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Table 10.8

Results of Studies in the Certification of Outdoor Leaders*

	Senosk 1977	Cousineau 1977	Ewert/Johnson 1983	Priest 1987
Certification Support				
- YES	37.20	76.20	71.00	
- NO	48.60	13.80	20.00	
Reasons For Certification				
- Fewer Accidents	7.00	Agreed ^b	34.00	- Positive experience
- Higher Quality of Leadership	46.00	Agreed	34.00	- Teaching skills
- Participant Satisfaction	40.00	Agreed	23.00	- Reduce accidents
- Reduced Insurance Premiums	—	Disagreed	29.00	- Reduce environmental damage
Acceptable Certifying Body				
- Governmental Agency	19.60	Disagreed	9.00	- Program Trainers
- Private Organizations	48.00	Agreed	52.00	- Self
- Individual's Agency	—	Agreed	14.00	- Outside experts
				- Peer Leaders
Who Should Be Certified				
- Organizations	—	Disagreed	20.00	- Individuals
- Individuals	—	Agreed	20.00	
- Individuals for Each Specific Subject/Location	41.20	Agreed	17.00	
How Should Certification Be Accomplished?				
- Workshops/Clinics	62.80	Agreed	—	- Field Trips
- Life/Field Experience	62.80	Agreed	46.00	- Discussions
- University/College	—	Disagreed	46.00	- Lectures
- Private Organizations	48.00	Disagreed	34.00	- Simulations
- Standardized Exam	22.30	Agreed	—	- Role playing

*Percentage of respondents. For a more detailed account of each study, see individual document.

^bThe majority of respondents indicated this preference.

Table 10.7

Differences in Job-Setting Between Outdoor and Traditional Professions^a

OUTDOOR	TRADITIONAL
24 hour day	Usually 8:00 to 5:00 PM
Participants faced with environmental and risk-related circumstances	Clients usually in a controlled environment
Short term/Little evaluation	Long term/Formal evaluation
Remote setting-high, direct and often solo responsibility	Team approach with accessible aid
Direct supervision limited	Direct supervision often available
Low pay with little fringe benefits	Higher pay often with attractive benefits
Intermittent often long absences from a home environment	Stable work/home environment
High turnover	Often lifelong careers

^aModified from Havens (1985).

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Table 10.6

Topics of Information Subjected to Empirical Investigation in Outdoor Pursuits

TOPIC	STATUS OF INFORMATION ^a	ADDITIONAL COMMENTS
Self-Concept	Substantial (7)	Most widely studied
Self-Efficacy	Substantial (6)	Concept on which many programs are based
Experiential Learning	Substantial (6)	A cornerstone when offering outdoor pursuits programs as part of education
Behavior Modification	Moderate (5)	Often employed in juvenile delinquent and special population programs and courses
Processing Experiences	Moderate (5)	Integral to achieving many other program goals such as self-concept development
Development of Groups and the Individual	Moderate (5)	Includes a variety of variables such as trust, compassion and confidence
Sequencing/Progression	Low to Moderate (4)	Leads to effective course design
Transfer/Generalization	Low (3)	High intuitive belief that experiences carry over to other life experiences but little empirical support at this time
Stress	Low (3)	Widely used program component but still needs further study

^aBased on scale from 1 to 10, with 10 being highly developed and sophisticated and 1 implying a rudimentary understanding.

Table 10.5

Terms Specific to Outdoor Adventure Pursuits

"friends"	tri-cam	RURP
hero loop	Munter hitch	Bachman knot
smearing	equalizing anchor	arete
gendarme	adiabatic	lenticular
jumar	adze	Thinsulate
positive clearance	Quallofill	Koflach
HAPE	HACE	"zipper"
placement	slidders	FIRES
hexcentric	front-pointing	French pointing
couloir	tether line	footfangs
K-1	C-1	throwbag
"chicken loop"	sweep	sweeper
keeper	ferry	high brace
Eskimo roll	"z" pulley	hypothermia
cold water immersion	"J" stroke	keeper
hydraulic	strainer	declination
antidipticum	positive error	lensatic
lava tube	living cave	drag bag
100 miler	pannier	"sentry"
ripcord	ram-air	opening shock
transderivational	isomorphic	transfer
waxing theory	telemark	double poling
destructive metamorphism	fall line	deposition zone
ensolite	Thermarest	PTFE
A-frame	PIEPS	Quincy
priorities of life	Rule of Three	Spinning
ankling	eddy out	Duffek
river right (left)	Brake bar	Figure 8
initiative games	New Games	Traverse
lie-back	belay	kernmantle
A-frame	group dynamics	"risky shift"
counseling theories	downproofing	"J" valve
At-pac	nitrogen narcosis	power fin
emergency swimming ascent	survival swimming	line of sight
solar still	Wilderness First-Aid	Guardia
tautline hitch	environmental impact	No-impact camp
bollard	bearing	slab avalanche
Naisbett's rule	"J" line	lock step
Prussik knot	triangulation	duffersitz

Table 10.4

Reported Competencies of Outdoor Leaders

An Outdoor Leader Should Be Competent In:					
McVoy, 1978	Green, 1981	Swiderski, 1981	Buell, 1983	Ewert/Johnson, 1983	Priest, 1987
Decision-Making	Analyzing Risks	Outdoor Techniques	Evaluation	Judgment	Judgment
Judgment	Judgment	Navigation	Outdoor Skills	Outdoor Skills	Awareness/Empathy
Outdoor Skills	Risk Management	Shelter Construction	Human Development	Human Resource Management	Teaching
Group Interaction	Minimum Impact	Clothing/Equipment	Safety	Medical Skills	Group Management
Safety Administrative Skills	First Aid		Program Planning Environmental Ethics	Personality	Problem-solving
			Philosophical Foundations		

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