and the stages the group goes through" (p. 143). Gladding (1991) and Kottler (1994) both note that group leaders must posses a variety of skills and use them appropriately. Each leader in this study seemed to

demonstrate a different style of leadership. While this study did not focus on leadership, the possibility that leadership had a significant impact on the development of group cohesion offers an alternative interpretation of the results of this study.

LIMITATIONS OF THE STUDY

This study examined the development of cohesion among three kinds of t-group experiences of masters' level Counselor Education students. The results of this study are limited by several threats to internal validity and other methodological concerns. Issues regarding limitations are discussed in this section.

Sample

Because the sample was drawn exclusively from masters' students in a counselor education program, the findings can appropriately be generalized only in a limited manner. Research based on one group of individuals may not be representative of others.

One variable which may have confounded this research was the differential selection of the participants. This was a quasi-experimental design, using students enrolled in a group counseling procedures course, who had been assigned to the groups by the instructor. The results could be attributed to certain characteristics of a group, rather than to treatment effect. The three groups did not significantly differ on demographic variables that were measured by the researcher. However, they may have differed on other variables that were not measured, such as personality type, level of self-awareness, or capacity for attachment and intimacy.

Threats to Internal Validity

While the summer school class was chosen to limit the confound of history, the "adventure activities" t-group did meet twice at times that were different from the other groups. While they met on the fourth day, they met before their class, the second administration of the GES was given on this day and the timing may have differentially affected group cohesion for this group.

Testing may also have threatened the internal validity of this study. The Group Environment Scale was given three times, all within twelve days. In addition, the Daily Cohesion Checklist was given each time the participants met. In the case of the latter, participants may have either carelessly completed the DCC or may have very consciously completed it, having the previous day's score in mind. The DCC was also designed for this study without a pilot study or other research with the instrument. It may not be an accurate measure of group cohesion.

As stated above, the two treatment groups stated concern for whether they would learn "just as much" as the control group. The control group members did not indicate that they had such a concern. Additionally, Group 1, the "adventure counseling" t-group, initially seemed resentful that they were assigned to a treatment group. Their reaction may also have significantly affected group cohesion and the study's results.

Other extraneous variables may have affected the results of this study, such as the amount and kind of self-disclosure in the group by the group leader, how the leader facilitated group discussions, or the emphasis placed on giving and receiving feedback.

Instrumentation

No one instrument can describe the complex nature of a human being. Researchers should incorporate various means of measuring variables to assess the many levels of human functioning. It is typically not feasible - nor desirable - to administer a battery of instruments to every participant in every study. There are very few instruments that measure group development and group process, therefore, further research needs to be implemented to increase the means of measuring groups and to increase our understanding of group development.

That both instruments used in this study were self-report measures represents an additional limitation. These instruments are only as accurate to the extent that the perceptions of the participant are accurate and honestly reported (Borg & Gall, 1983).

Empirically-based research is often complemented by rigorous qualitative research. Qualitative information was collected for this study, but its comprehensive analysis was beyond the research questions posed for this study.

Other Methodological Concerns

The limitations of this study include several other methodological concerns. The first is the small sample size: there were 17 participants, the smallest group had 5 members, while the others had 6 each. Borg and Gall (1983) recommend no less than 15 cases in each group for group comparisons to work effectively. Larger samples are recommended when, as in this study, there are several uncontrolled variables present and reliable measures of a dependent variable are not available.

The participant pool itself was an important source of uncontrolled variables. The 17 participants were not randomly assigned to groups. The only data that were collected was information on the kind of prior group experience they had, their perception of the social climate of the group, and the development of group cohesion. Other influential characteristics may include interactional style and other personality qualities.

Another potential confound for the treatment groups is group leadership. In addition to the above concerns about leadership, Groups 1 and 2 each had a facilitator who processed the group dynamics and different person who served as the ropes course instructor, leading the adventure activities. While every attempt was made to clarify their roles, both the ropes course instructors stated that they felt frustrated by the role differentiation. In most programs incorporating adventure activities, the ropes course instructor is also the facilitator.

RESEARCHER'S OBSERVATIONS

Participants and group leaders were asked for their impressions of the group each day using an open-ended question at the end of the Daily Cohesion Checklist. A review of the responses to the question, "Please briefly describe your group today" follows.

Treatment Group 1 initially objected to and struggled with participating in activities. Conflict, reservations, and apprehensions arose immediately over the group leader and how relevant the activities would be to their group experience. Once the group decided to allow the adventure activities, as one member stated, "Activities focused on group cooperation, communication, and trust. Cohesion and trust appear to be building slowly and steadily... Felt more

of a group effort and working toward a common task today than in past sessions."

As stated earlier, the graph of the group DCC mean scores indicates that the treatment groups had higher highs and lower lows in cohesion than the control group. The adventure activities seemed to facilitate member discussion of powerful emotions. While all groups experienced anxiety, confusion, conflict, and pleasure in their group development, the treatment groups seemed to feel more strongly about the issues that arose. One treatment group leader wrote about an interaction in the group that, "caused confusion, frustration, resentment, anger..." and for the second-to-last meeting stated, that it was a "Very powerful session today." The other treatment group leader was frustrated for the first seven meetings, and on the eighth meeting, because of her change in leadership and several successful adventure activities, was excited about the group's turn-around, "Great session today! ... Group members seem to feel relieved and hopeful. I do too."

The members wrote about their being "excited about the ropes course," their "most satisfying day," their "overwhelming feeling that we accomplished something," feeling "drained and extremely isolated," "relief at having gotten past some obstacle," having "fun today working together," and feeling "disappointed that we did not do our activities outside today."

In the last session one member in the Control group summarizes her experience and that of her group:

> We're really winding down today. We focused on the individuals in the group. Although this is meaningful reflection, for me it is also a little - I'm not sure if this is quite right, but it's close - anticlimactic. I think I thought some magical thing would happen and then we would be a

> group with some amazing insight into ourselves and each other. Instead, it was a process - not fast, not yet complete, not mysterious, and not obvious - it was subtle, slow and sneaky. I couldn't begin to pinpoint when we became a 'group' but undeniably we are. It hasn't been a transformation of me, which maybe I expected ... instead I feel like there's a seed that's been planted, waiting to grow.

The environment of this group was gentle and sensitive. Members were concerned about how they gave and got feedback. Members stated, "There is a strong atmosphere of empathy and caring." "This is a very caring group." They seemed to be able to use their sensitivity constructively.

When Group 3 had no structured activity, they reported that they "engaged in storytelling. The purpose seemed to be to get to know each the better which in some ways did happen, and yet at times it felt as if some things were on a more superficial level."

The leader of the Control group introduced a norming activity on the seventh day. Members used the activity to discuss their expectations of each other. This activity seemed to be timed just right to the needs of the group. Emotional safety was present, members showed affection for each other, strong emotional reactions were not evident, as in treatment groups. Members of the Control group used words like "uncomfortable" rather than "frustrated and angry" as in the treatment groups. Superficial interaction was confronted gently and group members seemed to be 'real' and genuine by the 4th session. The "group was intense, but the intensity was comfortable." The group leader was confident in her skills and encouraged the members to also take leadership roles.

Adventure activities - and perhaps activities in general - seemed to help group members focus on a goal or problem. They served to facilitate opportunities for the group to work together, contributing to the cohesion of the group. From Group 2: " Today the group seemed to open up more and we established a bit more trust and cohesiveness due to the shield activity and the 'volcano/lava' activity we worked on together. Physical closeness also added to emotional closeness."

Members from both treatment groups consistently commented on the adventure activities. "Activities are good tools," wrote one member from Group 1. They recognized that the activities seem to bring issues to the foreground and discovered the importance of balancing activities with processing:

> Through the activities we practiced communication, cooperation, and problem-solving. The group continued to work to come together to include the facilitator. ... The activities and the processing continued to help the group build trust.

And later, the same member states,

> With only a small amount of processing/sharing at the beginning, the group spent its time engaged in activities. Perhaps some bridges were being built when we had to choose partners. The group seems to be able to work together with trust when there is an activity - but not in just processing.

Adventure activities provided members with opportunities to take on a wider variety of roles, " I really like having those kinds of challenges to do as a group - it gives an opportunity to try out different roles in the group - to see what I like and what I don't and what works well for the group."

Activities were seen as metaphors for and concrete examples of issues in the group. A member from Group 1 wrote,

> My partner showed real care and respect for me in blindfold walk. ... Sherpa was a good metaphor for overcoming our obstacles particularly with help and guidance of another. I came here with negative feelings of anger and frustration and left with positive ones of hope, care, and determination.

Another member from the same group stated,

> Group processed feelings of trust, better listening, cohesion, lack of defensiveness, honesty, and courage 'Credit Cards.' There seems to be agreement among the group that these qualities are much stronger now than in past sessions. Discussed 'box' activity as a symbolic way of getting past the 'stuck' periods and how easily and quickly we were able to move to a stronger working stage through this activity. It appears that these qualities were present within the group the entire time - especially since they were able to surface so quickly.

A member from Group 2 had this insight,

> The trust 'Willow-in-the-Wind' activity did just that: inspire trust. That also involved touching and I think it created a greater sense of unity and cohesiveness. The hula [hoop] activity brought out the impatience of being aware of all group members for me - something I can overlook at times when someone else is disadvantaged physically more than I am.

One member commented on the uniqueness of the environment for adventure activities when the group met inside for one day because of thunderstorms and rain. " Having a special area outside of the classroom

where the group can meet together seems to add a great deal to the feeling of universality and linking in the group."

As predicted, Group 2 struggled with the transition from participating in ropes course activities to the traditional setting for a t-group. Groups that change tasks often regress in their development and Group 2 was no exception. One member wrote,

> I was initially concerned about the group today. After doing the ropes course last week - and being focused on specific tasks - I wondered what we would do. I admit that I felt a little uneasy at first, but we moved into talking about how we each feel in the group and what we think we need from the group.

Another noticed,

> Not having the ropes initiatives to do felt like a loss today. At first, members were hanging back, at that anxiety stage again. As the hour progressed, members shared more of how they were feeling and what they wanted from the group.

A third stated,

> I think the majority of the group felt apprehensive about group time today because we no longer have structured activities to focus on. We discussed those feelings today and found out that we have more to discuss than we though we would.

The following days were frustrating and confusing for group members as they recovered their momentum and began to move forward in their development as a group. All groups were ready to end by the final session. Said one member, "I learned a lot about group process, going out in the woods really helped me to see it happen..." Another stated, "I was able to experiment with

new, more risky behavior ... and feel confident in trying this new behavior outside of group." Yet another had this insight: "It was obvious from the discussion that as a group member you get out of the experience what you put in."

All group members in this study learned about group process, each having a "sense of closure and fulfillment in having reached group goals of learning about group process and building upon self-awareness."

Researcher's Comments

Adventure activities seem to give individuals alternatives to learning through games, humor, and creativity as well as a wider variety of participant roles. Members of adventure groups do to have very different kinds of experiences than those in traditional t-groups. This may not prove to be significant with a larger sample size and a wider variety of group members, however.

I think that the literature about adventure counseling and the use of adventure in training groups essentially describe the inherent power and potential intensity of group process. Many adventure activity leaders are inexperienced in group process and development and have little comparison on which to base their observations about group process in the out-of-doors. They experience the power of group process in an environment that seems to accelerate and intensify the process. When group process is effective and when the group works together, then the process can seem almost magical in its effect on participants. Perhaps adventure activities facilitate this process more readily because of the novelty of the setting, the opportunities for creativity and humor, and alternatives for leadership that this form of group counseling provides.

RECOMMENDATIONS FOR FUTURE RESEARCH

The development of group cohesion - particularly in adventure counseling - merits further research. As stated earlier, research on adventure counseling is in an infancy stage and there is much to be learned about the process and outcomes. Heppner, Kivlighan, and Wampold (1992) state, "Quasi-experimental and time-series designs can be especially useful in providing preliminary empirical evidence for verifying potentially effective treatments" (p. 148). Researchers may follow up on this study by replicating its purpose and improving on its methodology. Extraneous variables would be better controlled if participants were randomly assigned to treatment and control groups and if groups were larger. Generalizability of results could be improved if future studies used facilitators who had the same kind and level of leadership experience and if treatment group activities and processing were lead and facilitated by the same person. The use of reliable and validated instruments could also enhance interpretation of results.

The development of an instrument which reliably measures group cohesion should be pursued. This instrument will need to take into consideration that group cohesion changes throughout the development of the group and should reflect those changes. If such an instrument were developed, further research on group cohesion could be enhanced. In addition, if this instrument were easy to administer and score, practitioners could have valuable information on their groups, allowing them to adapt activities and processing to the level of group cohesion present.

Various leadership considerations for adventure counseling groups should also be investigated. Leadership is a key issue in group process and development. Leaders communicate the core conditions of the group

counseling process (Gazda, 1989). Members attitudes toward the leader affect group process and outcomes (Gazda, 1982). The style of leadership and level of experience also impact group development (Gazda, 1989; Kottler, 1994). Leaders model behaviors and process group reactions (Gladding, 1991). That leadership may have had a significant impact on the development of group cohesion among the treatment and control groups is a possible interpretation of the results of this study and merits further research.

CONCLUSIONS

Parker (1992) indicates some possible reasons for the mixed research findings in the literature. One problem is in how adventure counseling experiences are currently being defined and used. Activities ranging from school field trips in a nature reserve to year-long wilderness expeditions have all been used in conjunction with counseling. Some of these programs are one-day experiences with "healthy" participants, while others are intensive and integrated counseling interventions with specific populations. Researchers need to create a clear definition of that is meant by "adventure" in order to better compare research studies.

Still another problem lies in the instruments that have been used in research. It is possible that the dynamics of change in an adventure counseling experience - the internal processes for individuals and the interpersonal processes for groups - is not measurable by existing instruments. In addition, these dynamics may be so subtle in interacting that no single piece can be measured and found statistically significant. Instead, perhaps the cumulative effects and interaction of all the internal dynamics of an individual that have the potential to be affected by an adventure program

(cognitive, affective, behavioral, social, spiritual, etc.) create a significant effect that produces change over time.

Often overlooked is the fact that adventure programs are designed and tailored to a specific group's needs and goals. Each group has its own dynamics, even though there is a general model for group development (Schoel, Prouty, & Radcliffe, 1988). The effects of an adventure counseling program may be subtle, influencing group development and dynamics in indistinguishable ways.

Parker (1992) suggests that "researchers and practitioners using adventure interventions are so invested in the process they 'see' change that is not, in fact, occurring" (p. 23). It is easy to be caught in the excitement of the adventure experience and neglect to consider that group process itself can be a powerful tool for change (Corey & Corey, 1992). While this study contains evidence for adventure activities' impact on group cohesion, at the very least, perhaps adventure counseling groups are equivalent on a long-term basis in their impact to traditional counseling groups.

Despite the current status of the research in adventure counseling and the difficulties in undertaking the kind of research that is needed in the field, there are signs that practitioners and researchers are beginning to work together to increase the body of knowledge (Gass, 1993). Several authors (Ewert, 1989; Gass, 1993; Parker, 1992) recommend that the theoretical foundations for adventure counseling be further articulated and suggest that future research combine qualitative and quantitative approaches to create a "clearer and more substantiated base of knowledge concerning what adventure therapy can and cannot truly accomplish" (Gass, 1993, p. 304). This

multiple and interrelated approach to research may help to overcome some of the difficulties experienced to date.

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APPENDIX A

Appendix A: COUNSELOR DEMOGRAPHIC QUESTIONNAIRE

1) Code Number _____ 2) Gender: ___ Female ___ Male

3) Age _____ 4) Race: _____

5) Degree program ___ masters ___ doctoral

___ other _____

6) Major program of study _____

(For example: Counselor Education)

7) Prior group experience? ___ no ___ yes

Check all that apply:

___ Counseling Techniques Laboratory Instructor: _____

___ Support/Therapeutic Group

___ Supervision Group

___ Team Sport

___ Outward Bound program

___ Project Adventure program

___ Self-Help Group

___ Encounter Group

___ Other Training Group

___ Other group _____

APPENDIX B

Appendix B: INFORMED CONSENT AGREEMENT

As a member of the Group Counseling Procedures course (EDHS 724), you are invited to participate in a Counselor Education doctoral student's study of group process. The requirements of participation are to: 1) complete a demographic questionnaire; 2) participate in a training group; 3) complete daily checklists; and 4) complete a group process and environment questionnaire.

The information and results of the checklist and questionnaire will not be made available to your course instructor and therefore will not be used in any way to determine your grade in the course. You are free to withdraw from this study at any time, without prejudice.

All information gathered from you will be kept strictly confidential. Only the researcher will have access to these records unless you give your written consent to allow their use by other individuals. A research report may be published in professional journals but would not contain any information that would identify you.

If you would like a copy of a research report, you may send your written request to Suzan Thompson, 11463 Albano Road, Barboursville, Virginia 22923 at the end of the Fall 1994 semester.

You may indicate your consent to participate in this study by signing this form. If you have any questions now or at any time during the study, please call Suzan Thompson at (703) 832-3835.

Signature _____

Date _____

APPENDIX C

Appendix C: Course Syllabus

EDHS 724

GROUP COUNSELING PROCEDURES

SUMMER 1994

Instructor:

Courtland Lee, PhD.
169 Ruffner Hall
924-3119

Office Hours: Monday-Thursday 12 - 2 P.M.

COURSE DESCRIPTION :

Organizing and implementing group counseling will be stressed. Individual and group counseling approaches will be compared. Application of counseling theory to groups will be stressed.

TEXT:

Corey, M.S. & Corey, G. (1992) *Groups: Process and Practice* (4th Edition). Monterey, CA: Brooks/Cole Publishing Co.

GOALS:

1. To understand and describe the development and purpose of counseling groups, and the typical problems involved in group counseling,

2. To understand and describe the roles of group members and leaders and their contributions to group process,

3. To participate in a personal growth group as a member, and

4. To develop a counseling group experience appropriate for your internship setting or specialization.

EVALUATION :

1. Participation in a training group (t-group). A set of process notes on your group must be kept and presented at the end of the class. Group participation and notes will count as 50% of your grade.

2. A midterm examination will be given that will cover the text and lecture notes. It will count as 25% of your grade. (*July 20*)

3. A final paper describing a counseling group that could be used in an internship setting (outline attached). The paper should use APA style and be no longer than 10 typed pages plus appendices. The paper will count as 25% of your grade. (*Due July 29*)

CLASS SCHEDULE

DATE	*TOPIC*	*READINGS*
July 11	Introduction and Overview	Corey, Ch. 1
July 12	Leading Groups (*First t-group session*)	Corey, Ch. 1
July 13 & 14	Phases of Group Development	
	- Selecting Group Members	Corey, Ch. 3
	- Early Stages	Corey, Ch. 4
July 15	Phases of Group Development	
	- Working Stage	Corey, Ch. 5&6
	- Final Stage	Corey, Ch. 6&7
July 18 & 19	Ethical Considerations	Corey, Ch. 2
July 20	*EXAMINATION* (T-Groups *will* meet after exam)	
July 21	Groups for Children	Corey, Ch. 9
July 22	Groups for Adolescents	Corey, Ch. 10
July 25	Groups for Adults	Corey, Ch. 11
July 26	Groups for the Elderly	Corey, Ch. 12
July 27	Groups: A Multicultural Perspective (*Last T-Group session*)	
July 28	Counseling Theory and Group Process	
July 29	***Final Paper Due***	

FINAL PAPER

The final paper will take the place of a final examination and is due on *July 29*. It should be in APA style and no longer than 10 typed pages plus appendices. The paper should be based on the following outline describing the development of a small group counseling experience that could be used in your internship setting or specialization.

Each paper should include:

1. Title of Group
2. Demographics
   - a. *time, place, duration, size, population*
   - b. *expected group composition, sex, age, ethnicity, etc.*
3. Membership Selection
   - a. *description of process*
   - b. *description of group members selected*
4. Goal Setting
   - a. *theoretical framework of group and rationale*
   - b. *goals determined for the group experience*
5. Structure Planning
   - a. *description of material or structure used to meet goals stated*
   - b. *description of leadership style expectations*
6. Appendices
   - a. *advertising or consent form for group*
   - b. *description of structured activities*
   - c. *handouts used in the group*

ABOUT THE SMALL GROUP EXPERIENCE

The small group experience is an integral part of this course and of your master's degree program. Every student is, therefore, expected to participate in a small group, although no one will be forced to participate and you may choose an alternative writing assignment. Participants will be essentially randomly assigned to a group.

These groups are designed and run as Training Groups (or t-groups), where the emphasis is on your experiencing the dynamics of group process - specifically group cohesion - first hand, as a member of the group. You will participate in a series of activities designed to promote group process. Each group will have a different kind of group experience. The purpose of this part of the course is to give you some experience in group dynamics. Consider this as a developmental experience for you, the person, and you, the counselor-in-training.

Although the direction - what is undertaken and what is accomplished by each group will be different - each group will have a facilitator to work with. The facilitator for your small group will be a Counselor Education doctoral student.

These will NOT be therapy groups!!!! If you feel you would benefit from a therapy group or from individual therapy, please seek assistance outside of this class.

Your participation in the small group will IN NO WAY be evaluated or graded. However, you will be asked to complete a daily checklist and journal entry so that you may better understand how groups develop. The journal entry includes process notes about the group, with particular attention to group cohesion. (Group cohesion is defined as "the social climate and mutual bond between group leader and group members.") These notes are a course requirement and will be collected daily. A form will be provided for you to make notes immediately after your group meeting. The notes will be collected and read by your instructor and your group facilitator. Your process notes are treated as confidential and will be returned to you at the end of class.

What transpires in these groups is CONFIDENTIAL. What is said in the group and by whom must stay within the group. The only exception will be that facilitators, as a part of their supervision, will discuss among themselves the general nature of what happens in their respective groups.

What you as an individual get out of this group experience will be directly related to what you are willing to invest of yourself in the process. You are encouraged to participate to the best of your ability. You may choose the level of your participation. Below are some developmental tasks that relate to high participation/high befit in groups. Please consider these as you think about what you will gain and contribute in your group:

* Be in attendance and "present" at all group sessions; do not just occupy a chair.
* Be authentic: risk being yourself rather than playing a role.
* Be an active and empathic listener to other members.
* Invite other members to give you constructive feedback (both positive and negative) on how they experience you in group.
* Offer other members constructive feedback (both positive and negative) on how you experience them in group.
* Exercise both leadership and followership.
* Attend carefully to the "process" dimension of your group.
* Resolve to deal with issues of trust, commitment, leadership, sharing, group cohesion, anger, and conflict.

APPENDIX D and APPENDIX E

(Note: These appendices have been combined.

These forms are normally printed back-to-front on one page.)

Appendix D: Acknowledgement and Permission Form

Date:_____ GroupName:_____

University of Virginia Intramural Recreation Sports
Adventure Challenge Course
ACKNOWLEDGEMENT AND PERMISSION FORM

I, (either for myself or as parent/legal guardian of the below named child under the age of 18), realize that participation in any form of physical activity may give rise to injury or participant's demise. I represent that I (I/my child) (am/is) currently in good health and physical condition and hereby give permission for (me/my child) to participate in the Adventure Challenge Ropes Course at the University of Virginia. In the event of an accident, injury, or sickness, I give authority for (me/my child) to receive any and all medical attention necessary until such time as (the person noted below/I) may be contacted. I also agree to assume any and all financial responsibility for such medical treatment. This release is effective for a period of 365 days from the date listed above.

I have read and fully understand the above information statement.

SIGNATURE : _____

SIGNATURE OF PARENT/GUARDIAN : _____

PARENT OR GUARDIAN NAME : _____

ADDRESS : _____

_____

HOME PHONE : _____ OFFICE PHONE : _____

CHILD'S NAME : _____

(PRINT)

_____

PHYSICIAN'S NAME (Print) _____

DAY PHONE NUMBER : ( ) _____

NIGHT PHONE NUMBER : ( ) _____

_____

KNOWN ALLERGIES OR MEDICAL CONDITIONS _____

_____

_____

_____

ALTERNATE EMERGENCY CONTACT PERSON:

NAME : _____

PHONE NUMBER(S) : _____

(PLEASE MAKE AND RETAIN ADDITIONAL COPIES FOR YOUR RECORDS) A separate copy for each PARTICIPANT must be signed and returned prior to participation on the Adventure Challenge Course.

PLEASE SIGN REVERSE SIDE

Appendix E: Personal Responsibility Agreement

UVA Intramural-Recreation Sports
Personal Responsibility Agreement

UVA welcomes you to your Adventure Challenge Workshop. We are confident you will find it a great learning experience, both fun and challenging.

When working outdoors and leading physical activities, safety is our bottom line concern. We will regularly discuss basic rules of safety and provide the special organization, supervision, instruction, and equipment you need to participate safely in course activities. It is impossible for us to eliminate all risk, however, and your commitment to follow instructions and use sound personal judgement will contribute to your well being.

Please read and sign the following agreement:

I have read the above and I understand that I will be participating in activities that involve periods of physical exertion, balancing, lifting, pushing, pulling, and climbing. I know most activities will be outdoors where I will need to watch for slippery and or/uneven footing, limbs and branches, animals and possible exposure to extreme weather.

I understand that I will not be forced to do any activity and that despite reasonable precaution taken by UVA, that a guarantee of absolute safety is impossible. I agree to exercise good personal judgement, to ask for help if I am concerned about my safety, and to be responsible for deciding if a proposed activity is appropriate for me. I also agree to inform my instructor immediately should I experience any injury, pain, or discomfort.

I have listed on the reverse side of this paper any physical condition, recent injuries, medication, allergies, or other considerations which might limit my ability to participate fully in the activities presented. The information provided is a complete and accurate statement of the physical factors which may affect my participation. I realize that failure to disclose such information could result in serious harm to myself and possibly to others in my group.

I agree to comply with safety instructions given by UVA and to accept responsibility for my personal safety and well being on this program.

Signature_____ Date_____

Printed/TypedFullName_____

PLEASE FILL OUT REVERSE SIDE

APPENDIX F

Appendix F: DAILY COHESION CHECKLIST- Form A

Code _____ Date _____

DAILY CHECKLIST

INSTRUCTIONS

This form contains seven sentences that describe some of the different ways a person might behave, think, or feel about her or his group. As you read the sentences mentally think about your response as it applies to your group experience TODAY.

If you agree with the statement, circle the number 1; if you disagree circle the number 4. Use the numbers in between to describe the variations between the extremes.

1	2	3	4
Agree	Agree more than disagree	Disagree more than agree	Disagree

1) Group members don't have things in common with each other.

1 2 3 4

2) There's a sense of unity and belongingness in this group.

1 2 3 4

3) My group listens carefully and respectfully to each other.

1 2 3 4

4) Group members cannot engage in personal and open self-disclosure in this group.

1 2 3 4

5) Members of this group don't look forward to coming to the group meetings.

1 2 3 4

6) The group worked on a common task.

1 2 3 4

7) Group members don't feel safe in this group.

1 2 3 4

Please briefly describe your group today:

Appendix F: DAILY COHESION CHECKLIST- Form B

Code _____ Date _____

DAILY CHECKLIST

INSTRUCTIONS

This form contains seven sentences that describe some of the different ways a person might behave, think, or feel about her or his group. As you read the sentences mentally think about your response as it applies to your group experience TODAY.

If you agree with the statement, circle the number 1; if you disagree circle the number 4. Use the numbers in between to describe the variations between the extremes.

1	2	3	4
Agree	Agree more than disagree	Disagree more than agree	Disagree

1) Group members have things in common with each other.

1 2 3 4

2) The group did not work on a common task.

1 2 3 4

3) My group does not listen carefully and respectfully to each other.

1 2 3 4

4) Group members feel safe in this group.

1 2 3 4

5) Members of this group don't look forward to coming to the group meetings.

1 2 3 4

6) There's a sense of unity and belongingness in this group.

1 2 3 4

7) Group members engage in personal and open self-disclosure in this group.

1 2 3 4

Please briefly describe your group today:

Appendix F: DAILY COHESION CHECKLIST - Form C

Code _____ Date _____

DAILY CHECKLIST

INSTRUCTIONS

This form contains seven sentences that describe some of the different ways a person might behave, think, or feel about her or his group. As you read the sentences mentally think about your response as it applies to your group experience TODAY.

If you agree with the statement, circle the number 1; if you disagree circle the number 4. Use the numbers in between to describe the variations between the extremes.

1	2	3	4
Agree	Agree more than disagree	Disagree more than agree	Disagree

1) Members of this group look forward to coming to the group meetings.

1 2 3 4

2) Group members cannot engage in personal and open self-disclosure in this group.

1 2 3 4

3) My group listens carefully and respectfully to each other.

1 2 3 4

4) There's not a sense of unity and belongingness in this group.

1 2 3 4

5) Group members don't have things in common with each other.

1 2 3 4

6) Group members feel safe in this group.

1 2 3 4

7) The group worked on a common task.

1 2 3 4

Please briefly describe your group today:

APPENDIX G

Appendix G: COMMON GROUP ACTIVITIES - First Group Meeting

1. Group leader introduced herself and asked members to introduce themselves.
2. Group leaders discussed the purpose and format of the group:
    A. Group Goals
    B. Group Expectations
    C. Outline of group meetings
    D. Leader roles
3. Introductory Activity
    A. Group leaders asked the members take three things from their wallet or purse that show three different things they value.
    B. Members introduced themselves and told the group about something about their life as evidenced by the three items they carry in their wallet or purse.
    C. At the end of the exercise, group members discussed the exercise, reflecting on differences and commonalities in the things they value.
4. Administration of the Group Environment Scale
5. Group members completed and turned in the Daily Cohesion Checklist

APPENDIX H

Appendix H - Common Group Activity

PERSONAL COAT OF ARMS

AN INVENTORY OF YOUR STRENGTHS, TALENTS, AND ABILITIES

The Personal Coat of Arms should be done in symbols rather than in words, except for items number 5 and 6. In space #1, draw a symbol which indicates your strengths as a friend; in space #2, a symbol which indicates you strengths and talents as a member of your family; in space #3, a symbol which represents your strengths as a student; and in space #4, a symbol which represents one of the best years of your life. Next spend a few moments thinking about a title for a book about your life. In space #5, write the title of the book about your life. Finally, in space #6, write three words which summarize the things you like best about yourself.

APPENDIX I

APPENDIX I: Ropes Course Activities for Treatment Groups

GROUP 1: ADVENTURE COUNSELING

Day 1	Introduction to group; group processing
*Day 2	Introduction to ropes course activities; processing
*Day 3	Name Game; Warm Up activity; Shield Activity (Appendix #)
*Day 4	Warm Up Activity, Trust Activities; processing
*Day 5	Warm Up Activity, Trust Activity; processing
*Day 6	Processing; Trust Activity, Low Cable Element
*Day 7	Warm Up Activity, Trust Activity; processing
*Day 8	Warm Up Activity, Trust Activity; processing
*Day 9	Processing
*Day 10	Processing; Trust Activities
*Day 11	Processing
Day 12	Closure Activity (Appendix L)

* Ropes course instructor present.

APPENDIX I (continued): Ropes Course Activities for Treatment Groups

GROUP 2: ADVENTURE ACTIVITIES AND T-GROUP

Day 1	Introduction to group; Common Group Activity (Appendix H)
*Day 2	Name game, Warm Up Activity, Trust Activity; Shield Activity
*Day 3	Warm Up Activity, Trust Activity; processing
*Day 4	Warm Up Activity, Low Cable Elements; processing
Day 5	Processing
Day 6	Processing
Day 7	Processing
Day 8	Processing
Day 9	Processing
Day 10	Processing
Day 11	Processing
Day 12	Closure Activity (Appendix L)

* Ropes course instructor present.

APPENDIX J

APPENDIX J: Descriptions of Adventure Initiatives

WARM UP ACTIVITIES

ALLIGATOR CROSSING

You are in the depths of the Amazon jungle. Your group comes to a particularly treacherous river, filled with hungry alligators. The only way you can continue your journey is to use the magic alligator boards to cross the river. You'll find that the boards are buoyant and alligator-resistant. If anyone falls off, though, everyone must return to the start to be revived and begin again.

MOON BALL

You have entered a new Olympic event called Moon Ball. Your objective is to score as many points as you can before the ball touches the ground within a 3 minute time limit. Every time a player hits the ball, the group chants the score (i.e., "The score is 1-2-3" etc.) Each time the ball touches the ground the score and clock start again. An extra point may be scored by passing the ball through the hoop. However, no one may hold the hoop for more than one goal (i.e. score then pass the hoop). The ball must be hit (head, hands, arms, feet) and cannot be caught, held or thrown. Game begins with a toss when someone starts the clock.

CREDIT CARDS

Imagine that each person has magic and imaginary "credit cards" that represent the qualities that make a group work. Think about high functioning groups or teams you have participated in. What qualities did they have and/or what qualities did you contribute that made the group work?

HULA HOOP PASS

The group stands in a circle, holding hands. A hula hoop is passed around the circle - without participants breaking their grip. See how fast and efficient this can be done.

THE BOX

Members write on the box the issues that have been stumbling points in the group. The box becomes a metaphor for the issues that the group wants to recognize and put aside in order to move forward.

TRUST ACTIVITIES

ALL-ABOARD

Participants find ways to balance the whole group on a small platform or carpet squares - to the count of 5.

SHERPA WALK

With a partner blindfolded, guide them through the trail set by your facilitator. You'll switch roles in the middle of the activity.

WILLOW IN THE WIND

A volunteer stands stiffly with arms crossed in the middle of a close circle, falling to the front, back or side. Other group members, in the "spotting position" (one foot in front of the other, knees slightly bent, arms shoulder high and bent) catch them and gently push the person back to a standing position. Spot the participant's head and shoulders. Repeat several times.

BLIND POLYGON

With your entire team blindfolded and holding onto a length of rope, try to form the following polygons:

Triangle, Square, Hexagon, Circle

WITCH'S BREW

The each member balances her/himself on a 4" x 4" wooden block. The group tries to "escape" by circling as if a combination lock. They stop and change directions when they hear a "click."

RADIO ACTIVE WASTE

Using ropes and a large rubber band, the group moves a ball from one location to another, without coming physically within three feet of the object.

APPENDIX K

APPENDIX K: Descriptions of Ropes Course Elements

CABLE ELEMENTS

TRIANGULAR TENSION TRAVERSE

Using a rope for balance, individuals balance on a cable from point A to point B. The remaining group members "spot" the performer.

NITRO CROSSING

All members of the group and a container which is 3/4 full of "nitro" (water) are to get from one side of the creek to the other using a "vine" (cable swing).

SINGLE TENSION TRAVERSE

Using a rope for balance, the group balances on a cable from point A to point B.

ZIG ZAG

Given a series of posts and a set of boards, the group finds a way to transport themselves across the "swamp" without allowing a board or person touch the ground.

WILD WOOSEY

Two people attempt to make their way to the end of two diverging cables without either participant falling off. Spotters are essential.

APPENDIX L

Appendix L: CLOSING ACTIVITY

1. The group discussed:

    A. "What stands out about this group experience for each of you?"

    B. "What was your greatest challenge in this experience?"

2. Activity

    A. On a large sheet of newsprint, the group will use markers to draw images in a collage responding to the following question:"What did you learn from this group experience?"

    B. Once the collage is completed, members will describe the meaning of their image.

APPENDIX M

Appendix M: Participant Briefing

Students were briefed on the general structure of the groups:

> "You will be divided into groups essentially randomly. Each group will have a different kind of group experience and things in the group may happen differently. The purpose of this part of the course is to give you some experience in group dynamics. Everyone will be asked to complete some forms and to provide some information so that you may better understand how groups develop and so we might all have a better understanding of group dynamics. Only those who complete the consent form will be included in the research study. You will all be asked by your group leader to keep things in your group confidential."

Group members were briefed on their roles as members:

1. Members will participate to the best of their ability.
2. Members are expected to be on time.
3. Discussions will be kept confidential.
4. Members will support, respect, give feedback, be sensitive to each other.
5. Members will try to learn from each other.
6. Other expectations and "ground rules" as decided by group members.

APPENDIX N

Appendix N: Leader Briefing

The group leaders were briefed about the general nature of the study:

"This research study is on group cohesion. I encourage you to do your best to engender cohesion, within the given structure of the groups. Your roles as group leaders include: providing the initial structure for the group, encouraging individual and group discussion, assisting with group processing and group cohesion, helping the group to stay focused, and giving out and collecting the various forms I will give you for your group members.

"I will provide you with an outline of the group activities and how to brief them for the first and last group meetings. In the first class meeting members selected a code number they will use for the duration of the group. This number will be used on the Daily Checklist and Journal and the Group Environment Scale. I will provide you with copies and instructions for these forms.

"You will be given the Checklist each day; the Group Environment Scale will be administered on the first, fourth and last group meetings. Please try to allow time in the meeting for members to take this instrument. Members will code and complete the Checklist and Group Environment Scale and return them to you on the day they are completed.

"The Checklist will vary slightly from day-to-day, so please ask members to pay close attention to the statements and their responses. It is very important that the Checklist is completed each day and turned in to me. I will return them to group members on the following day.

"Please document what you do in your groups on your copy of the Daily Checklist and Journal. Give your estimate of you group's cohesion and make

notes about any unusual events, problems, or deviations from the general group structure."