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The purpose of this study was to provide a greater understanding of the perceived levels and the importance of cultural competence within the context of challenge course facilitation and professional practice. One hundred seventy-two challenge course facilitators, who are currently members of the Association for Challenge Course Technology (ACCT), completed online surveys regarding cultural competence in professional practice. The findings showed that challenge course facilitators, who work in diverse settings, felt that cultural competence is an important issue in their professional practice and in the challenge course industry. Overall, the perceived levels of facilitator cultural competence (awareness and knowledge) were fair to good while the perceived levels of cultural skills varied from limited to good. Cultural competence was rated and ranked as the lowest professional skill when compared to the four other professional skills (core, risk management, technical, and facilitation) in regards to proficiency and importance for professional practice. Facilitators commented that cultural diversity is an important issue in the industry as professionals and participants are not as diverse as the current U.S. demographics. Challenge course facilitators acknowledged that training and education in cultural competence would improve their professional practice and positively influence the industry. This research adds to our understanding of cultural competence in challenge course professional practice, the importance of cultural diversity in the industry, and the importance of cultural competence as a skill in professional practice.

PERCEIVED CULTURAL COMPETENCE LEVELS AMONG
CHALLENGE COURSE FACILITATORS

by

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CHAPTER I

INTRODUCTION

Cultural competence and awareness of cultural diversity are growing issues, particularly in the field of outdoor education. Cultural competence is commonly defined as “the belief that people should not only appreciate and recognize other cultural groups, but also be able to effectively work with them” (Sue, 1998, p. 441). It can also be described as culturally appropriate services. Despite the increasing cultural diversity in society and importance of cultural competence, a review of the empirical literature reveals little research or context-specific studies on cultural competence in outdoor and experiential education. The existing scholarship emphasizes a lack of professional diversity in the field, calls for social justice in programming, and the need for cultural competence training for professionals. This study focuses on cultural competence among challenge course facilitators, who work in all facets of experiential education, and are a good representation of the larger field.

Cultural competence was first identified as relevant for professionals in the late 1970’s in psychology and then expanded to other social service fields. Since then, the need for culturally competent professionals has been clearly recognized in many health related, educational, and human service industries (Arredondo et al., 2008; Perez & Luquis, 2008; Sue, 1982; Sue et al., 1992; Vaughn, 2008; Whaley & Davis, 2007). Cultural competence is particularly relevant to challenge course practitioners who

participate in direct professional practice in outdoor industry settings, with a variety of client groups. The challenge course offers a unique environment where participants are encouraged to break down personal boundaries and are challenged interpersonally to improve group dynamics (Rhonke et al., 2007). In such a setting, participants must feel safe and welcome in order to effectively facilitate personal growth and change. A lack of social justice (equitable services for all people) within the challenge course setting may create an unsafe environment (emotional/physical) for participants. For this reason, cultural competence among challenge course facilitators is not only beneficial but crucial.

Challenge Course Industry

This study focuses on one activity in experiential education, the challenge course, also known universally as a “ropes” course. Challenge course programming is unique because it exists in all areas of outdoor recreation, adventure education, and wilderness settings. The challenge course experience is a series of group and individual challenges that takes people out of their normal environment or comfort zone, and stretches them through unique mental, physical, and team challenges (Rhonke et al., 2007). Challenge course clients include occupational, educational, religious, athletic, professional, family, or community groups. These groups engage in challenge course programs for a variety of reasons or goals, including improved communication, cohesion, cooperation, and trust within a group.

The challenge course experience requires teamwork for individuals to successfully complete initiative problems, mental activities, and physical challenges. These teambuilding activities provide a window for group members to observe each

other's strengths/ weaknesses and to analyze group dynamics throughout the program. Upon completion of the course, participant groups experience increased group trust, strengthened communication skills, and greater confidence in self and others. Gillis and Speelman (2008) performed a meta-analysis on all of the challenge course empirical research for the last 30 years, looking at the outcome of group effectiveness for the 44 studies (1417 participants). It was confirmed that group effectiveness was a positive outcome across many of the challenge course studies, with a significant effect size of 0.62. Therefore, challenge courses are an effective tool for teambuilding development and group dynamics.

In the group process, it's important to recognize the commonalities as well as differences among individuals. While creating a safe space for participant learning and growth, the facilitator or teacher acts as a thoughtful guide for empowerment of individuals through experiential education. Challenge courses provide opportunities for teamwork and individual growth across many settings in the outdoor industry including camps, private/public schools, universities, therapeutic centers, consulting companies, public parks, and recreation centers. Therefore this setting provides a wide sample of professionals from the outdoor industry to assess cultural competency levels.

Facilitation

The key component of any challenge course program is the professional staff, known as practitioners or facilitators. The challenge course facilitator serves as a guide for participants through the experiential and educational program (Cain et al., 2007; Priest & Gass, 2005). During a challenge course teambuilding experience often

participants are put into a vulnerable space through challenge and group interaction; therefore fostering a climate for respect, sharing, and cultural pride is crucial. Through group conversation and personal reflection, the course participants can fully understand what they have experienced, discovered, and learned during a program (Rhonke et al., 2007). The facilitator acts as a support system, thought provoker, and motivator for participants during the challenge course process. Therefore, facilitation is also the ability to lead discussions that allow time and space for reflection and guide participants through experiential activities that foster learning, challenge, and change (Priest, Gass, & Gillis, 2000).

As a leader and facilitator, challenge course practitioners should possess the skills necessary to work with a diversity of participants. Many outdoor education leaders in the field have commented on the importance of promoting a climate of emotional, physical, and psychological safety in programming, which includes acknowledging diversity among participants (Gray & Roberts, 2003, Warren, 2002). All participants come to programs with previous life experience, assumptions, beliefs, and opinions about the group and teambuilding process. As facilitators lead activities, manage safety, and spark conversation, they encourage participants to break down their personal barriers to best interact with their group. The art of facilitation requires excellent communication skills and efficient pre-program correspondence with the client group. Specifically effective facilitators should approach the experiential process with cultural awareness, skills, and knowledge, which together are known as cultural competence. Cultural competence is

particularly important for facilitators, who are predominately Caucasian/White, to meet the needs of increasingly diverse participants.

Cultural Diversity in the Outdoor Industry

The U.S. population is growing and continuing to become more culturally diverse. The challenge course industry is rapidly growing and increasing in diversity, but neither participants nor professionals reflect the increasing diversity of the larger U.S. population.

Outdoor Recreation Participants

In the United States and across the world, outdoor education has become increasingly popular. Participation in outdoor recreation showed tremendous growth in all settings and activities in 2008 and 48.6 % of Americans ages 6 and older participated in outdoor recreation (Outdoor Foundation, 2009). Therefore, outdoor education and recreation, including the challenge course industry, are becoming large economic, educational, and social institutions.

Even with the widespread popularity of outdoor pursuits in the United States, minority populations are underrepresented in relation to participation, access, leadership, and staff recruitment in outdoor pursuits (Floyd, 1998). Traditionally, recreation has been a privilege for society members who have the leisure time and the resources for outdoor activities. Specifically, outdoor recreation has historically had higher participation rates from Caucasian, or white members of the population (Floyd, 1999).

The population in the United States has become increasingly culturally diverse in the last 50 years and that trend will continue in the 21st century. By the year 2000, the

Caucasian population had declined to about 75%, and it has been predicted that by 2050; non-Hispanic whites will be in the numerical minority, around 48 % (U.S. Census Bureau, 2001). A 2009 report of outdoor activities showed that by ethnicity, 80 % Caucasian, 5% Hispanic, 5% Asian/Pacific Islander, 7 % African-American, and 3% other are actively involved in outdoor activities (The Outdoor Foundation, 2009). As these numbers indicate, there is a gap in minority participation in the outdoor industry compared with the U.S. Census statistics. The participant base is more diverse today than in the past and it will continue to become more diverse. However, participants are not as culturally diverse as the larger U.S. population. Garvey (2002) has stated that the field will not continue without more diversity, alluding to the fact that we need adequate representation from diverse populations in the outdoor industry to survive, grow, and flourish in the future. Cultural competence therefore becomes a necessity for all outdoor professionals to ensure equal access, opportunity, and social justice for participants and to better serve all clientele.

To attract and accommodate diverse participants, professionals in outdoor education, and specifically challenge course facilitators, must strive to be culturally competent in their practice. Therefore several leading recreation practitioners and experiential education professionals in the field have highlighted concerns for cultural awareness and they have advocated for broader recruitment and understanding of diversity in the field (Floyd, 1998; Warren, 2002). The call for cultural competence in all service industries leads to the current study, which aims to understand and investigate facilitator perceptions of cultural competence in the challenge course profession.

Outdoor Professionals

The U.S. population, including challenge course participant groups, is increasingly culturally diverse while the majority of practitioners in the field are still predominantly European American, Caucasian, and male (Outley, 2006; Roberts, 1996, Warren, 2002). Few researchers have actually addressed these important issues in the empirical literature; there is little information on cultural competence among professionals, no standards for professional training, and few workshops on educational programs or resources to enhance diversity and cultural competence in the outdoor industry.

The outdoor industry has struggled with a lack of diversity in professional development, employment, and leadership as well as the participant base (Benepe, 1992). With a predominantly white presence in the outdoor industry (Gray & Roberts, 2003), those in leadership positions may not recognize the need for cultural competency within professional practice, which may lead to lack of opportunity and discriminatory practices during outdoor programming.

Cultural Competence

Cultural competence has been defined in several ways, but generally refers to understanding cultural diversity and the use of culturally-appropriate practices. Pope-Davis and colleagues (1997) defined it as the integration and transformation of knowledge about individuals and groups of people into specific standards, policies, practices, and attitudes used in appropriate cultural settings to increase the quality of services; thereby producing better outcomes. Sue (1982), one of the leading scholars,

more clearly defined cultural competence as a process that refers to the ability to interact effectively with people of different cultures, values, beliefs, and traditions Originally called cultural responsiveness or sensitivity, cultural competency is now advocated and, at times, mandated by professional organizations (Sue et al., 2009). Appeals for cultural competency grew out of concerns for the status of ethnic minority group populations and to meet the needs of multicultural populations (i.e., African Americans, American Indians and Alaska Natives, Asian Americans, and Hispanics) (Sue et al., 2009).

Today most scholarship and professional resources on culture and cultural competence extend beyond race/ethnicity to include age, physical body shape, physical/mental ability, gender identity, and sexual orientation. This research adopts the broad view of culture with recognition that race/ethnicity and physical characteristics and abilities are particularly relevant in challenge course practice. In today's culturally diverse climate, effective communication, interpersonal relationships, and leadership skills that involve cultural competence are essential in professional practice.

Historically, cultural competence in all service fields and community institutions was related to disparities and lack of equal treatment of diverse cultural patients or minorities (Kotkin-Jaszi, 2008). Disparities in relation to culture exist in all areas of public service, community institutions, and education. Culture and diversity influences society through access, inclusion, leadership, and participation for outdoor recreation and leisure studies in the United States. Those individuals targeted for culturally competent services include ethnic minority group populations in the United States (Arredondo et al., 2008; Sue et al., 2009; Sue, 2001; Sue et al., 1992). Professionals from service areas

have suggested that cultural competence is an important issue for anyone working with diverse clients. For example, Pope-Davis et al. (2003) commented that professionals must be consciously willing, interested, and motivated to learn and explore other cultural groups.

Cultural Competence Models

The first models of cultural competence, originally called multicultural competence for professional practice in human services, were introduced in the field of psychology in the late 1970's. During that time there were less than 25 articles on the topic, while today the empirical research on cultural competence in psychology exceeds 500 articles (Pope-Davis et al., 2003). Professionals in psychology have been concerned with cultural issues in counseling and other psychological services because many of the professionals have historically been white males (Sue, 2006). Cultural competence also became a concern because research has shown that human emotions, thoughts, knowledge, and experiences are all affected by culture.

D.W. Sue and colleagues (Sue et al., 1982, 1992) argue that there are three cross-cultural competencies in professional practice, which include beliefs and attitudes, knowledge, and skills.

The first competency, beliefs and attitudes, refers to a professional's mind set, beliefs, bias, stereotypes, and opinions about ethnic and racial minorities. This may also include other cultural minorities such as gender, sexual orientation, physical or mental ability, body size, and age. The professional should become sensitive to her or his personal values and biases and how these may influence perceptions of the client, the

client's problem, and the counseling relationship. Recognizing strategies and methods to better interact with all individuals, while acknowledging one's personal belief system, are important for this specific competency.

The second competency involves cultural knowledge. This may include understanding of different worldviews, specific cultural knowledge, and sociopolitical influences on cross-cultural relationships. The professional has knowledge of the client's culture, worldview, and expectations for the counseling relationship. The third competency includes cultural skills which are specific abilities that are needed to work with diverse clients. These skills would relate specifically to the career field for the professional desiring to be culturally competent. The professional has the ability to interact with clients in a manner that is culturally sensitive, open-minded, and relevant.

This model, the Multicultural Counseling Competencies (Sue et al., 1992) has been endorsed by the American Psychological Association and includes critical components for training, supervision, and professional practice in counseling. This framework has also been widely recognized and adapted by many other academic fields and service industries including education, medicine, and social institutions. Cultural competence is particularly relevant to challenge course practitioners who participate in direct professional practice with a variety of client groups. Client demographics in outdoor and recreational activities are changing although not at the same pace as the United States population, and practitioners should be prepared to work with individuals from culturally diverse groups.

Cultural Competence in the Outdoor and Challenge Course Industry

Cultural competence for professionals is the base for ensuring fair and equitable opportunity and treatment for all people, which is social justice. Warren (2002) commented that outdoor leaders who are well trained in communication, facilitation, and leadership skills with groups are often not prepared to address social justice issues in professional practice. Warren and Rheingold (1996), commented that, “Experiential education more often concentrates on effectiveness than on equity” in professional practice (p. 124). To begin to address social justice issues, professionals should examine their own knowledge and attitudes about culture, strengthen cross-cultural skills, and develop culturally appropriate programming, which is cultural competence. Thus, cultural competence is a necessary first step toward social justice in outdoor education and challenge course professional practice.

Sue (2006) commented that you can never gain full knowledge of another’s culture but that attempting to gain awareness, knowledge, and skills that are diverse is very important. Roberts (2009), a leader in the field of outdoor education and leadership, commented that “awareness is part of their responsibility” in reference to the privilege of white outdoor enthusiasts and professionals (p. 500).

Several scholars have commented about the need for diversity and cultural competence, but few have moved beyond the talking to action. Roberts and Drogin (1996) commented that service professionals in leisure programming and outdoor recreation and education, will have to effectively facilitate activities from a multicultural perspective and meet the needs and goals of diverse cultures. Leaders in the wilderness

therapy and programming fields have also advocated for better recruitment, leadership, and adaptation of adventure experiences for participants of color (Asher, Huffaker, & McNally, 1994; Meyer, 1994).

In order to move to action, new guidelines for cultural competence are needed for professionals who work with diverse participants because traditional programs and services have been developed from a Euro-American cultural perspective (Outley & Witt, 2006). Some valuable literature on cultural awareness in risk management during recreation programming and multicultural issues in outdoor education has been completed (Roberts & Gray, 2004) but more is needed in the field.

Makopondo (2006) reported a cultural competence mission and effort in the National Park Service System in the United States. These professionals have been encouraged to become more inclusive of minorities in outdoor recreation activities, park system programming, and human resource management. This effort is aimed at making the outdoor industry more accessible to all citizens of the United States. Whether that effort is successful is yet to be determined. At this point, there is virtually no research on any such efforts to enhance cultural competence in outdoor education, or specifically within the challenge course profession. In addition, there is little research on current levels of diversity and cultural competence within the profession. The lack of research on cultural competence in the outdoor industry, particularly in the challenge course profession, leads to this study.

Rationale

With increasing diversity in the larger population and among participants, a lack of diversity among professionals and the lack of attention to cultural competence in professional programs in outdoor education, it's essential to investigate the state of and need for cultural competence in the challenge course profession. Central to the current research is an examination of challenge course practitioners' assessments of their own perceptions about cultural competence and the importance of cultural competence in the challenge course profession. This research addresses calls for cultural competence among outdoor education practitioners and lack of empirical research on cultural competence.

Research Questions

The aim of this study is to understand the perceived levels and the importance of cultural competence within the context of challenge course facilitation and professional practice. The current research, therefore, is designed to address the following research questions. Question 1 addresses facilitators' perceptions of their own levels of cultural competence in terms of the most widely accepted model of cultural competence and in comparison with other established professional challenge course skills. Question 2 asks about the importance of cultural competence in challenge course professional practice.

First Research Question

What are challenge course facilitators' perceived levels of cultural competence?

Specifically, the sub-questions are:

- What are challenge course facilitators' perceived levels of cultural awareness, knowledge, and skills?

- What are challenge course facilitators' perceived levels of proficiency in cultural competence skills in comparison with other essential professional skills?

To address the first sub-question, the Multicultural Awareness Knowledge Skills Survey-Facilitator Form (MAKSS) was completed by a sample of challenge course professionals who are current members of the Association for Challenge Course Technology. The MAKSS specifically assesses an individual's perceived levels of awareness, knowledge, skills in relation to cultural competence in professional practice. These questions relate directly to the Multiple Dimensions of Cultural Competence theoretical model (Sue, 2001).

To address the second sub-question, the Challenge Course Professional Competencies Form (CCPCF) assesses facilitator self-ratings for each of the four established professional challenge course competencies and a fifth competency, cultural competence (including awareness of own cultural identity and bias, understanding of diverse cultural groups, and ability to work with culturally diverse clients/professionals). The established competencies for challenge course professionals include core skills (including ethics in practice, current industry standards knowledge, and current program policies and procedures) facilitation skills(including client assessment, program design, program implementation, communication, and processing), risk management skills(including facilities/grounds maintenance, progression of activities, medical

screening, emergency action plan, safety of participants)and technical skills(including use of equipment, spotted activities, belayed activities, rescues and specialty skills).

These are the skills that are most essential in challenge course professional practice as determined by industry association certification standards (ACCT, 2008) and suggested professional competencies by other challenge course facilitator training companies. Those facilitators possessing these essential skills are considered proficient in challenge course professional practice. Cultural competence skills are not currently listed as essential among industry standards.

Second Research Question

What are challenge course facilitators' perceptions of the importance of cultural competence?

Specifically the sub-questions are:

- What are challenge course facilitators' perceptions of the importance of cultural competence in challenge course professional practice?
- What are challenge course facilitators perceptions of the importance of cultural competence skills in comparison with other essential professional challenge course skills?

The Facilitator Cultural Competence Questionnaire (FCCQ) addresses the first sub-question in the second research question. The FCCQ asks facilitators to indicate their perception on the importance of cultural competence in challenge course professional practice. The second sub-question, addressed by the importance ratings on the Challenge Course Professional Competencies Form (CCPCF), involves facilitators' perception of

the importance of cultural competence skills in comparison with the other four essential professional skills.

Scope and Limitations

All research questions were answered using a survey method providing descriptive data on challenge course facilitators in the United States. Specifically, this process assessed the perceptions with a wide sample of challenge course professionals across the country and around the world, who work within diverse areas of the outdoor field. Although the sample is a good representation of challenge course facilitators, this study is limited in several ways. All data are self-reported on anonymous surveys and findings may not reflect the behavior or practices in actual challenge course settings.

Significance

The proposed research serves as groundwork for understanding perceived cultural competence among industry professionals. The findings include self-assessments of professionals' current levels, and the role of cultural competence in the challenge course profession. This research addresses calls for diversity and social justice in the outdoor industry (Warren, 2002) and provides stepping stones for creating, introducing, and advocating for future industry professional trainings, diversity workshops, and cultural competency standards in the field. The challenge course industry is a service profession that provides a plethora of programming to a diverse population of clients. Professional cultural competency is not a choice but a necessity. Through a foundation of cultural awareness, knowledge, and skills practitioners will be better prepared to serve diverse participants on the challenge course.

Few studies have used a psychological cultural competence framework to investigate perceptions of cultural competence in the outdoor industry and challenge course facilitation is a new research setting. Investigating the perceptions of facilitator cultural competence provides insight into our current level of cultural competence as a profession and the potential for more effective facilitation with diverse clientele across the United States. Finally, this study contributes to the growing body of work on cultural competence of all professions serving the community.

CHAPTER II

REVIEW OF LITERATURE

The purpose of the research is to investigate cultural competency levels and the role of cultural competence in challenge course professional practice. The review of the literature outlines important cultural concepts and current demographic statistics in the first section, Culture and Society. Then the relevant literature related to diversity, social justice, and inclusion in the outdoor industry will be discussed. The construct of cultural competence, the theoretical framework, and related research on cultural competence will then be presented. Literature describing the challenge course industry and the art of facilitation will then be introduced, followed by the author's reflexive statement. In the final section, literature demonstrating the importance of cultural competence in related professional domains is examined, and the call for culturally competent care, trainings, and leadership in recreation, outdoor education, and adventure pursuits is discussed. A closing summary brings the literature together to demonstrate contributions of the current research study.

Cultural Competence has an array of definitions, theoretical frameworks, models, and explanations in academia, and through the service professions (Sue, 2009). Therefore, it is a dynamic and diverse concept that relates directly to the specific environment and situation in which it is applied. For this investigation of cultural competence, challenge course programming is the context. Challenge course

practitioners are facilitators who provide a service to a vast array of clientele in communities around the country. Challenge courses can be located in a variety of outdoor industry settings including summer camps, community parks & recreation programs, adventure therapy organizations, university campuses, or private companies, all of which have similar participation trends and cultural issues. Therefore, the related literature reviewed in this chapter on the need for cultural competence, focuses on these areas.

Culture and Society

Culture

Culture refers to society's values, beliefs, and traditions including the characteristics of everyday life (Schinke & Hanrahan, 2008). Culture is largely unconscious, affects daily interactions, and has powerful influences on one's communication, values, beliefs, and worldview. One culture is not better than another culture; they are just different. In some instances core similarities are shared by all cultures, while differences exist within, between, and among cultures (Purnell, 2005). Within all cultures are subcultures, which are ethnic groups, populations, or small groups who have experiences different from those of the dominant culture with which they typically identify. These individuals may be associated or connected by nationality, language, socioeconomic status, education, sexual orientation, or other factors. These cultural factors or traits can unify a group with each member having a conscious awareness of these differences, or they can divide people due to prejudice and devaluation (Markus, 2008; Purnell, 2003). Just as individuals are dynamic, cultures may

change slowly over time. Therefore, culture is a complex concept, requiring service providers to look at themselves, their communities, their colleagues, and their employment settings from multiple perspectives (Purnell, 2005).

Cultural studies are an interdisciplinary field that seeks to observe and critique dominant cultural issues, beliefs, and values in society (Schinke & Hanrahan, 2008). Investigating how a group of people live in their social and physical environment may be beneficial, because every individual in society experiences his/her world differently (Markus, 2008). Culture forms in groups as people strive to survive, compete with the greater society, meet their members' needs, and continue their legacy of traditions throughout generations (Coakley, 1998). Culture may include one's religion, geographical location, physical ability, socioeconomic status, sexuality, and gender. Culture is learned first in the family, then in school, then in the community and other social organizations such as the church (Purnell, 2003, p. 3).

Cultural values, language, non-verbal cues, cultural norms, and traditions all have an impact on an individual or group experience in recreation and outdoor education. Along with these group values, individual cultural factors that affect one's identity are also important to recognize in terms of cultural awareness. These cultural factors include race/ethnicity, gender, body size, sexual orientation, physical/mental ability, and age. All of these cultural factors are relevant to professionals in the outdoor industry and other service industries.

US Terminology

Members of society may combine the terms race, ethnicity, and cultural identity when labeling members of a particular culture. The definitions and labels involved with race and ethnicity are “socially constructed,” meaning that society creates and upholds these categories (Markus, 2008). Race is a man-made term identifying culture, particularly in relation to physical traits (skin, eyes, hair color), that has been influenced by politics and social trends throughout history. Ethnicity refers to an individual’s nationality and community values. Race in society often deals with power—who has the power and who doesn’t—while ethnicity deals with people living their daily routines (Markus, 2008; Sue, 1992). People within the same race category don’t necessarily have the same cultural traditions, values, beliefs, or identity, as there is a large variety of ethnicities or countries of origin that people may represent.

In American society, “whiteness” has been considered the highest racial status even though today our population is racially diverse. When white becomes the norm in a community, other cultures become devalued (Perry, 2001; Sue, 2004). Individuals in society may be unaware of their privilege and place in the human hierarchy (McIntosh, 2002). Members of society who focus on not pointing out other’s race or ethnicity in their community are denying cultural diversity. Colorblindness is one method of not acknowledging cultural differences in society (Sue, 2004). It’s important to understand, respect, learn from, and recognize citizens’ cultural differences rather than discriminate.

Many of the identifying terms (race/ethnicity) for cultural groups have been established by the American government (Crespo, 2005). The U.S. federal government’s

definition of race is based on categorization from participants' self reports, not from visible biological factors (Crespo, 2005). The four major designations in the United States are White, Black, Asian or Pacific Islanders, and American Indian or Alaskan Natives. Ethnicity categories are either Hispanic or Non-Hispanics (due to the idea that the Hispanic population can identify with any race) (Crespo, 2005). Hispanic is a term utilized by the government to group together individuals from Spanish speaking countries. In reality, there are many cultural and ethnic differences among these identified cultural groups, so grouping them together is not culturally relevant. Native American, Asian American, and African American are terms utilized in the United States for a large population of individuals which may be culturally different in smaller communities due to language, geography, traditions, ethnicity, or country of origin.

US Demographics

Historically, people with darker skin tones have been the minorities in the United States but that trend is rapidly changing. In 1950, U.S. born Caucasians (white), made up about 90% of the total population. Though many of these Americans were immigrants from Europe, they were Caucasian in appearance, thus assimilated into society. By the year 2000, the white population declined to about 75%, and it is predicted that by 2050 non-Hispanic whites will be in the numerical minority, around 48 % (U.S. Census Bureau, 2001). The nation's population is also increasing by 0.8% annually in the United States of America, therefore using more of the available resources. These changes in the population have an impact on all American social institutions as well as the public service

industries. The outdoor industry is growing in popularity for many members of society including recreation, outdoor education, and adventure pursuits.

Culturally and ethnically, the U.S. population was more diverse in relation to immigrant nationality (Irish, Polish, German, Cuban, and Asian) in the early 1900's. This population was culturally diverse, though one's skin color may have appeared "white". Today cultural diversity may be categorized more by non-white skin color (race) as our society has transformed (Markus, 2008). Due to this cultural shift in history, skin color and cultural heritage have had a significant impact on sport and recreation during leisure time (Coakley, 1998). The cultural influences from around the world brought their traditional games and forms of recreation to the United States. Immigration has steadily increased in the United States over the past 50 years, as new cultural influences have changed the group dynamics of society. Leaders, practitioners, and educators may not be able to change the demographics or diversity in the outdoor industry, but need to be prepared to serve a culturally diverse population throughout all outdoor activities and programs.

Culture in the Outdoor Industry

In the United States and across the world, the outdoor industry has become increasingly popular as participation in outdoor recreation showed tremendous growth in all areas and activities; in 2008, 48.6% of Americans ages 6 and older participated in outdoor recreation. From day hiking in an urban park to backpacking in a designated wilderness area to snowboarding at a mountain resort, 135.9 million Americans enjoyed the benefits of a healthy, active outdoor lifestyle. "These trends show the beginning of

adjustments in American lifestyles brought about by a challenging economy, shifting demographics and changing times” (The Outdoor Foundation, 2009, p.4).

Through the industrial revolution of the last century, modern conveniences of the 21st century, increased population growth, fewer available natural resources, and less open land, individuals crave the opportunity for adventure, challenge, and activity in nature and the outdoors. The many arenas of the outdoor industry have grown including recreation and leisure, outdoor education, adventure programming, environmental education, and other wilderness pursuits. These disciplines offer “hands-on” experience through adventure and challenge in natural environments. These experiential settings may exist in rural, urban, or wilderness areas throughout the United States. Therefore the outdoor industry has become a large economic, educational, social, and recreational institution.

Outdoor Industry Demographics

The 2009 Outdoor Recreation Participation Report by The Outdoor Foundation (2009) is the only detailed study of its kind tracking American participation trends in outdoor recreation. The study was based on on-line survey responses from over 41,000 Americans ages six and older covering 114 different activities. This is the largest survey ever completed that examines participation in sports and outdoor activities. The report provides important insights into participation in outdoor recreation that are critical to efforts nationwide seeking to understand and reverse the growing inactivity crisis and the growing disconnect with the outdoors among culturally diverse Americans.

As populations of diverse groups such as Hispanics, African Americans, and Asians/ Pacific Islanders, continue to grow, they will become a key part of future generations of outdoor enthusiasts and growth of the industry. Unfortunately cultural minorities are underrepresented in outdoor recreation. Participation in outdoor activities is significantly higher among Caucasians than any other ethnic/racial group for all ages (The Outdoor Foundation, 2009). Conversely, participation is the lowest among African Americans for nearly all age groups. Although participation is lower, cultural minorities spend more of their free time in the outdoors than Caucasians but there are barriers to participation including time and access. African Americans, with the lowest participation rate, spend more time recreating in the outdoors, followed closely by Hispanics and then Asian Pacific Islanders (The Outdoor Foundation, 2009).

All four of the largest ethnic groups in the US participate in biking, running, camping, fishing and hiking more than any other outdoor activities. They do however participate in these activities at varying rates. Running is the most popular activity among African Americans, Asian Pacific Islanders, and Hispanics, but the fourth most popular activity among Caucasians. Hiking is the fifth most popular activity among African Americans, Caucasians, and Hispanics while it is third among Asians/Pacific Islanders. “Comparing the relative participation rates of each activity, the lower participation among African Americans is again apparent” (The Outdoor Foundation, 2009).

According to The Outdoor Industry Report (2009) when African-American and Hispanic youth (ages 6 to 17) choose not to participate in outdoor activities, they cite a lack of interest as the number one reason. Caucasians and Asians/Pacific Islanders cite a

preference for screen media such as TV's, computers and video games and time with friends more often than Hispanics and African Americans. Hispanics mention a lack of access to opportunities for nearby outdoor recreation and a lack of interest in purchasing outdoor gear more often than other ethnicities (The Outdoor Foundation, 2009).

Professionals and practitioners from every career field must be culturally aware and competent in order to work productively in our diverse society. Every citizen has his/her own perceptions of culture and may form their own preconceptions about people different than themselves. Every facet of culture affects the daily lives and interactions of individuals in society as demonstrated in the following section. Cultural factors have an influence on participation, access, and inclusion in adventure, recreation, and outdoor pursuits.

Diversity in the Outdoor Industry

Despite the increasing importance of cultural diversity awareness, a review of the empirical literature revealed little research or context-specific studies on cultural competence in the outdoor industry. Specifically, the research that does exist has focused on a lack of diversity in the field, recreational participation trends, social justice in adventure programming, and diversity training needs for professionals in recreation and the outdoor industry. Historically, outdoor recreation has had higher participation rates from Caucasian, or white members of the population (Floyd, 1999). The demographic changes in the United States will create new challenges and trends in recreation, outdoor education, and adventure pursuits in the 21st century. This may include land use, participant impact on resources, communication methods, and community connections

(Floyd, 1998). Therefore the ways that recreational services are delivered will have to be reevaluated and analyzed in order to best serve the ethnic and racial cultural diversity in the population.

Shinew and colleagues (2006) sought to understand how leisure contributes to a sense of place and community in diverse neighborhoods including those communities that are forming and restructuring due to the changing social structure and population. Analyzing the new demographic and changing racial profile of the United States, the authors investigated how leisure activities fit into the culture and geographical shifts across the country. They discussed several issues that leisure researchers and professionals will have to address including a new racial population structure, changing racial hierarchy, and the measurement and assessment of multiethnic identities. In the future, it will be crucial to track and understand the leisure activities using new methodology and cultural awareness.

Cultural disparities have been particularly visible in sport, physical activity, leisure, and recreation in the reflections of society. Carlos Crespo (2005) examined activity in minority populations in the United States and found that physical inactivity is higher among minority children than among their white classmates. The research showed that barriers and lack of opportunities for minority children and adults include lack of funds in the local school district and community, competitive sport focus versus basic activity and recreation, a loss or lack of parks in communities for play, inconsistent physically fit and healthy role models for children, and loss of family activities and

recreation. Along with physical activity, recreation and leisure practices are also determined by one's cultural environment and geographical location (Floyd, 1998).

Social Justice in the Outdoors

“The dominant group – like all dominant groups – has the power to define what is considered to be normal” (Johnson, 2006, p.19). This dynamic can certainly be observed in outdoor recreation today. Historically, the group with privilege and power in recreation has been white (Caucasian, Euro-American) men. This white privilege corresponds to greater opportunity for leisure, a unique commodity, for those with money and higher power status.

The term “social justice”, which has many roots, is a very fluid term, meaning there are many varying interpretations and definitions surrounding the context. Historically, the term justice can be dated back to Plato's work from Ancient Greece, over 4000 years ago. In the *Republic*, justice was viewed as helping personal friends and harming enemies (Boyles, Carusi, & Attick, 2009). Today this definition might be correlated with the concept of loyalty versus justice. Social justice is widely understood as involving privilege, oppression, equity, education, diversity, and personal awareness.

John Dewey is known as the father of experiential education and has inspired current philosophies and values in the field of outdoor education and recreation. He argued that “schools did not exist apart from society” (Boyles, Carusi, & Attick, 2009). Dewey also wrote that education is not a preparation for life; education is life itself. This belief has been an inspiration for the context of outdoor education. It's not surprising that an advocate for experience and a believer in education for all citizens, voiced opinions on

social equity. His philosophy and literary concepts have impacted the modern ideals of social justice.

Therefore, it's ironic that outdoor education and recreation may not be an equitable space for many citizens today. Warren (2005) while discussing John Dewey's influence in our field and his views on equitable education for a thriving democracy, stated that making outdoor education available to all underrepresented groups would benefit these individuals through new knowledge and moral development gained through this form of education (p. 90). All members of society should be able and encouraged to participate in outdoor recreational activities, creating inclusive recreational environments. Unfortunately, this is not the case because many recreational spaces are inaccessible to individuals who are disabled, obese/overweight, from a lower social class, or from a minority racial group. According to Dewey, social equity or social justice is a necessity in all realms of society and culture.

Social justice evolved historically to counteract many instances of oppression and privilege in society. Privilege is the unspoken advantage of the dominant group. There has been a history in the outdoor education field of not being able to deliver socially just services (Warren, 2005). Warren (2000) commented that outdoor leaders need to be prepared and able to deal with social justice issues that arise during programming. She also commented that unfortunately there are no formal perimeters or guidelines for "equitable outdoor leadership" practice in the field (Warren, 2000, p. 231).

Examining social justice issues in outdoor education and recreation, specifically challenge course environments is important and relevant. Warren (2002) mentioned the

need for outdoor leadership training in social justice to involve four areas: intention, self awareness, intervention, and information. Though these are concepts that align with social justice educational methods, they relate well to the cultural competency framework that was chosen for this research on challenge course practitioners. Warren (2002) also mentioned that “race, gender, and/or class sensitive outdoor leadership refers to the ability to work with group members while understanding, recognizing, and acting on power differentials that exist due to racism, sexism, and classism (p. 231). This may include heterosexism, able-ism, and body-isms as well with regards to the emotional and physical safety of participants in outdoor programs.

Social justice education is “both a process and a goal” needing “full participation by all groups in society” (Bell, 1997). In order for the outdoor industry to become an equitable environment there needs to be equal participation by the “others”, available resources for all participants, physical/psychologically safe space for all, and a goal for social change. Understanding the privilege that a facilitator may have due to his/her cultural identity is important in all work and particularly when working with an under-privileged participant group (Warren, 2002). Awareness about one’s own personal cultural identity and how that status plays out in society is an important foundational step for facilitation practitioners.

Gray and Roberts (2003) commented that wilderness educators can be more effective by acknowledging and incorporating the culture of participants, which may determine their values and attitudes about the outdoors. Just as technical skills, equipment maintenance, and activity training are important, so is the ability to provide

equitable services for all in outdoor settings. Even though cultural competence is a necessity in the outdoor industry as equitable services may not always be available, Warren (2005) commented that “a striking correlation between social justice work and outdoor experiential education methodology results in a major influence for the advancement of social justice in the field” (p. 95).

Every human on this earth is different, and therefore there is great diversity in society. Johnson (2006) commented that the trouble that surrounds difference deals with privilege and power (p. 14). In outdoor recreation, the participant has the power only if they have the privilege. An outdoor instructor has unspoken power over a participant group, whether considered dominance or leadership. In the field of outdoor education and recreation there are calls for social justice, but not enough action. Johnson (2006) states, that “ignoring privilege keeps us in a state of unreality by promoting the illusion that difference by itself is a problem” (p. 33). Therefore it’s important for professionals to understand and consider the ramifications of inequality in outdoor arenas. When all diverse members of society feel welcome, safe, secure, able, and free to participate in recreational spaces, then social justice may eventually diminish the traditional white power and privilege.

Inclusion and Access

All of society is stratified due to race, gender, sexuality and social class. There is little research on social justice issues in relation to gender, race, and ethnicity for participants and professionals in the outdoor recreation industry (Warren & Loeffler,

2000; Warren, 2002) and even less on the cultural factors of class, sexual orientation, and age in adventure, outdoor, recreation, and wilderness pursuits.

Gray and Roberts (2003) discussed a lack of inclusiveness in outdoor recreation in an article about culture, competency, and risk management in programming. They mentioned privileges that certain members of society have in order to recreate, specifically a “dominant white culture in the outdoor profession (p.51). They also argued that more attention needs to be given to non-Caucasian cultures in the pursuit of outdoor recreation.

The understanding that there are differences in how people recreate in the outdoors is crucial for all professionals. Understanding one’s own identity and characteristics will help develop awareness about the differences in others. Difference is a problem when it involves dominance and subordination including inclusion/exclusion, elevation/oppression, value/devalue, or reward/punishment (Johnson, 2005). The injustice, tensions, and reality that relate to difference create a necessity for social justice education, even in outdoor recreational settings. Power, privilege, and historical context can enable or disable access and inclusion in outdoor, adventure, and wilderness settings.

Race and Ethnicity. Although many women enjoy the outdoors, and they are increasingly participating in recreational activities, Black women are not. Roberts and Drogin (1996) investigated the factors that affect participation for African American women in outdoor recreation. The authors found that historical oppression, racism, stereotyping, and lack of role models in outdoor recreation affect participation for these women. Women of color tend to enjoy outdoor activities, and see them as an opportunity

for spiritual growth, but still have a “perceived fear of discriminatory acts”. Insufficient exposure to activity options, limited access to recreation areas, and oppressive economic conditions are also key factors for low participation in recreation (p. 85). These women expressed satisfaction from outdoor experiences, and aspire to get beyond personal constraints and societal boundaries for greater participation in recreation therefore figuring out how to reduce these barriers and be inclusive in recreational pursuits is crucial in the future.

Floyd and Johnson (2002) noted that many minority neighborhoods do not have equal access to natural environments or have the benefits that come with recreation access and community. Several particular groups of marginalized individuals along with race/ethnicity (queer, physical ability, transgendered, and the elderly) may also be denied access to recreation. Culturally specific strategies among recreation and outdoor education leaders need to be utilized and initiated in order to promote activity, facility use, and benefits of participation for all.

Gender and Sexuality. Gender is a cultural issue that has created disparities in recreation, and outdoor education. Research has shown that female outdoor leaders and recreation professionals, in an unsupportive work climate, have significant pay differences, lack of role models, and fewer opportunities to develop skills (Henderson, 1996; Warren, 1996). As shown in the Outdoor Industry Foundation Report, 43% of outdoor participants are female, and 57 % were male (The Outdoor Foundation, 2009). Though men and women participate in outdoor activities, there is still a “Myth of Accessibility” as labeled by Warren (1996, p. 10). She noted that there are fewer women

in leadership positions throughout the outdoor industry, particularly in the associations, faculty positions, and organizational administrators.

Equal access for women is important for the future of the field, and female leaders provide role models and support for women entering the field. Women who engage in outdoor activities have been referred to as masculine, because traditionally the field has been a male domain. Warren (1996) commented that female participants of outdoor, wilderness, or adventure programming are often at a disadvantage because they lack technical conditioning, role models, learning styles, and self-confidence. For example, a female participant on a ropes course may not have any previous experience with knot tying whereas the men may have, thus special attention is needed from the programming staff for their success. Lastly, women who have reached high positions in outdoor leadership are often viewed as “superwomen” (Warren, 1996), which is an unfair expectation that may negatively influence participants who strive to resemble their female leader. Although it’s been 14 years since Warren’s book (1996) on women’s voices in experiential education, there are still many mountains to climb to create a more positive climate for female participation and leadership in outdoor activities. All professionals in the outdoor industry, including challenge course practitioners need to include gender issues in their cultural competence for outdoor and experiential education.

Sexual minorities (homosexual, bisexual, transsexual) who don’t fit into the gender binary or heterosexual norm are often self-identified as “queer” (Jagose, 1996). Educators and professionals who model respect for all gendered and sexually identified individuals advocate for the queer population (Sears, 1999). In regards to sexual

orientation, homophobia comes out of fear for those who appear different or defy the cultural norms in society (Jagose, 1996). In women's athletics, the fear of being called a lesbian is loud but silent at the same time (Barber & Krane, 2005). There has been a history of homophobia, negative stigma, gay bashing, and discrimination in sport and recreation. Heterosexism diminishes the rights and privileges of women, who are judged on their personal life and not on their athletic prowess (Barber & Krane, 2005). In professional practice, cultural awareness involving sexuality issues is beneficial for clients and programming. Van Den Bergh and Crisp (2004) commented that gay affirmative practice is a form of cultural competence, not unlike interactions with racial minority groups.

Physical Limitations. Outdoor recreation participants with mental and physical disabilities often have trouble accessing activities and programming. The American Disabilities Act was created to improve opportunities for disabled individuals, but the programs are not accessible or adaptable. The US Census Bureau (2001) reported that one in five Americans has a disability, and one in ten has a severe disability. All members of society should have access to adventure/outdoor pursuits and recreation; therefore, awareness of cultural needs of those with disabilities is needed in program planning and implementation.

Sugerman (2001), in her article about inclusive outdoor education, commented that facilitators are responsible for obtaining knowledge about disability issues so that they can better implement programs for all participants (p. 166). She also specifically mentions that people with disabilities are increasingly involved in adventure programs

and that the field should be prepared to work with these individuals in many outdoor settings. Sugerman (2001) developed a model of inclusive facilitation that includes six steps: developing a resource base, addressing personal attitudes, obtaining specific information, developing necessary adaptations, implementing programs, and then evaluating the process. These steps should enable facilitators to feel more comfortable and competent when working with people of different abilities. Through this process differences can be embraced and honored through communication and planning .

As recreational facilities strive to be inclusive for all people, better knowledge about use by all people is needed. Though the Americans with Disabilities Act has increased the accessibility of many outdoor recreation resources little is known about the participation patterns. Williams et al. (2004) investigated recreation participation and access to services for people with mobility issues in the United States by reviewing the National Survey of Recreation and the Environment (NSRE) for their research study. The 1995 survey, a longitudinal study about recreation participation, for the disabled consisted of questions about 77 recreational activities but only the 35 most prevalent activities were included in Williams et al. (2004) investigation. Of the 17, 224 participants that were originally surveyed 585 with mobility disabilities were identified as the focus of this research. Another non-disability group was selected as a control group, and then the participants were interviewed via phone, through random sampling.

The study (Williams et al., 2004) found that there was a significant difference in participation between the participants with no disabilities and those with mobility disabilities for 19 of the 35 recreational activities. Some of these activities include

jogging, skiing, golf, tennis, bicycling, hiking, boating, hunting, and team sports. These individuals explained that personal health, inadequate transportation, personal safety issues, inadequate facilities, poorly maintained areas, and lack of assistance were the major barriers to participation. Both groups reported a lack of time, money, and companions were constraints for recreational activities. Although ability may be an inclusion factor in the outdoor industry, body type also has an effect on access and participation recreation, outdoor, and adventure activities.

Obesity/Body Size. The human body is a multidimensional, highly visible, and prominent cultural factor in society that may affect participation. Societal values may affect an individual's feeling about their own physical body (size, shape, color) or those of others. Evans, Davies, and Wright (2004, p.24), in their book about body knowledge in physical education mention "new hierarchies" of the body due to the influence that schools and society have on the body. These hierarchies situate thin/fit bodies at the top while overweight/obese physiques are now at the bottom. Cultural identity impacts how one locates one's body in society and whether it's accepted or marginalized. Outdoor education, leisure pursuits, and recreation impact all aspects of the human body including emotional, spiritual, physical, and psychological.

Leadership and Professional Practice

Client demographics in outdoor and recreational activities may not be changing at the same pace as the United States population, but a future trend toward increased cultural diversity is clear. The National Outdoor Leadership School funded a study that examined the ethnic and racial diversity in wilderness education (Benepe, 1992). The

report questioned whether it was possible to follow the organizational mission of NOLS, and strive to serve a more diverse participant population. The not-for profit NOLS organization found it difficult to retain and recruit minority staff. Benepe (1992) suggested training quality, culturally diverse staff who would be role models in the organization and then providing cultural sensitivity training for all other current staff as well.

The American Camping Association (ACA) conducted a survey in 2007 to find out about diversity trends at camps around the country. Out of the total number of camp directors from the 500 accredited camps that participated in the survey, 95% of camp directors are Caucasian. Less than 0.5% professional staff identified as black and less than 1% are Native American. In another survey 90% of participants at camps were white Americans though they comprise less than 70% of the population (Shelton, 2008). Because culturally diverse staff and participants are significantly underrepresented, the ACA created a new vision focusing on diversity issues and outreach. Cultural sensitivity and awareness have been labeled as necessary skills in modern society (Sue, 2001). Thus, cultural competency which includes cultural sensitivity and awareness is essential in leadership and professional practice.

Cultural Competence

Nearly all individuals have at some point in their life been excluded from physical activity and recreation due to race, ethnicity, socioeconomic status, body type, physical/mental ability, gender, and/or age. Cultural competency serves as an educational tool and contextual way of life for professionals wanting to gain diversity

skills in modern day society (Pope-Davis et al., 2003). Cultural Competency is essential in our modern society. It is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or those professionals to work effectively in cross-cultural situations (Cross et al., 1989). Competence also implies having the capacity to function effectively as an individual and an organization within the cultural context of beliefs, behaviors, and needs (Cross et al., 1989). There are five essential elements that contribute to cultural competence for any individual or system. They include valuing diversity, looking into cultural self-assessment, understanding the dynamics when cultures interact, utilizing cultural knowledge, and adapting programming for diverse needs (Cross et al., 1989).

All responsible and ethical professionals in every academic field should be culturally aware and competent in their practice. Cultural issues and the history of oppression during society's transformation over the past and in recent years have been significant. The discriminatory practice and misdiagnosis of clients greatly increased the urgency for culturally competent counselors (Arredondo et al., 2008; Sue, 2001). Counseling is an environment where inclusion, equity, and trust are critical for effective practice.

Originally called cultural responsiveness or sensitivity, cultural competency is now advocated and, at times, mandated by professional organizations (Sue et al., 2009). Appeals for cultural competency grew out of concerns for the status of ethnic minority group populations and to meet the needs of multicultural populations (i.e., African Americans, American Indians and Alaska Natives, Asian Americans, and Hispanics)

(Kotkin-Jaszi, 2008; Sue et al., 2009). Disparities in relation to culture exist in all areas of public service, community institutions, and education. Just as culture and diversity influence society, it vastly impacts the access, inclusion, leadership, and participation for outdoor, recreation, and leisure studies in the United States. Those individuals targeted for competent services include ethnic and cultural minority group populations in the United States (Arredondo et al., 2008; Sue et al., 2009; Sue, 2001; Sue et al., 1992).

D.W. Sue (1982) was one of the first to discuss multicultural competence in the psychology discipline. It was originally conceptualized as cultural sensitivity or responsiveness, but today is usually referred to as cultural competence in many professional organizations (Sue et al., 1992). Historically, the field had been viewed to have potential bias toward racial/ethnic minorities, women, gay men, and lesbians in professional practice (Sue, 1992; Sue, 2004). Since Sue's (1982) original paper there have been numerous articles and books written on multicultural competencies in counseling. Sue, Arredondo, and McDavis (1992) followed up the original call to the psychology and counseling field to consider multicultural counseling competencies and standards. Other academic disciplines have taken the call and adapted standards for their own interests including education, social work, medicine, and higher education.

For over 40 years, professionals have been discussing, contemplating, and advocating for culturally competent practices for cultural minority groups. Cultural competence is composed of multiple dimensions, meanings, and definitions therefore many models have been developed throughout the past three decades. Sue (2004) commented that his colleagues were "trapped in a Euro-American worldview that only

allows them to see the world from one perspective” (p. 762). Sue (2001) stated that professional practice and research in the field of psychology have not been culturally focused which will continue to be an academic challenge. Cultural competence is not just race and ethnicity based, but may include age, physical body shape, physical ability, gender identity, and sexual orientation in society.

Cultural Competence Models

Theoretical frameworks and models for cultural competence have transformed and progressed over time. Sue (1982; 1992) created an early cultural competence framework that included a professional’s perceptions on their own cultural competence through self awareness, knowledge gained, and skills utilized in new cultural situations and settings. Cultural awareness and beliefs include the provider’s sensitivity to his/her personal values and bias which directly affect perceptions of the client and the professional relationship (Sue et al., 1996). Cultural knowledge is the knowledge of the clients’ culture, worldview, and expectations for the professional service (Sue et al., 1996). Cultural skills involve the ability to practice and serve in a manner that is culturally sensitive and relevant for the client (Sue et al., 1996). Today these three competencies form the primary cultural competence model for practitioners in the service fields.

Multicultural Counseling Competencies Model (MCC)

The MCC has been endorsed by numerous counseling associations and organizations (Sue et al., 1992) which became the guide for the multicultural movement in psychology (Arrendondo et al., 2008). The APA eventually adopted Sue’s (1992)

basic cultural competence model and framework for the organization and the field of psychology. Over the past 30 years, additional researchers and authors in the fields of psychology, social work, and health have adapted and morphed the original Multicultural Counseling Competence model (Perez & Luquis, 2008). Currently, there are over 10 major frameworks and models for cultural competence. Each framework or model has its unique use and purpose. These models have been applied in the empirical research across many academic disciplines (Perez & Luquis, 2008; Sue, 2009).

Multiple Dimensions of Cultural Competence (MDCC)

Based on peer and professional feedback, and empirical research with the original multicultural competence framework (Sue, 1982; Sue, 1992), an updated multidimensional model was developed. The Multiple Dimensions of Cultural Competence (MDCC) became the new standard and most prevalent multicultural competence model in the field of psychology and many other disciplines (Sue, 2001). This model is complex, inclusive, comprehensive, and three dimensional in order to best illustrate the dynamic aspects of cultural competence in society.

First competence is explained from a racial/cultural dimension; second, environmental factors include culture at the individual, professional, organizational, and societal levels; lastly the model contains an individual's perceptions on knowledge, awareness, and skills within cultural competence. The cultural competence models provide a framework for understanding and exploring cultural competence in professional practice.

Cultural Competence in Professional Practice

A great deal of the research on cultural competence comes from the fields of public health, psychology, education, recreation, and counseling. Empirical research has demonstrated disparities in health resources and access in relation to race, ethnicity, and other aspects of cultural identity. In these career fields, cultural competence is viewed as a necessity because professionals in related fields are committed to serving the public.

Health Related Service Fields

Tabi and Mukherjee (2003) examined the professional experiences of nurses who worked abroad, in a cultural environment different than their own. The nurses, often ethnocentric, often had the inability to recognize their personal prejudices. Cultural awareness was raised through encounters with individuals whose values and beliefs were very different than their own. The cross-cultural environments for the nurses were shown to be beneficial to their practice and educate them about other cultural needs and traditions. The depth of cultural competence research has continued particularly in recent years, as professionals struggle to become informed about current cultural issues.

Taylor (2006) and colleagues have advocated for better counseling practices and cultural competency in order to work with the growing Hispanic population. There is particular concern for therapists working with immigrant families and adolescents as they acculturate into the American institutions (education, schools, health, sport, government).

Education

The need for cultural competence has also become particularly relevant for education. According to the U.S. Department of Education (2007), more than 4 out of 10

public school students are racial and ethnic minorities, yet about 9 out of every 10 teachers are white and from nonimmigrant background (U.S. Department of Education, National Center for Education Statistics, 2007). These changes will have an impact on all aspects of education.

Rogers-Sirin & Sirin (2009) examined the rapidly transforming and diverse population of students in higher education and commented that teachers have to be prepared for and willing to work with culturally diverse students. In teaching practice, self awareness reveals knowledge about one's potential bias, discrimination practice, or using negative stereotypes in class. Therefore a training model was established for academic professionals, the Racial and Ethical Sensitivity Training KIT. The researchers explained the benefits and necessity of this type of training, when teachers need to gain cultural competence in their educational practice.

Cultural competency has become a prevalent topic in education and particularly in service learning, where cultural immersion is a daily standard (Meaney, 2009). Through these experiences, students have demonstrated increased levels of cultural competence after their service learning experiences. These professionals and students are then better prepared to teach in the culturally diverse environments and schools in the United States. Gregory (2009) advocates for culturally competent workplaces and safe places for all school administrators, teachers, students, and schools by reminding educators that their practices and behaviors impact student learning environments.

Outdoor educators and leaders will need to address diversity in professional practice just as educators in other academic realms are advocating for cultural

competence. Regarding environmental education, Agyeman (2003) mentioned that while cultural diversity issues have been a source of interest among outdoor educators, most research points to under-participation. The author comments that diversity should be viewed as a strength and resource in education.

Tritschler (2008), comments that cultural competence is a 21st century leadership skill for physical education professionals. She mentions that physical educators cannot ignore the physical activity disparities that exist for culturally diverse groups. The process to becoming culturally competent involves self-reflection, humility, lifelong learning, checking of biases, and noticing power imbalances in the classroom or school setting. Tritschler (2008) also argues that the increasing multicultural diversity in our country cannot be ignored, even with the many issues and decisions that physical educators face today in the school systems and communities (p. 8). Physical education professionals and recreation specialists should be concerned about all cultural issues while studying the human body, exercise participation and adherence, physical education, motor development, and sport.

Outdoor Professionals

Several leading scholars have argued that professionals in experiential education, outdoor education, and recreation should become culturally aware and competent in their practice. For example, Warren (2002) discussed the need for social justice in outdoor leadership, education, and training. During training, outdoor leaders are taught about communication, group dynamics, and technical skills, but often are not prepared to address cultural issues during programming. Culturally sensitive outdoor leadership

training can help staff deal with power issues or disparities in the field that are due to one's race, gender, or economic status. After reviewing current literature in the field, Warren (2002, p.232) concluded that "race sensitive leadership on outdoor courses has not been defined, taught to leaders, or practiced." Along with leadership and training, other organizations and professionals in the outdoor industry have discussed the need for culturally competent staff development.

Makopondo (2006) noted a cultural competence mission for the National Park Service System in the United States. These professionals have been encouraged to become more inclusive of minorities in outdoor recreation activities, park system programming, and human resource management. Collaborative relationships between the minority population members and park officials were suggested as an effective method for inclusion, greater diversity in participation, and marketing strategies. The Park service plans on making their services and activities more relevant to the lives of the minority population through better communication and personal interaction among diverse groups.

While cultural competency is a concern for professional development, it's a necessity when working with youth through programming, role modeling, or leadership skills. Outley and Witt (2006) commented on guidelines for achieving cultural competency in recreation services while working with diverse youth. With the changing population demographics, culturally appropriate services for youth are particularly important yet challenging. Traditionally, programs and services have been developed from a Euro-American cultural perspective, which often fails to engage the minority

participants. Specific service guidelines are useful for professionals given the increased cost of recreational services, and decreased participation of minority individuals in programming. Many youth of color live through stressful daily circumstances, and each face unique challenges within the greater cultural context. The authors commented that multicultural families have an impact on youth participation and motivation for recreation therefore getting families involved in recreational programming is important. The authors also suggested that professionals must learn how history impacts difference cultural groups, particularly in the United States. Strategies include maximizing engagement among youth of color, building cultural awareness and support within your community about the rewards of recreation participation, and training staff to be culturally sensitive leaders.

As recreational professionals create more culturally appropriate services and opportunities for the minority community, they must learn to ignore old stereotypes, prejudice, and negative opinions regarding various racial and ethnic groups. Assessing the cultural competence levels of professionals in the field is a way to understand where we are and how we can improve. Stone and Anderson (2005) commented that a culturally competent workforce is necessary to provide appropriate services to all participants. Their study investigated the cultural knowledge, awareness, and skills of park and recreation professionals in North Carolina. There are four basic levels in Wheeler's model (1994) including consciously incompetent as the lowest level, to unconsciously incompetent, to unconsciously competent, to consciously competent the highest level achievable. Overall, participants were found to have high cultural

competence levels for awareness and knowledge but much lower levels for skills. Though there were differences by gender, race, and educational level, park and recreation professionals were found to be lacking the culturally competent skills necessary for today's diverse clients. The authors proposed the need for more diversity trainings, workshops, and educational materials on all aspects of culture for future professional success. These findings suggest that professionals may feel that they're culturally competent but in fact may not possess the skills necessary for serving culturally diverse individuals.

Challenge Course Industry

In the field of outdoor education, there are a variety of programming options and leisure pursuits. One activity that has gained popularity in recent years is the challenge course. A challenge course; also know universally as a "ropes course" is a series of fun group and individual challenges. The challenge course industry grew out of a desire to implement a wilderness type experience in a fixed setting, as opposed to the expedition setting (ACCT, 2010). A course is defined as a series of activities, sometimes on or close to the ground (usually referred to as a low course) and sometimes built on utility poles or trees, or in the rafters of a building (a high course) (ACCT, 2010). The challenge course experience requires a combination of teamwork, communication, and trust among team members in order to successfully complete cooperative activities, initiative problems, and physical challenges posed to the group.

Facilitation

The key component of any challenge course program is the staff, known as facilitators who guide the participants and facilitate discussions around these activities. Through conversation and reflection, the participants can fully understand what they have experienced and learned. When a participant allows him/herself to be vulnerable in a group, this can be a very powerful experience. Therefore a facilitator acts as a support system, thought provoker, and motivator for participants in the group.

Facilitation requires good communication, flexibility, awareness, and compassion with all participants. Priest, Gass, and Gillis (2000) have described a successful facilitator as adaptable on the outside for changing situations and conditions while intact on the inside, prepared to enable the learning process for others through guidance, ability to work with clients to reach their goals for the experiential experience and learning, able to understand client perspectives and negotiate a path toward change while making it fun. This can be achieved by creating conditions where students will learn best, and opportunities that produce changes in participants' feeling, thinking, or behavior while eliminating barriers to learning and change (p.6).

Cain, Cummings, and Stanchfield (2005) commented that it's often risky and vulnerable for people to share their ideas, opinions, and feelings when they don't feel safe in a group. Therefore, experiential educators or facilitators should create a safe space for open dialogue and positive learning environment for participants. The authors provide skills that make a good experiential educator, which include a positive attitude, a willingness to allow for struggle, cultural sensitivity, flexibility, and style. The authors

mention “to keep in mind cultural differences in language and slang terminology” in programming (Cain et al., 2005, p. 24).

Cultural sensitivity is communicated in many other ways than language including visible body language, invisible client cultural core values, visible physical determinants (size, weight, gender, race) and invisible cultural factors (sexuality, disability, and religion).

Culturally competent facilitation involves program planning in light of participant goals and needs, analysis of potential group dynamics issues, planned activity progression specific to client goals, and preparedness for diverse individual backgrounds, values, needs, and unique communication styles. In defining best practice for facilitators in various roles (consultants, trainers, & managers), Priest, Gass, and Gillis (2000) offer several necessary steps. These include make things easier for clients, facilitate (not dictate), vary the learning experience, know the purpose of the program (recreation, education, development, or redirection), suit the facilitation to program purpose, understand your personal belief system, be neutral to attain mobility, understand your role, strive for ethical practices, and facilitate for optimal learning. The authors comment that to facilitate effectively, you need to be able to work with a variety of client belief systems, realities, and interpretations, and knowing your personal belief system and non-negotiable values (p. 14).

Facilitation and Self-Awareness

Through self awareness and understanding, facilitators are better prepared to deal with tough conversations and diverse participant values and beliefs (Roberts, 2009).

Therefore, awareness in facilitation is seen as an important factor for success which is congruent with the Multicultural Counseling Competency Model for cultural competence (Sue, 1982; Sue, 2001). Challenge course facilitation may operate in recreational or educational environments and may be particularly important in educational outdoor pursuits. As leaders who guide culturally diverse participants through mental, emotional, and physical challenges whether indoors or outdoors; facilitators need to be aware of these individuals. Cultural competence may serve as a compass for the participant group's teambuilding experience.

Reflexive Statement

The proposed study grew out of my experience as an outdoor education and challenge course professional over the last decade. I have noticed throughout my practice that the participant base and population has been transforming but the professionals in the field have not. I'm a professional member of the Association for Challenge Course Technology and the Association for Experiential Education. When I go to the national conferences for my field, I see others like myself: white, middle/upper class, average body type, and able bodied. The conferences have a reputation for excellent enthusiasm, sharing of ideas, and Caucasian cultural norms. Occasionally, there are a few cultural minority professionals at these national events but they are not prevalent in this setting. As previously discussed, there are disparities in society and the outdoor industry including access, resources, and language.

As a director and manager of a challenge "ropes" course and other recreational programs, I have been motivated to recruit staff members who are not a reflection of me.

Even with community announcements and collaborations with minority organizations and professionals, I found it difficult to recruit staff with diverse cultural backgrounds. The staff was more diverse in terms of non-visible cultural factors including sexual orientation, religious affiliation, health or mental disability, family traditions, and other core values. This pattern seemed also prevalent with coworkers and colleagues working in other facets of the outdoor industry in my community and geographical location, southeastern United States.

The lack of professional diversity in the outdoor industry and adventure field has fueled my desire to expose the necessity of cultural competence among challenge course facilitators. The structure, mission, and policies of outdoor organizations and associations should address cultural issues, and the changing societal demographics. The road to cultural awareness and competence may include staff trainings, cultural immersion, formal education, or sharing of information among practitioners.

My views on cultural competency in the field have been shaped by my professional experience. My scholarly background and academic foundations come from multiple disciplines including biology, exercise and sport science, special education, outdoor education, psychology, sociology, feminist theory, and cultural studies. Therefore, this research reflects several major sub-disciplines within the outdoor industry including outdoor education, recreation & leisure studies, environmental education, and adventure pursuits. It also includes specific research on cultural competency, social justice, and education in higher academia. These theoretical and intellectual foundations have influenced how I view cultural competence in relation to the outdoor industry,

specifically challenge course practitioners. Cultural Competence is a 21st century need; it's not an end result but a process, and it can help in a variety of professional practice areas.

Summary

Cultural competence is a necessity for all professionals including those in the challenge course industry, due to changing participant demographics and lack of diversity among professionals. The Multicultural Counseling Competency Model (Sue, 2001) is useful because it can be adapted to a variety of service professions and situations. First, any challenge course practitioners or outdoor professional can utilize this framework to better understand cultural competence for personal practice, organizational systems, and in their community. The MCC model may challenge professionals to rethink about their practice habits and skills in relation to the greater community and experiential education realm.

Second, the model maintains the original three dimensions of the cultural competence for professional practice (Sue et al., 1992). These three individual components include awareness, knowledge, and skills. In the challenge course profession, self awareness is a key component for facilitators as they lead and empower clients through experiential tasks and challenges. Knowing oneself may eliminate any subconscious or outwardly visible bias, discrimination, or prejudice toward a certain cultural group or client (Pope-Davis et al., 2003). Facilitators are encouraged throughout their professional practice to enhance their self awareness through personal challenge, growth, and pushing themselves outside of their comfort zone.

As facilitators encourage clients to embrace teamwork, personal challenge, and interpersonal sharing through potentially vulnerable situations during a challenge course program; then they too may strive for these same goals. Being culturally competent can only enable this experience and leadership role for participants groups. Knowledge in relation to cultural competence may be obtained through formal education, trainings, or cultural interactions. Cultural knowledge may determine one's level of competence at one given moment or over a long time period. Skills are the third component to the Multicultural competence model (Sue, 2001). Typically, these skills are in direct relation to professional practice. For facilitators, this may involve a variety of soft skills (processing, reflection, communication, observation, and interpersonal interactions) and/or hard skills (risk management, technical, group safety, and course programming) during professional practice. Skills related to cultural competence are acquired through cultural experiences, diverse interactions, and professional training.

Third, the updated, multidimensional version of the original MCC model (Sue, 2001) looks at organizational systems that affect professional practice. These three aspects of cultural competence (awareness, knowledge, and skills can then be transferred through professional practice, from the bottom-up or the top-down, through the organizational, professional, or community systems in place (Perez & Luquis, 2008, p. 48). The MCDD model, though complex, allows for diverse translation and adaptation in a variety of professional areas and to the individuals and groups served (Sue, 2001).

Lastly, the models provide an excellent resource for individuals and organizations striving for better cultural relations and connections with the diverse population.

Understanding and acquiring cultural competency may be more enhanced with guidance from the model. Competence may take a lifetime of work for a challenge course practitioner but developing awareness, knowledge, and skills is a step toward cultural competence in professional practice. Without taking these necessary steps we will continue to alienate our diverse population from adventure, outdoor, and recreation services and activities. Therefore, this study moves toward the goal of cultural competence in the challenge course profession by investigating the self-reported cultural awareness, knowledge, and skills of professionals, and their perceptions of the role of cultural competence in the profession.

CHAPTER III

METHODOLOGY

The primary aim of this study was to advance the understanding of cultural competence within the context of challenge course facilitation and professional practice. Research questions were answered using survey methodology with a wide sample of professional facilitators across the country. The first research question was: What are challenge course facilitators' perceived levels of cultural competence? Specifically, this includes two sub-questions: What are challenge course facilitators' perceived levels of cultural awareness, knowledge, and skills?, What are perceived levels of proficiency in cultural competence skills in comparison with the established professional skills? The first sub-question is related to the Multiple Dimensions of Cultural Competence Model (Sue et al., 1982, Sue, 2001). The second sub-question relates directly to established skills necessary for professionals in the challenge course industry.

The second research question was: What are challenge course facilitators' perceptions of the importance of cultural competence in professional practice? Again this included two sub-questions: What are facilitators' perceptions of the importance of cultural competence?, What is the perceived importance of cultural competence in comparison with the established professional skills. Basically, the study investigated how culturally competent challenge course facilitators believe they are and how important they perceive cultural competence is in professional practice.

Participants

Challenge course practitioners were recruited from the ACCT (Association for Challenge Course Technology) professional membership list serve. The ACCT has over 1900 members and the association has the largest representative group of professionals in the challenge course industry. Most of the membership resides in the United States, although the non-U.S. membership is in the 8-10% range. Although ACCT started as a builders' organization, the association now serves many more facilitators than builders, as well as insurance representatives, attorneys, course managers and owners, university professors, K-12 school teachers, park district personnel, camp personnel, and others interested in challenge courses (ACCT, 2010). The ACCT maintains excellent relationships with other organizations working in related fields, such the Association for Experiential Education and the American Camp Association.

Challenge course professionals who are members of ACCT may fall under a variety of occupations that include construction, management, sales, or professional facilitation. These facilitators work in a variety of outdoor industry arenas including camps, parks and recreation, wilderness programs, adventure therapy, teambuilding consulting companies, public schools, and higher education settings. Therefore, there was a broad base of challenge course professionals who were potential participants in this research study.

The Association for Challenge Course Technology estimates that about 50% of the total membership (1900 members) includes facilitators or practitioners in direct practice with clients, and this group is the target population for this study. Therefore, the

target population for this study was approximately 50% (950 participants) of the total membership of the association. The goal for this study was to get a 25% response rate from the targeted population, which would be a sample of 237 facilitators. There were actually 172 facilitators that participated in the study which is 18% response rate. The executive director of ACCT indicated strong support of the current research, agreed to assist with accessing the target population, and gave permission for the researcher to distribute the survey to the membership list.

Measures

The survey packet consisted of an explanation of the purpose of the study, informed consent form, a demographics form, the adapted MAKSS – Teacher Form Survey (D'Andréa, Daniels & Heck, 1993), and two measures developed for this study, the Facilitator Cultural Competence Questionnaire (FCCQ) and the Challenge Course Professional Competencies Form (CCPCF).

Demographics Survey

The demographics form (see Appendix A) provides a profile of the challenge course practitioners who participated in this study. Specific items on the demographic form include age, gender, ethnicity/race, sexual orientation, education level, geographic location (state, non-U.S. country), specific outdoor industry occupation, years of experience, professional certifications, and workshops/trainings in cultural diversity.

Multicultural Awareness-Knowledge-Skills Survey – Facilitator Form (MAKSS)

The main measure in this study is The Multicultural Awareness-Knowledge-Skills Survey – Teacher Form (D'Andréa, Daniels & Heck, 1991; D'Andrea, Daniels, &

Noonan, 2003), which was adapted for challenge course facilitators. The MAKSS – Teacher Form is based on the original Multicultural Counseling Competence framework designed to measure cultural awareness, knowledge, and skills (Sue et al., 1982; Sue, 1992). The first subscale measures cultural awareness (8 items), the second subscale measures cultural knowledge (10 items), and the third subscale measures cultural skills (24 items). Participants are provided four options on a Likert-type scale with ratings from 1-4. A response of 1 indicates "Very Limited" or "Strongly Disagree," 2 indicates "Limited" or "Disagree," 3 indicates "Good" or "Agree," and 4 indicates "Very Good" or "Strongly Agree." Five of the total items on the survey are reverse scored on this measure which was designed to decrease socially desirable responses.

D'Andréa, Daniels, and Heck (1991) field-tested their instrument, the MAKSS for reliability and validity. All three-subcales were judged acceptably reliable for analyzing the treatment effect for participants. The Cronbach's Alpha coefficients for the instrument subscales were .75, .90, and .96 for Multicultural Awareness, Knowledge, and Skills respectively. The subscales inter-correlations were .45 for Awareness and Knowledge .32 for Awareness and Skill; and .51 for Knowledge and Skills. Posttest inter-correlations continued to be low, which suggests independence between the subscales.

More recently, D'Andrea, Daniels, and Noonan (2003) looked at new developments in the assessment of multicultural competence with the MAKSS – Teacher Form, and found only 41 of the items in the scale to be valid for the three subscales. This was tested through an orthogonal (varimax) rotation of the participant responses to the original 60 survey items. The researchers reviewed the reliability coefficients

(Cronbach's alpha) using the eight awareness items, the 13 knowledge items, and the 20 skills subscale items, and reported the following reliability coefficients: .73 (awareness), .86 (knowledge), and .93 (skills). Cronbach's alpha is a widely used measure of internal consistency of multi-item surveys. A high value indicates a low response variance, implying that the measure items are assessing the targeted construct. The inter-correlations of the three subscales showed that they are related but are distinct (.62, awareness & knowledge; .54, knowledge & skills; .50, awareness & skills). Therefore, the newer revised version of the MAKSS – Teacher form was used for this research study to measure multicultural competence.

The MAKSS has been used extensively in the counseling, psychology, and social work academic disciplines (Pope-Davis et al., 2003) and has proven to be a reliable instrument for measuring multicultural competence. The MAKSS survey addresses the first main research question outlined in the introduction. The MAKSS was selected as the cultural competence assessment because it best fits the multicultural competence framework and challenge course facilitators, who like counselors are communicating, leading, and interacting with culturally diverse clients in a vulnerable and challenging group setting. Multicultural awareness, knowledge, and skills are important components necessary for a successful and culturally competent challenge course practitioner or facilitator.

The MAKSS was slightly adapted for challenge course facilitators. Specifically, in the Multicultural Awareness subscale “classroom” was changed to “program” in item # 5, “and facilitators” was added to item #7 after teachers, and “their families” was changed

to “participants” in items # 8. In the Multicultural Knowledge subscale, the words mainstreaming, pluralism, contact hypothesis, attribution, cultural encapsulation, and the integration statement were omitted while cultural awareness, cultural competence, and social justice were added, resulting in 10 total terms instead of the original 13 in this subscale. In the Multicultural Skills subscale “facilitate” was substituted for “teach” in item #1, “facilitation” replaced “teaching” in item #3 and #6, “participant” replaced “student” in item #7, “measures and evaluations” replaced “test” in item #9. The terms “women” and “men” were added to items 18 and 19. The words “their families” was replaced “participants” in items 2, 4, 9, 11–16, 19, and 20. Items 21, 22, 23, and 24 are newly added questions to include additional relevant minority groups in the survey. The adapted 42-item questionnaire is labeled the MAKSS – Facilitator Form (the adapted form can be found in the Appendix B).

Facilitator Cultural Competence Questionnaire (FCCQ)

The Facilitator Cultural Competence Questionnaire (FCCQ) was developed specifically for this research study (see Appendix C) to assess facilitators’ perceptions of the importance of cultural competence in the challenge course profession. The FCCQ was developed and revised through pilot testing with an expert panel and a small sample of facilitators as described in the procedures. The resulting FCCQ has 20 Likert-type questions with a 4-point rating scale (1=strongly disagree to 4= strongly agree) in two sections including Cultural Competence in the Challenge Course Profession (7 items) and Cultural Diversity in the Challenge Course Profession (13 items). The first section directly answers the Research Question #2, which addresses the importance of cultural

competence in the challenge course profession. The second section provides related information on facilitator perceptions of the extent and importance of cultural diversity in the profession.

Challenge Course Professional Competencies Form (CCPCF)

The Challenge Course Professional Competencies Form (CCPCF) (see Appendix D), which was developed and revised through expert panel review and pilot testing, assesses facilitator proficiency of established challenge course skills and the importance of those professional challenge course skills. These skills (competencies) reflect the current professional standards in the field and include an added cultural competence skill.

Specifically the five challenge course competencies include: core skills (including ethics in practice, current industry standards knowledge, and current program policies and procedures knowledge), risk management skills (facilities/grounds maintenance, progression of activities, medical screening, emergency action plan, safety (physical/emotional) of participants), technical skills (equipment use, spotted activities, belayed activities, rescues, and specialty skills), facilitation skills (client assessment, program design, program implementation, communication, and processing), and cultural competence skills (awareness of one's own bias and cultural identity, understanding of diverse cultural groups, ability to work with culturally diverse clients/professionals). These are the skills that are most essential in challenge course professional practice as determined by industry association certification standards (ACCT, 2007) and suggested professional competencies by other challenge course facilitator training companies. Those facilitators possessing these essential skills are considered proficient in challenge

course professional practice. Cultural competence skills are not currently listed as essential among industry standards.

In the first section, participants rated their proficiency for each of the 5 skill competencies using a 4-point (1=low, 4=high) Likert scale. After completing the rating they then ranked the 5 skills from most competent to least competent. In the second section, participants rated the importance of each of the 5 competencies (established skills) for professional practice using a 4-point (1=low, 4=high) Likert scale, and then ranked the importance of the 5 competencies from most important to least important. The CCPCF specifically answers Research Question #1 (second sub-question) on the proficiency of skills and Research Question #2 (second sub-question) on the importance of skills.

Procedures

A pilot study was completed before the main research study to examine all measures and procedures among a sample participant base. Therefore, the pilot study procedures and results, including two phases (an expert panel and North Carolina sample), are described before the main study's procedures.

Pilot Study

As mentioned previously the MAKSS ((D'Andréa, Daniels & Heck, 1991) was designed to measure one's multicultural competence levels in professional practice. This measure has been validated and standardized through the literature and research studies. The researcher designed the FCCQ as an independent measure that would specifically assess facilitator perceptions about the importance of cultural competence in professional

practice. Groves et al. (2009) suggest that new surveys be put under review by an expert panel and then a field pre-test (pilot study) is performed with a participant sample. For this research, an expert panel reviewed the new measures (FCCQ & CCPCF), and then a Pilot study was completed with all measures. The results of these two phases of the pilot study, which are discussed in the following sections, demonstrated that all instruments had high reliability and were appropriate for the main research study.

Expert Panel Review. In the first phase of the pilot study, a small panel of experts (5 participants) examined the forms and measures in the research survey packet. This sample included two challenge course professionals (highly experienced managers) and three outdoor professionals in higher academia. These individuals were asked to rate each item on the newly created measures (FCCQ, CCPCF) for clarity and content. Most items were rated as appropriate and clear by all experts (see all details in Appendix E). The experts also provided feedback on the instructions and gave suggestions for the measure items. Responses and feedback from these participants were used to revise the measures.

The experts commented that “diversity” was a hard term to define and many people relate it to race/ethnicity when really it’s very broad. Therefore, it was defined more specifically in the final survey. Cultural competence was also specifically defined in the survey packet, as well as a more detailed definition of culture that includes race/ethnicity, age, gender, sexuality, body type, and mental/physical ability. Based on panelists comments about the FCCQ, several questions were omitted including, “I’m a role model for cultural competence with my colleagues and coworkers” and “When

working with culturally diverse clients, I feel culturally competent” (see details in Appendix E). The experts commented that these were similar to some of the questions on the MAKSS, and that these questions could be addressed through that measure. Therefore, only the first seven questions in the cultural competence section of the FCCQ were kept to assess the construct.

The cultural diversity section of the FCCQ was reworked to assess specific opinions and feelings about diversity in the challenge course industry. The expert panel offered great insight and feedback about the two newly created surveys. Overall, the panel felt that the FCCQ and CCPCF ask important questions and would get interesting results on the state of cultural competence in the challenge course industry. After the expert panel review was completed, the MAKSS – Facilitator Form and the new FCCQ and CCPCF were given to a sample of North Carolina challenge course facilitators who are not currently members of ACCT.

North Carolina Sample. The second phase of the pilot study included a sample of 40 North Carolina professional challenge course facilitators (non-ACCT members). All of the participants are current challenge course facilitators and practitioners, either part time or full time. The sample included 42.5% male and 57.5% female facilitators, who were not racially diverse; 92.5% identified as Caucasian/White, 2.5% Hispanic/Latino/a, and 2.5% Asian. The pilot participants completed the entire survey packet through the Survey Monkey website, following the procedures highlighted in the Methods section and also provided any comments that they had about any specific questions or questionnaires.

The pilot results (see details in Appendix F) also provided preliminary information about the reliability of the MAKSS and the FCCQ sub-scales. All three subscales of the MAKSS were reliable. The Multicultural Awareness scale had a reliability of .80, the Multicultural Knowledge scale was .92, and the Multicultural Skills scale was .92.

The overall reliability of the FCCQ (first section) with the pilot sample was .91 (Cronbach's alpha). This section has 7 items that assess facilitators' perception about the importance of cultural competence in professional practice. The second section has 13 items that assess facilitators' perceptions of cultural diversity in professional practice. The cultural diversity items were not highly reliable with an alpha coefficient of .58 (Cronbach's). Participants commented that the CCPCF was interesting and that assessing their personal ratings and rankings for skills was thought provoking. No changes were made to the FCCQ or CCPCF after obtaining the pilot study results.

Overall, the participants did not report any problems taking the surveys or give any suggestions for changes to the demographics form or the three cultural competence measures. The pilot study analyses supported that the research instruments are reliable measures for assessing cultural competence among challenge course facilitators. Therefore, the researcher conducted the main research study with a larger participant sample of professional challenge course facilitators, ACCT professional members.

Main Study

Following approval by the Institutional Review Board (IRB), the researcher contacted the executive director of the ACCT organization and obtained permission to

use the membership list for this research study. The researcher then provided the ACCT administrator with an email including the recruitment letter, consent form, and a website link to the survey packet (all details can be found in Appendix G). The recruitment letter included the purpose of the study, the researcher's professional background, and the connection to the association. A broadcast email with this information was sent out from the ACCT administrator to the entire membership list (1900 members). Those agreeing to participate were directed to the Survey Monkey website page through the online link included in the recruitment email. Once on the website page, the participants were informed about the purpose of the study, provided their informed consent, and had access to the survey packet.

The survey packet included the survey instruments (Demographics form, MAKSS-Facilitator Form, FCCQ, and CCPCF) along with a short description of the research study, and specific instructions for completing the survey online. The participants were able to fill out the survey at their own leisure, which took about 30 minutes to complete. The ACCT members were given a three-week time period to complete the survey. The researcher then accessed all data from participants via the Survey Monkey website, upon the completion of surveys. The research data were transferred into an Excel format, which was used for the data analysis in the SPSS program.

The Association for Challenge Course Technology estimates that about 50% of the total membership (1900 members) includes facilitators or practitioners in direct practice with clients. Therefore, the target population for this study was approximately

50% (950 participants) of the total membership of the association. Given connections in the outdoor industry and the official endorsement of the ACCT, a return rate of 25% of the targeted sample (237 of the potential 950 participants) was anticipated. One follow up email was sent to the entire membership of ACCT two weeks after the initial recruitment while the survey packet was available. As noted earlier, 172 facilitators participated in the study which is 18% response rate.

The recruitment email was sent to the entire ACCT membership. The estimated target population (950) may be incorrect because the researcher received over 150 “bad email” bounce backs. Also the ACCT administration mentioned that the emails they do have may be a business email versus an email address for an individual, therefore the study may not have reached all members of the target population.

Data Analyses

Descriptive statistics (frequency, mean, standard deviations) were used to address the research questions. The MAKSS was first checked for reliability of the three subscales (awareness, skills, and knowledge) using Cronbach’s Alpha coefficients. A coefficient of .70 is a generally accepted level of reliability for the subscales, anything lower than that would indicate that the scale is not a reliable measure for that construct. The Multicultural Awareness Knowledge Skills Survey – Facilitator Form (D’Andrea, Daniels, & Heck, 1993) was slightly adapted to relate directly to challenge course facilitators. The three subscales of the MAKSS-Facilitator Form were highly reliable as demonstrated by the statistical analyses in the current study. The Awareness scale (8 items) had a reliability coefficient of .80 (Cronbach’s Alpha), the Knowledge subscale

had a reliability of .88 (Cronbach's Alpha), and the Skills subscale was also highly reliable at .93 (Cronbach's Alpha). Given acceptable reliability, total scores were calculated for each subscale of the MAKSS (awareness, knowledge, and skills). Individual items were also examined to provide more specific information and insight into facilitator perceptions.

The MAKSS does not have norms or cut-off scores, but high total scores (specifically many 4's) show a high perceived level of cultural competence. Scores that reflect mostly 1 or 2 show low levels of cultural competence. The MAKSS addresses Research Question #1, the first sub-question, (What are challenge course facilitators perceived levels of cultural competence?) including all three sub-questions looking at the specific components of cultural competence (awareness, knowledge, skills).

Because the Facilitator Cultural Competence Questionnaire (FCCQ) was developed for this study, there are no established subscales or reliability information. The researcher examined reliability of the first section (importance of cultural competence in professional practice) and second section (cultural diversity) to see if they could be used as scales. The FCCQ items were also examined separately. The FCCQ addresses Research Question #2, the first sub-question, (What are challenge course facilitators' perceptions of the importance of cultural competence in challenge course professional practice?). The FCCQ also provides information on facilitator perceptions of cultural diversity in the challenge course profession.

The Challenge Course Professional Competencies Form (CCPCF) ratings were analyzed using descriptive statistics and repeated measures analysis to compare the

ratings of facilitator proficiency and the importance of each skill (core skills, risk management skills, technical skills, facilitation skills, and cultural competence skills).

The analysis addresses Research Question #1, the second sub-question, (How do facilitators view cultural competence in relation to the standard professional competencies in the challenge course profession?) and Research Question #2, the second sub-question, (What are challenge course facilitators perceptions of the importance of cultural competence skills in comparison with other essential professional challenge course skills?).

Correlations among total scores for the MAKSS and FCCQ subscales, and the cultural competence skill proficiency and importance ratings were performed as exploratory analyses. This chapter described the methodology used in this study to determine facilitator cultural competence. Chapter IV presents the results acquired using those methods and analyses.

CHAPTER IV

RESULTS

The central aim of this research project was to better understand cultural competence in the challenge course industry, particularly in relation to facilitator awareness, knowledge, and skills in professional practice. To address the main research questions (What are challenge course facilitators' perceived levels of cultural competence?; What are challenge course facilitators' perceptions of the importance of cultural competence?) survey methods were utilized. The measures included the Multicultural Awareness Knowledge Skills Survey – Facilitator Form (MAKSS), the Facilitator Cultural Competence Questionnaire (FCCQ), and the Challenge Course Professional Competencies Form (CCPCF). This chapter presents results of descriptive analyses of demographic and variable data resulting from this study. Findings are reported according to each research question, with sections pertaining specifically to each main question and sub-question.

Sample Profile

The research survey was sent out to 1900 Association for Challenge Course Technology (ACCT) members via email and the participants had three weeks to complete the survey. Unfortunately, the ACCT does not have precise statistics or demographics regarding the percentage of practitioners among their total membership. However, they estimate that around 50% (950) of the 1900 members are currently practicing facilitators.

A total of 172 respondents from the ACCT professional membership sample completed the surveys. Of those respondents, 69.8% were male (n=120) and 29.7% were female (n=52). Regarding race/ethnicity, an overwhelming percentage of respondents were White/Caucasian (n=158, 91.9%). Less than 1.2 % of the facilitators were Asian or Native American/American Indian, 3% were Hispanic/Latino, and none of the participants were either African-American or Pacific Islander. Another 5% of respondents selected “other”, which included African-Australian, African/Black, Hispanic/Caucasian, Jewish, Asian/Caucasian, and the human race.

A large majority (91.3%) of the challenge course facilitators responded that they are heterosexual, 6.5 % homosexual, less than 1% bisexual, and 1.2% reported Queer. In terms of ability, 92.4% reported not having a physical disability and 87.2 % reported not having a mental disability. 19% of participants did not answer this question. The large majority (98.3%) of respondents speak English as their primary language while 11 % of this same population are also bilingual including Spanish (n=12), French (n=3), German (n=2), Swedish (n=1) and Danish (n=1).

The challenge course facilitators come from a variety of states and six countries outside of the United States (see table in the Appendix H). The participants ranged in age from 22 – 55 years old. Overall, these facilitators are highly educated with 45.9% having a college degree, 33.1% a Masters degree, and 6.4% a Doctoral degree. Even though all respondents are currently practicing challenge course facilitators, their professional titles and specific occupational roles vary. For example, around half of the respondents serve as challenge course directors (53.5%), and 18% have such diverse status and professional

titles that they chose “other” on the demographics form (specific titles also listed in the Appendix H). Of the respondents, 43% have an ACCT certification while 28% have some other form of challenge course certification. Regarding professional experience, over 52.9% have 6 – 15 years experience while around 10% have over 16 years experience in the field. The majority (64%) of these challenge course facilitators have attended some form of diversity/cultural competence workshop or course in their professional practice.

**Research Question 1: Facilitator Perceived Levels of Cultural Competence
Multicultural Awareness, Knowledge, and Skills**

The aim of this study was to understand the perceptions and importance of cultural competence within the context of challenge course facilitation and professional practice. Therefore, the first research question looked at challenge course facilitators’ perceived levels of cultural competence. Specifically, the first sub-question for Research Question 1 investigated challenge course facilitators’ perceived levels of multicultural awareness, knowledge, and skills.

The MAKSS-Facilitator Form specifically assesses perceived levels of awareness, knowledge, and skills in relation to cultural competence in professional practice. All items for the MAKSS subscales are positively correlated to each other and to each subscale total, therefore contributing to internal consistency of this instrument. The total scores for each subscale are highlighted in Table 1. As the table suggests the total scores were relatively high, although they don’t give a full picture of their perceived levels of cultural competence; therefore specific item statistics are outlined in the following

section. Specific results for Research Question 1 are also described in the following section. Overall, participants rated multicultural awareness, knowledge, and skills as good with an average item score around 3.0 on a 4-point Likert scale. The following section provides more information on specific item responses and facilitator perceptions of cultural competence.

Table 1
Perceived Multicultural Levels: Total Scale Statistics (MAKSS)

	Multicultural Awareness	Multicultural Knowledge	Multicultural Skills
# of Items	8	10	24
Average Item Score	3.06	3.13	2.9
Mean	24.5	31.3	69.5
Standard Deviation	3.32	4.79	9.91

Multicultural Awareness. For the items on the Multicultural Awareness scale, the rating choices were very limited (1), limited (2), fairly aware (3), and very aware (4). Table 2 gives the specific items (8 items) for the Multicultural Awareness scale and the frequencies for responses. Facilitators overall had good perceived levels of multicultural awareness on the 8 items. The highest ratings related to facilitators' understanding of how their cultural background influences their thoughts and actions, and then how those can impact their interactions with persons of different cultural backgrounds (Items 1 & 2); over 90% were fairly aware or very aware. Between 19-29% of all facilitators reported limitations in their understanding of different cultural institutions and systems, ability to compare their cultural perspective to others, and understanding of multicultural communication signals during programming (Items 3, 4, & 5).

There was approximately 87-89% agreement among facilitators that stress occurs in multicultural situations and that they need to change how they think to adapt to the complexity of diverse human behavior (Items 6 & 7). Finally, while almost 63% of facilitators were aware of the concept of relativity in terms of goals and objectives when working with culturally different participants, the other 34% were limited (Item 8). In summary, the majority of challenge course facilitators responded fairly aware or very aware for each of the 8 items assessing their own multicultural awareness in professional practice. Therefore, even though there were some limitations among facilitators, a majority have a high level of multicultural awareness when working with clients in professional practice. All specific items for multicultural awareness with frequencies, means, and standard deviations are in Table 2.

Table 2
Multicultural Awareness Levels: Item Frequencies & Descriptive Statistics

	Very Limited (1)	Limited (2)	Fairly Aware (3)	Very Aware (4)	Mean	S.D.
MA1	2 (1.2)	3 (1.7)	81 (47.1)	81 (47.1)	3.44	.597
MA2	2 (1.2)	5 (2.9)	93 (54.1)	67 (39.0)	3.35	.600
MA3	1 (0.6)	33 (19.2)	101 (58.7)	32 (18.6)	2.98	.644
MA4	3 (1.7)	32 (18.6)	88 (51.2)	44 (25.6)	3.04	.727
MA5	7 (4.1)	43 (25.0)	99 (57.6)	18 (10.5)	2.77	.694
MA6	1 (0.6)	15 (8.7)	119 (69.2)	32 (18.6)	3.09	.547
MA7	1 (0.6)	13 (7.6)	114 (66.3)	39 (22.7)	3.14	.563
MA8	6 (3.5)	52 (30.2)	88 (51.2)	21 (12.2)	2.74	.719

of respondents (% of respondents), Total = 167 (97.1), Missing = 5 (2.9)

Multicultural Awareness Items:

1. At this point in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way that you think and act?
2. At this point in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?
3. In general, how would you rate your level of awareness regarding different cultural institutions and systems?
4. At the present time, how would you rate yourself in terms of being able to accurately compare your own cultural perspective with that of a person from another culture?

5. How well do you think you could distinguish “intentional” from “accidental” communication signals in a multicultural program setting?
6. Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other.
7. Teachers and facilitators need to change not just the content of what they think, but also the way they handle this content if they are to accurately account for the complexity in human behavior.
8. How would you rate your understanding of the concept of “relativity” in terms of the goals, objectives, and methods of working with culturally different participants?

Multicultural Knowledge. The knowledge section of the MAKSS assessed participant perceptions on their understanding of cultural terminology or knowledge. The 10 specific terms for this subscale include culture, ethnicity, racism, prejudice, ethnocentrism, multicultural education, transcultural, cultural awareness, cultural competence, and social justice. The respondents rated their understanding as very limited (1), limited (2), good (3), very good (4) for each knowledge term.

A large majority of facilitators (94.2%) had a good or very good understanding of culture, racism, and prejudice (Items 1, 3, & 4). In addition, 87-90% of facilitators had a good and very good understanding of ethnicity and cultural awareness (Items 2 & 8). Approximately 75% of facilitators had a good or very good understanding of the terms cultural competence, social justice, and multicultural education (Items 6, 9, & 10) while almost 25% reported limited or very limited (Items 6 & 9). Facilitators had a more limited understanding of ethnocentrism with only 66% reporting good or very good (Item 5). The least understood term was transcultural with 52% of facilitators reporting a limited or very limited understanding (Item 7). In summary, while the majority of facilitators rated their perceived multicultural knowledge as good or very good for most

terms, there were limitations in their understanding. The 10 specific knowledge items including frequencies for total ratings, means and standard deviations are in Table 3.

Table 3
Multicultural Knowledge Levels: Item Frequencies & Descriptive Statistics

	Very Limited (1)	Limited (2)	Good (3)	Very Good (4)	Mean	S.D.
Culture	0	5 (2.9)	91 (52.9)	71 (41.3)	3.40	.548
Ethnicity	0	17 (9.9)	88 (51.2)	62 (36.0)	3.27	.635
Racism	0	5 (2.9)	72 (41.9)	90 (52.3)	3.51	.558
Prejudice	0	5 (2.9)	75 (43.6)	87 (50.6)	3.49	.558
Ethnocentrism	14 (8.1)	40 (23.3)	74 (43.0)	39 (22.7)	2.83	.885
Multicultural Education	3 (1.7)	37 (21.5)	85 (49.4)	42 (24.4)	2.99	.740
Transcultural	9 (5.2)	80 (46.5)	58 (33.7)	20 (11.6)	2.53	.774
Cultural Awareness	1 (0.6)	10 (5.8)	110(64.0)	46 (26.7)	3.20	.565
Cultural Competence	7 (4.1)	34 (19.8)	87 (50.6)	39 (22.7)	2.95	.778
Social Justice	1 (0.6)	29 (16.9)	86 (50.0)	51 (29.7)	3.12	.701

of respondents (% of respondents), Total = 167 (97.1), Missing = 5 (2.9)

Multicultural Skills. There were 24 items that assessed facilitators' perceptions about their own multicultural skills relating to cultural competence in professional practice. As with awareness and knowledge many participants rated their skills as good or very good, but there were more limitations. The specific items are listed in Table 4, which highlights the descriptive statistics and frequencies for multicultural skills.

Facilitators were asked to rate their ability when facilitating culturally diverse participants in specific situations with the first 13 items. A majority, 74-81% of facilitators, rated good or very good in their ability to effectively facilitate and assess the needs of clients from significantly different cultural backgrounds from their own (Items 1 & 2). Facilitators reported similar ratings (78%) for their ability to deal with bias, discrimination, and prejudice coming from clients and their ability to consult with

another professional concerning those clients' needs (Items 4 & 12). Between 65-72% of facilitators rated themselves as good or very good in their ability to identify culturally biased assumptions in professional training, understanding a culturally diverse client's behavioral problem, ability to provide appropriate services to culturally different participants, and ability to secure information to better serve those clients (Items 5, 7, 11, & 13).

The facilitators' ratings were split nearly halfway with 50.6% reporting that they are good or very good at identifying the strengths and weaknesses of participant evaluations used with culturally diverse persons (Item 9). Approximately 60% of facilitators reported themselves as limited in their ability to analyze a culture into component parts and evaluate multicultural research; both of these are unique skills in professional practice (Items 8 & 10). In summary, for multicultural skills in specific situations, facilitators reported good perceptions and understanding.

Items 14 – 24 in the multicultural skills subscale focus on a facilitators' ability to accurately assess the behavioral and educational needs of specific culturally diverse clientele. A large majority of facilitators (84-87%) reported confidence (good to very good) in their ability when working with men, women, older clients, and clients from poor socioeconomic backgrounds (Items 14, 15, 16, & 20). In addition, almost 75% of facilitators reported ratings of good to very good when working with obese/overweight clients (Item 22). Even fewer facilitators (64-67%) rated themselves as good or very good in their ability when working with sexual minorities or clients with physical disabilities (Items 17, 18, & 21). Finally, nearly 40% of facilitators reported themselves

as limited when working with clients with mental health disorders, recent immigrants, or ESL clients (Items 19, 23, & 24). In summary, although facilitators reported high levels of multicultural skills when working with men, women, and older clients, there were limitations with all other culturally different people in professional practice. More details on the specific skill items and facilitator ratings for multicultural skills are in Table 4.

Table 4*Multicultural Skill Levels: Item Frequencies & Descriptive Statistics*

	Very Limited (1)	Limited (2)	Good (3)	Very Good (4)	Mean	S.D.
MS1	1 (0.6)	18 (10.5)	97 (56.4)	42 (24.4)	3.14	.623
MS2	1 (0.6)	29 (16.9)	102 (59.3)	26 (15.1)	2.97	.612
MS3	1 (0.6)	34 (19.8)	83 (48.3)	40 (23.3)	3.03	.704
MS4	0 (0.0)	24 (14.0)	97 (56.4)	37 (21.5)	3.08	.618
MS5	1 (0.6)	45 (26.2)	85 (49.4)	27 (15.7)	2.87	.684
MS6	11 (6.4)	50 (29.1)	67 (39.0)	30 (17.4)	2.73	.848
MS7	3 (1.7)	44 (25.6)	93 (54.1)	18 (10.5)	2.80	.656
MS8	12 (7.0)	87 (50.6)	54 (31.4)	5 (2.9)	2.33	.662
MS9	8 (4.7)	63 (36.6)	76 (44.2)	11 (6.4)	2.57	.699
MS10	20 (11.6)	87 (50.6)	46 (26.7)	5 (2.9)	2.23	.704
MS11	3 (1.7)	32 (18.6)	95 (55.2)	28 (16.3)	2.94	.674
MS12	4 (2.3)	20 (11.6)	95 (55.2)	39 (22.7)	3.07	6.88
MS13	2 (1.2)	37 (21.5)	91 (52.9)	27 (15.7)	2.91	.673
MS14	0 (0.0)	11 (6.4)	79 (45.9)	68 (39.5)	3.36	.610
MS15	0 (0.0)	7 (4.1)	86 (50.0)	65 (37.8)	3.37	.568
MS16	0 (0.0)	13 (7.6)	99 (57.6)	46 (26.7)	3.21	.576
MS17	4 (2.3)	44 (25.6)	72 (41.9)	38 (22.1)	2.91	.785
MS18	4 (2.3)	42 (24.4)	77 (44.8)	35 (20.3)	2.91	.764
MS19	8 (4.7)	55 (32.0)	71 (41.3)	24 (14.0)	2.70	.786
MS20	0 (0.0)	10 (5.8)	96 (55.8)	52 (30.2)	3.27	.569
MS21	4 (2.3)	38 (22.1)	87 (50.6)	29 (16.9)	2.89	.719
MS22	2 (1.2)	28 (16.3)	100 (58.1)	28 (16.3)	2.97	.638
MS23	10 (5.8)	59 (34.3)	76 (44.2)	13 (7.6)	2.58	.733
MS24	5 (2.9)	59 (34.3)	84 (48.8)	10 (5.8)	2.63	.653

of respondents (% of respondents), Total = 158 (91.9), Missing = 14 (8.1)

Multicultural Skills Items:

1. How would you rate your ability to facilitate students and clients from a cultural background significantly different than your own?
2. How would you rate your ability to effectively assess the needs of participants from a cultural background different from your own?
3. How well would you rate your ability to distinguish “formal” and “informal” facilitation strategies?
4. In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by participants?
5. How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?
6. How well would you rate your ability to discuss the role of “method” and “context” as they relate to facilitation?
7. In general, how would you rate your ability to accurately articulate a participant’s behavioral problem when that individual is from a cultural group significantly different than your own?
8. How well would you rate your ability to analyze a culture into its component parts?

9. How would you rate your ability to identify the strengths and weaknesses of standard measures and evaluations in use with participants from different cultural-racial-ethnic backgrounds?
10. How would you rate your ability to evaluate multicultural research?
11. In general, how would you rate your skill level in terms of being able to provide appropriate educational services to culturally different participants?
12. How would you rate your ability to effectively consult with another professional concerning the educational and behavioral need of participants whose cultural background is significantly different from your own?
13. How would you rate your ability to effectively secure information and resources to better serve culturally different participants?
14. How would you rate your ability to accurately assess the behavioral and educational needs of female participants?
15. How would you rate your ability to accurately assess the behavioral and educational needs of male participants?
16. How would you rate your ability to accurately assess the behavioral and educational needs of older participants?
17. How would you rate your ability to accurately assess the behavioral and educational needs of boys/men who may be homosexual?
18. How would you rate your ability to accurately assess the behavioral and educational needs of girls/women who may be lesbians?
19. How would you rate your ability to accurately assess the behavioral and educational needs of participants with mental health disorders?
20. How would you rate your ability to accurately assess the behavioral and educational needs of participants who come from very poor socioeconomic backgrounds?
21. How would you rate your ability to accurately assess the behavioral and educational needs of participants with physical disabilities?
22. How would you rate your ability to accurately assess the behavioral and educational needs of obese/overweight participants?
23. How would you rate your ability to accurately assess the behavioral and educational needs of participants who are recent immigrants to the United States?
24. How would you rate your ability to accurately assess the behavioral and educational needs of participants where English is their second language?

Facilitator Skill Proficiency

The first research question for this study asks about challenge course facilitators' perceived levels of cultural competence. The second sub-question for the first research question specifically investigated challenge course facilitators' perceived levels of proficiency for cultural competence skills in comparison with other essential professional skills.

Professional Ratings. The Challenge Course Professional Competencies Form (CCPCF), which assesses facilitator self-ratings for each of the four established professional competencies for challenge course professionals and a new fifth competency (cultural competence), was utilized to answer this sub-question. The essential competencies for challenge course professionals include core skills, facilitation skills, risk management skills, and technical skills (skill details are in Table 5). Facilitators possessing these essential skills are considered proficient in most challenge course professional practice. Cultural competence skills are not currently listed as essential among industry standards.

Each facilitator rated him/herself on a Likert-type scale (from high=4 to low=1) for each of the five skills. Overall, facilitators rated cultural competence as their least proficient skill compared to all other skills. Technical skills were rated highest or most competent with risk management and facilitation skills as close seconds for respondents. The descriptive statistics for the total scores on the CCPCF, skill proficiency section, including the mean and standard deviations for each subscale, are given in Table 5.

Table 5
Skill Proficiency: Facilitator Ratings (CCPCF)

Skill	Mean	S.D.
Core Skills	3.38	.619
Risk Management Skills	3.58	.571
Technical Skills	3.66	.517
Facilitations Skills	3.58	.571
Cultural Competence Skills	3.05	.620

SKILLS

1. Core Skills: includes ethics in practice, current industry standards knowledge, and current program policies and procedures
2. Risk Management Skills: includes facilities/grounds maintenance, progression of activities, medical screening, emergency action plan, and safety of participants
3. Technical Skills: includes the use of equipment, spotted activities, belayed activities, rescues and specialty skills
4. Facilitation Skills: includes client assessment, program design, program implementation, communication and group processing
5. Cultural Competence Skills: includes awareness of own cultural identity and bias, understanding of cultural diversity, and ability to work with culturally diverse clients/professionals

Skills Ratings Comparison. A within-subjects analysis was run to compare the five proficiency ratings. The repeated measures ANOVA on the 5 skills revealed a significant difference, $F(4, 600) = 37.95, p < .001$. Follow-up contrasts statistically compared every skill to the cultural competence skill. As noted in Table 6, all four skills differed significantly from cultural competence.

Table 6

Contrast Comparison: Skill Proficiency Ratings

Skill	df	Mean Square	F	Sig.	Partial Eta Squared
Core Skills vs. Cultural Competence Skills	1,150	15.90	28.03	.001	.157
Risk Management Skills vs. Cult. Comp.	1,150	41.33	67.63	.001	.311
Technical Skills vs. Cultural Comp. Skills	1,150	54.84	85.55	.001	.363
Facilitation Skills vs. Cultural Comp. Skills	1,150	41.33	88.99	.001	.372

Professional Rankings. The challenge course facilitators then ranked their skill proficiency according to which skill they were most competent in to the least competent (5=highest; 1=lowest). Overall, the highest ranked competency was facilitation, with

35.5% of respondents choosing facilitation as their most proficient skill. Around 12% of respondents ranked risk management as their most proficient skill while 27.9% ranked technical skills as their most proficient skill and only 9.3% ranked core skills as the most proficient. Around 20% of facilitators also ranked core skills and risk management skills as the second, third, and fourth most proficient skill in their professional practice. Clearly the facilitators' least proficient perceived skill was cultural competence, with 57.6% of respondents ranking it lowest among the five professional skills. In terms of average rankings among facilitators, all skills were at a high level (2.96-3.81) for proficiency, out of a 4-point Likert scale, except for cultural competence, which had a mean of 1.62. Frequencies for the skill competence rankings are in Table 7.

Table 7
Skill Proficiency: Facilitator Rankings

Skill	1 Lowest	2	3	4	5 Highest	Mean	S.D.
Core	16 (9.3)	39 (22.7)	44 (25.6)	33 (19.2)	16 (9.3)	2.96	1.17
Risk Management	13 (7.6)	37 (21.5)	45 (26.2)	31 (18.0)	21 (12.2)	3.07	1.18
Technical	15 (8.7)	17 (9.9)	30 (17.4)	38 (22.1)	48 (27.9)	3.59	1.32
Facilitation	3 (1.7)	30 (17.4)	20 (11.6)	34 (19.8)	61 (35.5)	3.81	1.23
Cultural Competence	99 (57.6)	24 (14.0)	10 (5.8)	12 (7.0)	3 (1.7)	1.62	1.05

1=Lowest and 5=Highest for each Skill Competence Ranking.
of respondents (% of respondents), Total = 148 (86%), Missing= 24 (14%)

Research Question 2: The Importance of Cultural Competence

The second main research question investigated challenge course facilitators' perceptions of the importance of cultural competence. The first sub-question looked specifically at challenge course facilitators' perceptions of the importance of cultural competence in challenge course professional practice. The Facilitator Cultural Competence Questionnaire (FCCQ) was designed specifically for this research study to address the first sub-question. The FCCQ asks facilitators to indicate their perception of the importance of cultural competence in professional practice. Respondents rated on a 4-point Likert type scale their perceptions of the importance of cultural competence in professional practice from strongly agree (4) to strongly disagree (1). This section of the FCCQ instrument has 7 items, which proved to be highly reliable with an alpha coefficient of .90 (Cronbach's alpha). The total score is reported in Table 8, which includes that participants generally agreed that cultural competence is important; the average item score was above 3.0 on a 4-point Likert scale. However separate item scores provide more specific information on the facilitator's perceptions on the importance of cultural competence.

Table 8

Importance of Cultural Competence: Total Scale Statistics (FCCQ)

# of Items	Mean	Average Item Score	Std. Deviation
7	21.13	3.02	4.023

Facilitator Cultural Competence in Professional Practice

The first section of the FCCQ on cultural competence specifically addresses research question 2, the first sub-question. Frequencies for the respondent ratings, regarding the importance of cultural competence are highlighted in Table 9, including all specific items. All items on the FCCQ directly ask facilitators about their perception of the importance of cultural competence in professional practice.

Most facilitators (88.9%) agreed or strongly agreed that cultural competence improves interactions with clients in professional practice (Item 3). A slightly lower percentage of facilitators (80-82%) agreed or strongly agreed that cultural competence is essential in their facilitation and in all professional practice, and that challenge course trainings/workshops would improve their facilitation and practice (Items 1, 2, & 4). Only 68% of facilitators agreed or strongly agreed that all facilitators should have training/education in cultural competence (Item5). Finally, there was a split decision among facilitators about including cultural competence as a required part of facilitator trainings/certifications and a required professional facilitator competency standard, 47-49% agreed while 41-44% disagreed (Items 6 & 7). In summary, facilitators perceive cultural competence as important and essential in their professional practice, but don't necessarily agree that it should be a professional requirement.

Table 9*Importance of Cultural Competence: Item Statistics (FCCQ)*

Items	Strongly	Disagree	Agree	Strongly	Mean	S.D.
	Disagree	(2)	(3)	Agree		
	(1)			(4)		
(1) Cultural competence is essential in my facilitation and professional practice	2 (1.2)	17 (9.9)	93 (54.1)	46 (26.7)	3.16	.653
(2) Cultural competence is essential in all facilitation and professional practice	2 (1.2)	18 (10.5)	95 (55.2)	43 (25.0)	3.13	.649
(3) Cultural competence improves interactions with clients in professional practice	2 (1.2)	3 (1.7)	84 (48.8)	69 (40.1)	3.39	.595
(4) Cultural competence trainings/workshops would improve my professional practice	2 (1.2)	14 (8.1)	90 (52.3)	51 (29.7)	3.21	.651
(5) All facilitators should have trainings/education in cultural competence	7 (4.1)	33 (19.2)	74 (43.0)	43 (25.0)	2.97	.816
(6) Cultural competence should be a required part of facilitator trainings/certifications	9 (5.2)	67 (39.0)	56 (32.6)	25 (14.5)	2.62	.821
(7) Cultural competence should be a required professional facilitator competency	11 (6.4)	61 (35.5)	58 (33.7)	27 (15.7)	2.64	.847

Facilitator Skill Importance

The second sub-question of the second main research question, regarding the importance of cultural competence in professional practice, investigated challenge course facilitators' perceptions of the importance of cultural competence skills in comparison with other essential professional challenge course skills. The Challenge Course Professional Competencies Form (CCPCF) was designed to assess facilitators' perception of the importance of cultural competence skills in comparison with the other four essential professional skills. Each facilitator rated him/herself on a Likert-type scale

(from high=4 to low=1) for each of the five skills. The essential skills for challenge course professionals include core skills, facilitation skills, risk management skills, and technical skills.

Professional Ratings. 72% of facilitators rated technical skills as most important (very essential/absolutely essential) for professional practice while 69% reported risk management in this rated category. Over half of facilitators rated facilitation as very important or absolutely essential, while only 21% of facilitators rated cultural competence as the most important skill. In terms of average ratings for all challenge course facilitators, cultural competence skills were least important out of the five skills (2.98). The most important (highest rated skill) for respondents was technical skills (3.72) with risk management following closely behind (3.69). The descriptive statistics for the CCPCF importance ratings including the mean and standard deviations for each skill are given in Table 10.

Table 10
Skill Importance: Facilitator Ratings (CCPCF)

Skill	Mean	S.D.
Core Skills	3.42	.593
Risk Management Skills	3.69	.477
Technical Skills	3.72	.465
Facilitation Skills	3.55	.512
Cultural Competence Skills	2.98	.702

SKILLS

1. Core Skills: includes ethics in practice, current industry standards knowledge, and current program policies and procedures
2. Risk Management Skills: includes facilities/grounds maintenance, progression of activities, medical screening, emergency action plan, and safety of participants
3. Technical Skills: includes the use of equipment, spotted activities, belayed activities, rescues and specialty skills
4. Facilitation Skills: includes client assessment, program design, program implementation, communication and group processing

5. Cultural Competence Skills: includes awareness of own cultural identity and bias, understanding of cultural diversity, and ability to work with culturally diverse clients/professionals

Skills Ratings Comparison. A within-subjects ANOVA was performed to compare the importance ratings for the five professional facilitator skills. The repeated measures comparison on the five essential facilitator skills revealed a significant difference among the skills, $F(4, 608) = 61.95, p < .001$. Follow-up contrasts compared each of the 4 established skills to the cultural competence skill. As noted in Table 11, all four skills differed significantly from cultural competence.

Table 11
Contrast Comparison: Skill Importance Ratings

Skill	df	Mean Square	F	Sig.	Partial Eta Squared
Core Skills vs. Cultural Competence Skills	1,152	30.22	53.554	.001	.261
Risk Management Skills vs. Cult. Comp.	1,152	77.654	145.100	.001	.488
Technical Skills vs. Cultural Comp. Skills	1,152	83.458	151.845	.001	.500
Facilitation Skills vs. Cultural Comp. Skills	1,152	49.471	108.149	.001	.416

Professional Rankings. Individual facilitators then ranked the five skills in relation to importance for their personal professional practice from most (5) to least (1) important. Risk management skills were ranked the most important with 33% of facilitators choosing this skill. Technical skills and facilitation skills received a mix of high (5) and medium (3-4) rankings from facilitators while core skills received somewhat

lower rankings (2-3). Cultural competence skills were ranked the least important skill (1) by 59.9% of respondents, as noted in Table 12.

Table 12
Skill Importance: Facilitator Rankings

Skill	1 Least Important	2	3	4	5 Most Important	Mean	S.D.
Core	28 (16.3)	52 (30.2)	24 (14.0)	24 (14.0)	17 (9.9)	2.66	1.29
Risk Management	4 (2.3)	22 (12.8)	34 (19.8)	29 (16.9)	57 (33.1)	3.77	1.20
Technical	7 (4.1)	18 (10.5)	38 (22.1)	50 (29.1)	33 (19.2)	3.58	1.11
Facilitation	3 (1.7)	31 (18.0)	39 (22.7)	36 (20.9)	37 (21.5)	3.50	1.15
Cultural Competence	103 (59.9)	23 (13.4)	11 (6.4)	7 (4.1)	2 (1.2)	1.51	0.93

5=Highest and 1=Lowest for each Skill Competence Ranking

*Total = 148 (86%), Missing= 24 (14%)

Correlations among all Cultural Competency Measures

The total scores for the three MAKSS subscales (awareness, knowledge, skills), the total for the cultural competence importance section of the FCCQ (7 items) and the cultural competence skill rating and the importance rating for the CCPCF were statistically analyzed using correlations analysis. All of the cultural competence scores were significantly correlated to each other. All three subscales of the MAKSS (awareness, knowledge, and skills) were moderately correlated with each other (.50 - .60). The single item cultural competence skill proficiency rating (CCPCF) was also moderately correlated with the 3 MAKSS subscales and most highly with multicultural skills (.569). The FCCQ, which measures the importance of cultural competence in professional practice, was most strongly correlated with the single-item cultural

competence skill importance rating on the CCPCF. The correlations for all of the scales are listed in Table 13.

Table 13
Correlations: All Cultural Competency Measures

	Mean	S.D.	MA Total	MK Total	MS Total	FCC Total	Cult. Comp. Skill
Multicultural Awareness Total (MAKSS)	24.55	3.32	1	-	-	-	-
Multicultural Knowledge Total (MAKSS)	31.29	4.79	.519**	1	-	-	-
Multicultural Skills Total (MAKSS)	69.50	9.91	.594**	.576**	1	-	-
Cultural Competence Total (FCCQ)	21.13	4.02	.390**	.370**	.266**	1	-
Cultural Competence Skill Proficiency Rating (CCPCF)	3.05	0.62	.452**	.507**	.569**	.277**	1
Cultural Competence Skill Importance Rating (CCPCF)	2.98	0.70	.323**	.330**	.351**	.548**	.264**

**Correlation is significant at the 0.01 level (2-tailed)

Cultural Diversity in Professional Practice

An additional exploratory question was investigated in this research study. Along with cultural competence, the facilitators were asked about cultural diversity in professional practice in the Facilitator Cultural Competence Questionnaire (FCCQ). This section consisted of 13 items that ask about issues and current trends regarding diversity in the challenge course industry. The 13 items in this section of the FCCQ were examined for reliability with a total coefficient of .63 (Cronbach's Alpha).

The items were then divided to see if there was greater reliability among sub-sets of items. Items 1, 2, 3, and 4 had a reliability coefficient of .56 (Cronbach's Alpha) and appeared to measure diversity in the professional realm. Items 5, 6, and 7 were shown to be reliable with a .76 coefficient (Cronbach's Alpha), which appeared to measure opportunity for culturally diverse professionals in the field. Finally items 8, 9, 10, 11, and 12 had a reliability coefficient of .75 (Cronbach's Alpha) measuring the importance of cultural diversity in the challenge course industry. Although these sub-groupings are logical, the reliabilities are marginal and the descriptive information for individual items is more informative; thus no total scores were calculated for the cultural diversity section of the FCCQ. Frequencies for the respondents' self-ratings on the 13 items relating to cultural diversity are noted in Table 14.

A slight majority of facilitators (50-57%) disagree or strongly disagree that professionals in the challenge course industry are culturally diverse and reflect the cultural diversity in society or that professionals working in their challenge course programs are culturally diverse (Items 1 & 3). However, when facilitators were asked if participants in the challenge course industry and participants in their programs are culturally diverse, most facilitators (70-74%) agreed or strongly agreed (Items 2 & 4). In relation to whether cultural minorities have equal opportunity for participation in challenge course programs (Item 5), 54% of facilitators agreed or strongly agreed while 35% disagreed or strongly disagreed. In comparison, many facilitators reported that cultural minorities have equal opportunity for professional positions and leadership in the challenge course industry, 65.7% agreed or strongly agreed (Item 6).

A large majority of facilitators (77-80%) agreed or strongly agreed that it's important to increase opportunities for culturally diverse participants and professionals in the challenge course industry (Item 8 & 9). However, only 51-57% of facilitators follow through with this sentiment by actively recruiting culturally diverse participants and staff for their challenge course programs (Items 10 & 11). Most facilitators (89%) reported that they establish and enforce non-discrimination policies in their professional practice (Item 12).

Many facilitators (54%) disagreed or strongly disagreed that cultural diversity and cultural competence are adequately represented in outdoor education scholarship and challenge course professional literature (Item 7). Finally, a clear majority of facilitators (80%) commented that they would participate in a cultural competence workshop or training session (Item 13). In summary, the respondents demonstrated that there should be more access, inclusion, opportunities, and recruitment for culturally diverse staff and participants in their programming; however, the actual numbers reflect that this may not be the case. All specific items and data for cultural diversity are in Table 14.

Table 14
Cultural Diversity in Professional Practice (FCCQ)

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	S.D.
(1) Professionals in the challenge course industry are culturally diverse and reflect the cultural diversity in the larger society.	11 (6.4)	87 (50.6)	46 (26.7)	8 (4.7)	2.34	.690
(2) Participants in the challenge course industry are culturally diverse.	2 (1.2)	29 (16.9)	91 (52.9)	31 (18.0)	2.99	.669
(3) Professionals working in my programs are culturally diverse.	12 (7.0)	75 (43.6)	50 (29.1)	16 (9.3)	2.46	.786
(4) Participants in my programs are culturally diverse.	2 (1.2)	23 (13.4)	89 (51.7)	39 (22.7)	3.08	.674
(5) Cultural minorities have equal opportunity for participation in challenge courses programs.	3 (1.7)	57 (33.1)	58 (33.7)	35 (20.3)	2.82	.807
(6) Cultural minorities have equal opportunity for professional positions and leadership in the challenge course profession.	4 (2.3)	36 (20.9)	83 (48.3)	30 (17.4)	2.91	.729
(7) Cultural diversity and cultural competence are adequately represented in outdoor education scholarship and challenge course professional literature.	8 (4.7)	85 (49.4)	50 (29.1)	7 (4.1)	2.37	.661
(8) It's important to increase opportunities for culturally diverse professionals in the challenge course industry.	3 (1.7)	16 (9.3)	101(58.7)	32 (18.6)	3.07	.627
(9) It's important to increase opportunities for culturally diverse participants in the challenge course industry.	2 (1.2)	13 (7.6)	95 (55.2)	43 (25.0)	3.17	.626
(10) I actively recruit culturally diverse participants.	6 (3.5)	58 (33.7)	56 (32.6)	33 (19.2)	2.76	.835
(11) I actively recruit culturally diverse staff.	4 (2.3)	51 (29.7)	74 (43.0)	24 (14.0)	2.77	.739
(12) I establish and enforce non-discrimination policies in my professional practice.	0 (0)	0 (0)	65 (37.8)	88 (51.2)	3.58	.496
(13) I would participate in a cultural competence workshop.	2 (1.2)	13 (7.6)	89 (51.7)	49 (28.5)	3.21	.645

Summary

The sample of 172 challenge course facilitators (ACCT professional members) who completed this survey indicated a strong interest in cultural competence. They agree in the need for cultural competence skills and the importance of cultural competence in challenge course professional practice. It appears overall that the facilitators have good perceived cultural competence; however, some facilitators' perceived multicultural skills were rated lower, particularly in regards to diverse clientele, specifically ESL clients, recent immigrants, and sexual minorities. Facilitators rated and ranked cultural competence skills as the least important and least proficient professional skill compared to other essential professional skills in the challenge course industry. The majority of facilitators responded that they would participate in a cultural competence workshop and clearly agreed that cultural diversity is an important issue in the field, as there is not equal opportunity, access, or equity for culturally diverse individuals as participants or professionals. These results are discussed in relation to the literature on cultural competence and the outdoor industry in Chapter V.

CHAPTER V

DISCUSSION

Cultural competence has been defined in multiple ways but professionals from many service industries and academic disciplines clearly agree that it's an important perspective and skill for professional practice (Arredondo et al., 2008; Perez & Luquis, 2008; Roberts & Drogin, 1996; Sue, 1982; Sue et al., 1992; Vaughn, 2008; Whaley & Davis, 2007). Cultural competence is the ability of an individual and/or organization to understand, behave and respect the values, attitudes and beliefs of different cultural groups and to incorporate the differences in the development, implementation, and evolution of policies and health education/promotion programs (Cross et al., 1999). Facilitators from across the country, who are currently members of the Association of Challenge Course Technology (ACCT), commented on their perceptions about their levels of cultural competence and the importance of cultural competence in professional practice.

The purpose of this study was to explore the self-reported cultural competence levels (awareness, knowledge, skills) of challenge course facilitators. The facilitators' opinions and perceptions about the importance of cultural competence in professional practice were also analyzed. This chapter provides a summary of the research problem and findings with discussion. Study limitations and future research directions are also

discussed. Finally, recommendations for challenge course practitioners are given for cultural competence in professional practice.

The study served as a foundational understanding about the current state of cultural competence in the challenge course industry. Although scholars have highlighted social justice, multicultural competence and diversity issues in professional practice (Floyd, 1998; Garvey, 2002; Gray & Roberts, 2003; Warren, 2002) studies have not examined whether these calls for cultural competence in the industry have been realized in challenge course facilitators' perceptions and views.

Diversity in the Challenge Course Industry

As noted in the literature, there is a lack of cultural diversity in the outdoor industry (Benepe, 1992; Outley, 2006; Roberts, 1996). The challenge course facilitators represented in this study were primarily Caucasian (92%) and male (68%), which reflects the historic demographics of the outdoor industry. Although these facilitators come from a variety of states and a few countries, there seem to be similar opinions on the importance of cultural competence. "The dominant group – like all dominant groups – has the power to define what is considered to be normal" (Johnson, 2005, p.19).

This dynamic can certainly be observed in outdoor recreation today. Historically, the group with privilege and power in recreation has been white (Caucasian, Euro-American) men. This white privilege corresponds to greater opportunity for leisure, a unique commodity, for those with money and higher power status. As national demographics change, the once considered majority, White/ Caucasian, will become the minority. The knowledge aspect of cultural competence doesn't just include the

memorization of terms and information but understanding the context of culture in society (Sue, 2001).

Levels of Facilitator Cultural Competence

Awareness

Findings from the Multicultural Awareness Knowledge Skills Survey-Facilitator Form (MAKSS) instrument indicated that facilitators have a good perceived understanding of their own multicultural awareness. Specifically, a majority of challenge course facilitators (90%) are fairly aware or very aware of their cultural background and how their cultural background influences the way they think/act which impacts their professional practice with culturally different people.

Other self-awareness item results indicated that these facilitators have reflected on their cultural location in the world and its impact on their facilitation practice. Some facilitators (20%) reported being limited on how to compare their personal cultural perspective to that of a person from another culture. This may hinder facilitation with culturally diverse clients. Markus (2008) commented that cultural factors can unify a group with each member having a conscious awareness of these differences, or they can divide people due to prejudice. There were facilitator limitations in their ability to compare their cultural perspective to others who are different. Culture is a complex concept which requires service providers to look at themselves, their communities, their colleagues, and their settings from multiple perspectives (Purnell, 2005).

29% of facilitators rated themselves as limited in understanding communication signals in a multicultural setting, which may have implications for participants' emotional and physical safety during challenge course programming (Gray & Roberts, 2003).

Most facilitators (87-89%) agreed that stress occurs in multicultural settings and agreed that facilitators need to change the content of their thoughts in order to adapt to the complexity of human behavior. Although awareness is powerful, converting it to multicultural skills is a great task for all facilitators. Outdoor educators have commented that awareness may lead to greater understanding about cultural interactions and communication but more introspection and experience is needed for one to become culturally competent in experiential education (Priest, Gass, & Gillis, 2000; Warren & Rheingold, 1996). These findings are similar to related research that investigated multicultural awareness levels of professional practitioners in the health services field, social work, and recreation (Stone & Anderson, 2005; Tabi & Mukherjee, 2003).

High levels of multicultural awareness among this sample of professionals make sense because challenge course facilitators are encouraged to focus on self-awareness and reflect on their interactions with others in professional practice. Thomas (2008) discussed the need for the person-centered dimension for facilitators, calling it "Facilitate first Thyself". Basically, Thomas highlights the importance of helping emerging facilitators to develop high levels of self-awareness for their professional practice, emphasizing facilitator attitudes and personal presence. These ideals for the facilitator reiterate the awareness aspect of the Multicultural Counseling Competencies model (Sue et al., 1992) and the relatively high levels found in this research study suggest that

facilitators recognize these ideals. Although facilitators responded with good perceived levels overall for multicultural awareness, there were some limitations in their understanding of culturally different people in professional practice.

Knowledge

Overall, facilitators seemed to be knowledgeable about the cultural terminology in the MAKSS instrument, with most responding good or very good on items. A large majority (90-94%) had a good or very good perceived understanding of culture, racism, prejudice, and cultural awareness while 87% reported good or very good for ethnicity. However, some of the facilitators (17-23%) had a limited understanding of social justice, cultural competence, multicultural education, and ethnocentrism. Facilitators were most limited in their understanding of transcultural (51.7 %).

This participant sample of facilitators are highly educated (over 50% college degree, 33% Masters degree, and 6% Doctoral degree) and are highly experienced in the field (29% - more than 6 years, 24% - more than 11 years, and 10% - more than 16 years) and over 50% serve currently as managers or directors of their challenge course program. Although many facilitators have a good or very good understanding about cultural terms and context, they were limited in understanding cultural institutions and social systems for multicultural awareness. This high level of formal education among facilitators contrasts with the limited understanding of some cultural terms. Although 64% of facilitators reported having attended some form of cultural competence or diversity training there were still limitations. Facilitators may need better education regarding specific multicultural knowledge through trainings and development. Understanding how

social justice issues operate in the outdoor industry is crucial for taking steps toward a more culturally competent practice.

Skills

Regarding multicultural skills, there was a great deal of variance among the facilitators' perceived responses. This is logical because most facilitators improve their professional skills through experience, and cultural experience would improve one's ability to work with a variety of clients. A majority of facilitators reported a good ability to facilitate clients from a significantly different cultural background, assess their educational and behavioral needs, and deal with bias, discrimination, and prejudice from clients. This is promising considering that the participant base is not culturally diverse, particularly in term of race/ethnicity (92% White/Caucasian) and gender (70% male).

On a positive note, facilitators reported a good perceived ability to consult with another professional to better serve culturally different people. When white becomes the norm in a community, other cultures become devalued (Perry, 2001; Sue, 2004) and the demographics of the challenge course industry suggest this could be true. McIntosh (2002) commented that individuals in society may be unaware of their privilege and place in the human hierarchy. Outdoor pursuits have had a long history of white, male privilege, which may or may not be changing into the 21st century.

Again a majority (74-81%) of facilitators rated their ability to effectively facilitate and assess the needs of clients from significantly different cultural backgrounds from their own as good or very good. However, they also reported limitations with specific culturally diverse clients. Most facilitators agreed that they are able to assess the needs of

people based on gender, ability, and age differences, but reported being limited in assessing the needs of clients from other diverse groups including homosexual, obese/overweight, immigrant, foreign language speaking, and mentally disabled. It would be important to investigate further the reasons that facilitators don't feel as prepared to work with these clients, so that trainings/staff development can include information or experience to enhance skills for future practice.

Facilitator Skill Proficiency and Skill Importance

Professional skills including risk management, core skills, technical skills, facilitation skills are well established and accepted in the challenge course industry while cultural competence is not. For that reason, this study investigated challenge course facilitators' perceived levels of proficiency in cultural competence skills in comparison with other professional skills. Participants rated themselves as very proficient in risk management and technical skills. Facilitators clearly rated cultural competence as their least proficient skill, and ratings for cultural competence were significantly lower than each of the other 4 skills. In ranking the five skills for proficiency, cultural competence again was ranked the lowest among all skills.

When looking at the importance of the professional skills, technical skills were rated and ranked highest compared to all other skills. Of course technical skills are crucial, particularly on high challenge courses, but facilitation skills are also essential to practice. Again cultural competence was clearly rated and ranked as the least important skill for professional practice. Around 50% of facilitators responded that cultural competence is the least important skill for professional practice. These findings are

congruent with research that showed a trend for focusing on technical skills versus skills for social justice (cultural competence) in staff trainings (Warren, 2002).

Facilitators also gave their perspective on the importance of cultural competence in professional practice through the Facilitator Cultural Competence Questionnaire (FCCQ) instrument. Around half of the facilitators commented that cultural competence is important in professional practice that cultural competence trainings would be beneficial, and that cultural competence is a needed skill in the challenge course industry. Around 30% of facilitators agreed that cultural competence does affect their personal practice with clients, that there should be required trainings/certifications in the industry and that cultural competence is a necessity in modern day challenge course practice. These findings are encouraging and suggest that facilitators recognize the importance of cultural competence and that a majority support training, although they have mixed views about professional requirements.

Cultural Diversity in Professional Practice

This study also explored facilitator perspectives on cultural diversity of participants and professionals in the challenge course industry and in professional practice. Around 30% of these respondents agree that the participant base is not culturally diverse and that there are not equal opportunities for these participants in the field. Leaders in the wilderness therapy and outdoor programming fields have advocated for better recruitment, leadership, and adaptation of adventure experiences for participants of color (Asher, Huffaker, & McNally, 1994; Meyer, 1994).

Over 50% of facilitators commented that professionals in the field are not culturally diverse, that there are fewer professional opportunities for minority individuals, and the industry is not as diverse as the current cultural demographics in society. This is in line with outdoor education literature (Roberts, 1996). A large majority of the facilitators agree that they establish and reinforce non-discrimination policies in professional practice. There were mixed responses on whether facilitators do or do not actively recruit culturally diverse staff and clients in their programming. Overall, facilitators agree that they would participate in cultural competence trainings, and they agree that increasing opportunities for culturally diverse professionals and participants is important for the industry.

Facilitators may possess cultural awareness and knowledge but may not be prepared to use those concepts in professional practice. This is supported by research that has addressed the training needs of outdoor educators and recreation professionals to be able to work with culturally diverse clientele (Makopondo, 2006; Outley & Witt, 2006; Warren, 2002). There are activities that facilitators can use to gain more awareness and knowledge about cultural competence in their professional practice as discussed later in this chapter. Taking this information and using it as a skill is the key to cultural competence. The industry will need to evaluate how to best train/educate facilitators on cultural competence as a skill set in professional practice.

Limitations

The current study draws from the main professional organization for the challenge course industry (ACCT) and findings provide information on facilitator perceptions of

cultural competence. However, the study is limited in several ways. Even though challenge courses exist in many subsets of the outdoor industry, not all professional facilitators are members of ACCT; therefore the sample may not be representative of the total population of professionals in the industry. The sample is also one of volunteers and those who participated may be more interested in the topic of cultural competence than those who did not participate. A majority of the respondents have great experience working in the field (over 10 years), and therefore the results indicate opinions and perspectives from experienced facilitators.

The study may have appeared biased in that it directly addresses and targets very important diversity issues in our field. Cultural competence and a lack of diversity in the challenge course industry are not easy topics to discuss or bring to the forefront. Therefore, the research items and instruments were strategically chosen and created to elicit facilitator responses. As a result, these measures may have biased responses in some ways.

Future Research Directions

The measures in this survey asked generally about perceived cultural competence for challenge course facilitators. The research included all self-reported survey data. Interviews and qualitative methods may provide more detailed explanations and professional solutions regarding cultural competence in the field. A follow-up study with another sample of professionals from another professional association in the outdoor industry, for example the Association of Experiential Education, would broaden the sample and provide additional information about the state of cultural competence among

professionals in all outdoor settings and contexts. AEE's professionals come from all program areas in the outdoor industry, not just challenge courses.

Future research might also look at specific differences in cultural competence levels on the basis of the demographic profile for participants including gender, race/ethnicity, sexuality, location, professional experience, and level of education. Investigating whether cultural identities affect facilitators' level of cultural competence would give additional insight for the challenge course industry. Another future research study could investigate how cultural competence levels of professionals relate to the level of diversity of their personal professional clientele. Additional investigations could include interviews or surveys with actual participant groups or coworkers' observations to assess facilitator's cultural competence in professional practice. All of these research investigations would provide a greater understanding of facilitator cultural competence skills and interactions with diverse participant groups in professional practice.

Previous research studies have used the Multicultural Awareness Knowledge Skills Survey-Facilitator Form (MAKSS) as a pre-test and post-test, before and after an intervention. This process could be utilized with a cultural competence training or education, to investigate the effect of interventions on multicultural awareness, knowledge, and skills of professionals. This research study used the MAKSS to get a baseline measure of cultural competence levels in the challenge course industry. A future direction would be to develop a cultural competence intervention program and use this

research study's measures (MAKSS & FCCQ) to see if the trainings are effective in increasing cultural competence.

The Facilitator Cultural Competence Questionnaire (FCCQ) was developed to specifically assess the importance of cultural competence among professionals in the challenge course industry. Although further work is needed to establish reliability and validity, the FCCQ seems to provide useful information specific to the challenge course industry that cannot be obtained with more general measures. The FCCQ could be used to assess cultural competence and cultural diversity in the challenge course industry or another outdoor realm over time. The current findings suggest that the FCCQ is a useful instrument.

Similarly, the Challenge Course Professional Competencies Form (CCPCF) was developed for this study to assess levels and importance of essential skills in professional practice (core, risk management, technical, facilitation, and cultural competence). The CCPCF is a relatively short, simple measure that provided clear information on the perceived importance and proficiency of skills in professional practice. Many participants commented specifically on this measure and the importance of facilitators evaluating their own skill set in professional practice. Not only could these measures be used for a comparison with cultural competence skills in research, but they may be useful in assessing skills of challenge course professionals' changes before and after an intervention/training, or tracking skills overtime.

This research study has served as a stepping stone and baseline for understanding the current state of cultural competence in the challenge course industry. As evidenced

by the literature, cultural competence is an essential skill for the 21st century. Future research in this area is needed and there are limitless possibilities and future directions regarding research on diversity, social justice issues, and cultural competence in the outdoor industry.

Recommendations for Professionals

The findings, on perceived cultural competence among challenge course facilitators in professional practice provide insight for the challenge course industry and other outdoor professionals. Gaining cultural competence is a continual, dynamics process for all professionals. The next section presents recommendations for professionals regarding the use of experiential activities with individuals and groups for acquiring cultural competence awareness, skills, and knowledge. There are also suggestions for social justice education, supervision, training, and the role of professional associations in the industry. Cultural competence is particularly important for professionals in a global economy, technology, and modern world.

Gaining Cultural Competence through Experience

Simon Priest (1995), a seasoned outdoor educator, discussed the key components of a multicultural classroom in his article about facilitator competence. These components include awareness of cultural influences in society, academic content relevant to cultural groups, and skills to communicate effectively across cultures. He commented that self-awareness is also an essential skill for facilitators, which is in line with the Multicultural Competency theoretical framework used in this study. Priest (1995) mentioned that understanding your own cultural biases, values, and beliefs in

practice will help develop and maintain “positive relationships with others.” This self-reflection and development of cultural knowledge will help facilitators understand and observe the similarities and differences shared with other cultures. Although Priest’s article was written over 15 years ago, it demonstrates wisdom that is relevant today.

Facilitators may wonder about the impact of their cultural identity on the clients’ experience during programming, awareness of the cultural participant interaction on group dynamics, and the effect that a facilitator’s cultural identity may have on coworkers and other programming staff. All of these concepts reflect cultural competence (awareness, skills, and knowledge) in professional practice. Whaley and Davis (2007), when discussing the Multicultural Competence Model (Sue et al., 1992), defined multicultural competence as “a set of problem-solving skills” (p. 565). Cultural competence is a tool which through increased awareness, knowledge, and skills, prepares professionals for better direct practice in our increasingly cultural diverse society.

Experiential activities and games have been shown to be great tools for gaining multicultural competence skills (Kim & Lyons, 2003). In order to effectively teach cultural competence, individuals must be affected personally by the content; experiential activities offer this opportunity for interaction and change. Pedersen (2000) commented that experiential activities are a powerful way to stimulate multicultural awareness and can be used to help individuals confront, understand, and overcome racial-ethnic bias and assumptions. Games are a useful tool for metaphorically demonstrating cultural knowledge in a group environment, which also affects one’s self-awareness.

Wright and Tolan (2009) discussed prejudice reduction through shared adventure. They had students from diverse backgrounds and cultures interact in an experiential multicultural educational environment through activities and adventure. The group of participants was taken to ropes courses and other wilderness programming, and they had discussions about each experience surrounding issues of diversity. Overall, the students commented that they had positive learning outcomes in terms of personal identity, diversity awareness, prejudice reduction, and group experience.

The challenge course setting is a specifically impactful environment to engage participants in the opportunity for great understanding and learning about “others” culturally. Facilitators of this shared adventure experience may gain tremendous leadership, processing, communication, and influence over participants through greater cultural competence in professional practice.

Facilitators, knowingly or unknowingly, influence participants through their position of power and leadership during programming. Seaman (2005) investigated how adventure serves as cultural borderwork, meaning that “adventure educators inescapably handle power and contend with social structures” (p.302). Just as social processes affect everyone in society, these processes also take place in the adventure setting, or challenge course. Although facilitator cultural competence can’t always change these social structures of power and privilege, it can create a positive and safe space for participant experiences. When all diverse members of society feel welcome, safe, secure, able, and free to participate in recreational spaces, then social justice may eventually diminish the traditional white power and privilege.

Attarian (2001) discussed trends in outdoor education and mentioned the necessity for professionals to be able to meet the needs of people with disabilities and individuals from the growing diverse population in the future. Cultural competence is essential in professional practice, in order to meet these prospective clients and influence society.

Professional Organizations

There are several large professional associations related to the outdoor industry and many do not specifically address cultural awareness, or cultural competence. Warren (2005) in her comprehensive history of the Association for Experiential Education, discussed the association's consistent attention to social justice issues during the past 30 years for culturally diverse individuals including women, people of color, and people with varying mental/physical ability. The Association for Experiential Education has an official statement on physical disabilities in professional practice, but has limited information on cultural competence or diversity issues. Concrete action, increased cultural awareness, and association missions must take more action to reflect these social justice ideals in the outdoor industry. Several other scholars and leaders in the field have also scrutinized these outdoor associations for lack of focus on diversity issues and cultural competence in the outdoor education and recreation industry (Gray & Roberts, 2003; Warren, 2002). These organizations can show leadership in the area of cultural competence by altering and/or requiring trainings and certifications on cultural competence skills which would benefit all facilitators and educators in professional practice.

Globalization

Cultural competence skills will be beneficial as facilitators gain global partnerships and interact on a more constant basis with culturally diverse clientele. Research has shown that cultural immersion is an experience that can improve one's cultural competence (Meaney, 2008). For example, when challenge course facilitators work with clients in a different country, they gain skills through immersion in another culture. Cross-cultural connections and international challenge course programming may also impact one's cultural awareness, knowledge, and skills. Thus, cultural competence can be enhanced greatly through global work, connections, and partnerships across continents, languages, and cultural traditions.

Outdoor programming and adventure education can be a great setting for discussing and understanding inequality. Wright (1994) demonstrated how intercultural competence development and the reduction of prejudice could take place in the adventure education setting. This research study was based on the contact hypothesis, that through exposure and contact with those of other cultures a better understanding and knowledge of others can be learned. Often in the outdoors, the group process takes place where participants can gain awareness about their own cultural identity and that of their fellow teammates. This development of community can be particularly effective with a group of diverse individuals who have to cooperate, communicate, share, and reflect during the group process. Therefore, adventure and outdoor education may elicit an opportunity for discovery, growth, and cultural awareness.

Summary

Challenge courses are becoming more and more popular around the country and world. Attarian (2001) estimated that there were 800 – 1000 challenge courses operating in the 1980's, whereas in the year 2000, there were well over 15,000 and more will be built in the future. All challenge course practitioners come with unique personal perspectives, cultural values, and life experiences. Professionals at challenge courses have the ability to influence a plethora of members of society in all types of communities. A facilitator's own cultural self-awareness and identity may affect the participant group's experience, relationships with co-facilitators and communication during a program.

It appears from the research that facilitators care about issues of diversity and cultural competence in professional practice. The findings showed that challenge course facilitators who work in diverse settings felt that cultural competence is an important issue in their professional practice and in the challenge course industry. However, cultural competence was rated and ranked as the lowest professional skill when compared to the four other professional skills (core, risk management, technical, and facilitation) in regards to proficiency and importance for professional practice. Facilitators commented that cultural diversity is an important issue in the industry as professionals and participants are not as diverse as the current U.S. demographics. Finally, challenge course facilitators acknowledged that training and education in cultural competence would improve their professional practice and positively influence the industry. This research adds to our understanding of cultural competence in challenge course professional practice, the importance of cultural diversity in the industry, and the

importance of cultural competence as a skill in professional practice. In a transforming cultural environment, professional cultural competence is a growing necessity for all facilitators in the outdoor industry.

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APPENDIX A

DEMOGRAPHIC FORM: CHALLENGE COURSE FACILITATORS

Please check and/or write in your responses to explain your answers for each question.

Gender: Male Female

Age (in years): _____

Racial Identity

African-American/Black
Pacific Islander

Native American
Caucasian/White

Asian
Other _____

Ethnicity Hispanic Non-Hispanic

Sexual Orientation

Heterosexual Homosexual (Lesbian/Gay)

Bisexual Other: _____

Abilities/Disabilities:

Do you have now, or did you in the past, have any disabilities?

Physical Disabilities No, Never Yes, in the past Yes, now

Psychological/Mental Disabilities No, Never Yes, in the past Yes, now

Language:

Is English your first or primary speaking and writing language?

Yes, English No (list primary language) _____

Are you bilingual, fluent in a second language?

Yes, Language _____ No

Education Level (highest level completed)

High School Diploma
Associate Degree

Baccalaureate Degree
Graduate Degree

Other _____

State of U.S. Residence/ Country (if not U.S. resident) _____

Current Professional Position (please explain if needed)

Challenge Course Program Director _____

Challenge Course Practitioner/Consultant _____

Experiential/ Outdoor Educator _____

Other Outdoor Professional; Area: _____

Other Preferred Title: _____

Professional Challenge Course Certifications:

ACCT Certification Yes/No _____ If yes, Year: _____

Additional Certifications/Company: Yes/No _____ If yes list _____

Total Years of Professional Experience in Challenge Course/Outdoor Industry

Under 1 year

2 – 5 years

6 – 10 years

11 – 15 years

16 – 20 years

More than 20 years

Have you ever participated in Diversity/Cultural Competence Course/Workshop? Yes No

APPENDIX B

THE MULTICULTURAL AWARENESS-KNOWLEDGE-SKILLS SURVEY FACILITATOR FORM

This survey is designed to provide information about the needs of outdoor experiential educators and challenge course professionals who are interested in enhancing their effectiveness as multicultural instructors and program leaders. *This is not a test.* No grades or scores will be given and your results are confidential.

You will find a list of statements and/or questions about a variety of issues related to multicultural teaching and challenge course facilitators. Please read each statement/question carefully. From the available choices, mark the response that best fits your reaction to each statement/question.

MULTICULTURAL AWARENESS Subscale

Please mark one response for each item

1. At this point in your life, how would you rate yourself in terms of understanding how your cultural background has influenced the way that you think and act?
Very Limited Limited Fairly Aware Very Aware
1 2 3 4
2. At this point in your life, how would you rate your understanding of the impact of the way you think and act when interacting with persons of different cultural backgrounds?
Very Limited Limited Fairly Aware Very Aware
3. In general, how would you rate your level of awareness regarding different cultural institutions and systems?
Very Limited Limited Fairly Aware Very Aware
4. At the present time, how would you rate yourself in terms of being able to accurately compare your own cultural perspective with that of a person from another culture?
Very Limited Limited Fairly Aware Very Aware
5. How well do you think you could distinguish "intentional" from "accidental" communication signals in a multicultural *program* setting?
Very Limited Limited Fairly Aware Very Aware
6. Ambiguity and stress often result from multicultural situations because people are not sure what to expect from each other.
Strongly Disagree Disagree Agree Strongly Agree

7. Teachers *and facilitators* need to change not just the content of what they think, but also the way they handle this content if they are to accurately account for the complexity in human behavior.
- Strongly Disagree Disagree Agree Strongly Agree
8. How would you rate your understanding of the concept of “relativity” in terms of the goals, objectives, and methods of working with culturally different participants?
- Very Limited Limited Fairly Aware Very Aware

MULTICULTURAL KNOWLEDGE Subscale

How would you rate your understanding of the following terms?

Please mark one response for each item

The Rating Choices: Very Limited Limited Good Very Good

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Culture 2. Ethnicity 3. Racism 4. Prejudice 5. Ethnocentrism | <ul style="list-style-type: none"> 6. Multicultural Education 7. Transcultural 8. Cultural Awareness 9. Cultural Competence 10. Social Justice |
|---|---|

MULTICULTURAL SKILLS Subscale

Please mark one response for each item

1. How would you rate your ability to *facilitate* students and clients from a cultural background significantly different than your own?
- Very Limited Limited Good Very Good
2. How would you rate your ability to effectively assess the needs of *participants* from a cultural background different from your own?
- Very Limited Limited Good Very Good
3. How well would you rate your ability to distinguish “formal” and “informal” *facilitation* strategies?
- Very Limited Limited Good Very Good
4. In general, how would you rate yourself in terms of being able to effectively deal with biases, discrimination, and prejudices directed at you by *participants*?
- Very Limited Limited Good Very Good
5. How well would you rate your ability to accurately identify culturally biased assumptions as they relate to your professional training?
- Very Limited Limited Good Very Good

6. How well would you rate your ability to discuss the role of “method” and “context” as they relate to *facilitation*?
- Very Limited Limited Good Very Good
7. In general, how would you rate your ability to accurately articulate a *participant’s* behavioral problem when *that individual* is from a cultural group significantly different than your own?
- Very Limited Limited Good Very Good
8. How well would you rate your ability to analyze a culture into its component parts?
- Very Limited Limited Good Very Good
9. How would you rate your ability to identify the strengths and weaknesses of standard *measures and evaluations* in use with *participants* from different cultural-racial-ethnic backgrounds?
- Very Limited Limited Good Very Good
10. How would you rate your ability to evaluate multicultural research?
- Very Limited Limited Good Very Good
11. In general, how would you rate your skill level in terms of being able to provide appropriate educational services to culturally different *participants*?
- Very Limited Limited Good Very Good
12. How would you rate your ability to effectively consult with another professional concerning the educational and behavioral need of *participants* whose cultural background is significantly different from your own?
- Very Limited Limited Good Very Good
13. How would you rate your ability to effectively secure information and resources to better serve culturally different *participants*?
- Very Limited Limited Good Very Good
14. How would you rate your ability to accurately assess the behavioral and educational needs of female *participants*?
- Very Limited Limited Good Very Good
15. How would you rate your ability to accurately assess the behavioral and educational needs of male *participants*?
- Very Limited Limited Good Very Good
16. How would you rate your ability to accurately assess the behavioral and educational needs of older *participants*?
- Very Limited Limited Good Very Good
17. How would you rate your ability to accurately assess the behavioral and educational needs of boys/*men* who may be homosexual?
- Very Limited Limited Good Very Good

18. How would you rate your ability to accurately assess the behavioral and educational needs of girls/women who may be lesbians?
 Very Limited Limited Good Very Good
19. How would you rate your ability to accurately assess the behavioral and educational needs of participants with mental health disorders?
 Very Limited Limited Good Very Good
20. How would you rate your ability to accurately assess the behavioral and educational needs of participants who come from very poor socioeconomic backgrounds?
 Very Limited Limited Good Very Good
21. *How would you rate your ability to accurately assess the behavioral and educational needs of participants with physical disabilities?*
 Very Limited Limited Good Very Good
22. *How would you rate your ability to accurately assess the behavioral and educational needs of obese/overweight participants?*
 Very Limited Limited Good Very Good
23. *How would you rate your ability to accurately assess the behavioral and educational needs of participants who are recent immigrants to the United States?*
 Very Limited Limited Good Very Good
24. *How would you rate your ability to accurately assess the behavioral and educational needs of participants where English is their second language?*
 Very Limited Limited Good Very Good

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APPENDIX C

FACILITATOR CULTURAL COMPETENCE QUESTIONNAIRE (FCCQ) © 2010 E. Lange

This questionnaire asks about the importance of cultural competence and cultural diversity issues in the challenge course profession.

Instructions: Use the scale below and mark the *one* response that best describes how you feel about each statement. Please answer all questions. *There are no right or wrong answers.*

Strongly Disagree Disagree Agree Strongly Agree

Cultural Competence in the Challenge Course Profession

Cultural competence is commonly defined as “the belief that people should not only appreciate and recognize other cultural groups, but also be able to effectively work with them” (Sue, 1998, p. 441). It can be basically described as *the ability to work with culturally diverse clients and provide culturally appropriate services.*

1. Cultural competence is essential in my facilitation and professional practice.
Strongly Disagree Disagree Agree Strongly Agree
2. Cultural competence is essential in all facilitation and professional practice.
Strongly Disagree Disagree Agree Strongly Agree
3. Cultural competence improves interactions with clients in professional practice
Strongly Disagree Disagree Agree Strongly Agree
4. Cultural Competency trainings/workshops would improve professional practice.
Strongly Disagree Disagree Agree Strongly Agree
5. All facilitators should have training/education in cultural competence.
Strongly Disagree Disagree Agree Strongly Agree
6. Cultural competence should be a required part of facilitator trainings/certifications.
Strongly Disagree Disagree Agree Strongly Agree
7. Cultural competence should be a required professional facilitator competency standard.
Strongly Disagree Disagree Agree Strongly Agree

Cultural Diversity in the Challenge Course Profession

*Culture refers to shared beliefs, values and traditions of a group of people. Culture is most often related to race and ethnicity, but also includes religion, sexual orientation, and physical abilities/characteristics. Cultural diversity refers to the variety of cultures in society or a particular setting.

- | | | | | |
|--|-------------------|----------|-------|----------------|
| 8. Professionals in the challenge course industry are culturally diverse and reflect the cultural diversity in the larger society. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 9. Participants in the challenge course industry are culturally diverse. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 10. Professionals working in my programs are culturally diverse. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 11. Participants in my programs are culturally diverse. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 12. Cultural minorities have equal opportunity for participation in challenge courses programs. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 13. Cultural minorities have equal opportunity for professional positions and leadership in the challenge course profession. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 14. Cultural diversity and cultural competence are adequately represented in outdoor education scholarship and challenge course professional literature. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 15. It's important to increase opportunities for culturally diverse professionals in the challenge course industry. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 16. It's important to increase opportunities for culturally diverse participants in the challenge course industry. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 17. I actively recruit culturally diverse participants. | Strongly Disagree | Disagree | Agree | Strongly Agree |
| 18. I actively recruit culturally diverse staff. | Strongly Disagree | Disagree | Agree | Strongly Agree |

19. I establish and enforce non-discrimination policies in my professional practice.

Strongly Disagree

Disagree

Agree

Strongly Agree

20. I would participate in a cultural competence workshop or training session if one were offered.

Strongly Disagree

Disagree

Agree

Strongly Agree

APPENDIX D

CHALLENGE COURSE PROFESSIONAL COMPETENCIES FORM (CCPCF)

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I. Skill Proficiency

**Please rate your competence in the following professional challenge course practitioner standard areas: core skills, risk management skills, technical skills, facilitation skills, and cultural competence skills.*

Use this scale to rate your skill level for each of the professional practice competencies.
(1= poor, 2 =fair, 3 =good, 4 =excellent)

- a) Core Skills** (including ethics in practice, current industry standards knowledge, and current program policies and procedures)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- b) Risk Management Skills** (including facilities/grounds maintenance, progression of activities, medical screening, emergency action plan, safety of participants)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- c) Technical Skills** (including use of equipment, spotted activities, belayed activities, rescues and specialty skills)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- d) Facilitation Skills** (including client assessment, program design, program implementation, communication, and processing)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- e) Cultural Competence Skills** (including awareness of own cultural identity and bias, understanding of diverse cultural groups, and ability to work with culturally diverse clients/professionals)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

*Using the same five professional competency skills, *please rank all five skills* from your **most proficient** skill (1) to your **least proficient** skill (5).

- a. Core skills _____
- b. Risk management skills _____
- c. Technical skills _____
- d. Facilitation skills _____
- e. Cultural competence skills _____

II. Skill Importance

**Please rate the importance of each skill in the following professional challenge course practitioner standard areas: core skills, risk management skills, technical skills, facilitation skills, and cultural competence skills.*

Use this scale to rate your skill level for each of the professional practice competencies.
(1= not important, 2 =somewhat important, 3 =very important, 4 =absolutely essential)

- a) Core Skills** (including ethics in practice, current industry standards knowledge, and current program policies and procedures)

<i>Not Important</i>	<i>Somewhat Important</i>	<i>Very Important</i>	<i>Absolutely Essential</i>
1	2	3	4

- b) Risk Management Skills** (including facilities/grounds maintenance, progression of activities, medical screening, emergency action plan, safety of participants)

<i>Not Important</i>	<i>Somewhat</i>	<i>Important</i>	<i>Absolutely Essential</i>
1	2	3	4

- c) Technical Skills** (including use of equipment, spotted activities, belayed activities, rescues and specialty skills)

<i>Not Important</i>	<i>Somewhat</i>	<i>Important</i>	<i>Absolutely Essential</i>
1	2	3	4

- d) Facilitation Skills** (including client assessment, program design, program implementation, communication, and processing)

<i>Not Important</i>	<i>Somewhat</i>	<i>Important</i>	<i>Absolutely Essential</i>
1	2	3	4

- e) Cultural Competence Skills** (including awareness of own cultural identity and bias, understanding of diverse cultural groups, and ability to work with culturally diverse clients/professionals)

<i>Not Important</i>	<i>Somewhat</i>	<i>Important</i>	<i>Absolutely Essential</i>
1	2	3	4

*Using the same five professional competency skills, *please rank all 5 skill areas* from your **most important** skills (1) to your **least important** skills (5).

- a. Core skills _____
- b. Risk management skills _____
- c. Technical skills _____
- d. Facilitation skills _____
- e. Cultural competence skills _____

**Please add any final comments about cultural competence within the challenge course profession:*

APPENDIX E

PILOT STUDY: EXPERT PANEL

Recruitment Letter

June 1, 2010

Dear Participant

My name is Lizzie Lange and I'm an Ed.D. Doctoral Candidate, at the University of North Carolina at Greensboro in the Kinesiology department. I have been an outdoor educator and challenge course facilitator for over ten years. I am currently conducting a pilot study for my dissertation research to explore the perceived cultural competence levels of challenge course facilitators, and their views on cultural competence in the outdoor industry and the challenge course profession. *To do this, I am asking outdoor education and challenge course professionals who have experience in direct facilitation practice and have worked with diverse clients to participate in this pilot study. You will be asked to read and complete the enclosed Consent form and Demographic form first and give your written feedback from that experience.* Then you will be given the opportunity to review and critique the Facilitator Cultural Competence Questionnaire and the Challenge Course Facilitator Professional Competency form, which were created specifically for this study. Your expertise in the field should provide feedback necessary to evaluate the survey methodology. All necessary documents and study information will be sent to you via email. The forms and the evaluation of the two new measures should take about 30 minutes to complete. Once you have completed the survey, please offer any additional comments that you have in the space provided. The consent form, demographic questionnaire, and the evaluation forms will then be emailed back to the researcher with your feedback. Your opinions and experience in relation to cultural competence and diversity are important to this research investigation on challenge course facilitators in professional practice.

My hope is that the research will provide a better understanding of cultural competence in the outdoor industry and the challenge course profession. By participating in this project, you may also gain personal insights on diversity and cultural competence in the field. Furthermore, the research is designed to provide guidance and suggestions that will improve the experiences of cultural minorities in the outdoor and challenge course industry. Of course, your participation is entirely voluntary and you are free to refuse to participate or withdraw your consent to participate in this research at any time without penalty or prejudice. Your privacy will be protected because you will not be identified by name as a participant in this project. There is no risk associated with this research project. By completing the attached survey packet, you agree that you understand the procedures and any risks and benefits involved in this research. All data will be stored in a locked cabinet and will be shredded and disposed of after 3 years.

The University of North Carolina at Greensboro Institutional Review Board, which insures that research involving people follows federal regulations, has approved the research. Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen at (336) 256-1482. Questions regarding the research itself will be answered by me, please call (919) 270-9137. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project. I would like to invite you to participate in this research. If you have any questions about this study or would like more information, please contact me at the email or phone number below. Thank you very much.

Sincerely,

Lizzie Lange
ehlange@uncg.edu
The University of North Carolina at Greensboro

PILOT STUDY: EXPERT PANEL

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO *CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM*

Project Title: Perceived Levels of Cultural Competence among Challenge Course Facilitators

What is the study about?

The purpose of this research project **pilot study** is to investigate the cultural competence levels and views of challenge course facilitators in professional practice.

Why are you asking me?

In order to investigate the experiences of challenge course facilitators, the participants must be current members of the Association for Challenge Course Technology and be facilitating in direct practice with clients.

What will you ask me to do if I agree to be in the study?

Your participation is voluntary. This study involves an easy accessed and anonymous electronic survey that should take an approximately 30 minutes to answer. Questions regarding the research itself will be answered by Lizzie Lange at (919) 270 - 9137, ehlange@uncg.edu or Diane Gill at (336) 334-4683, dlgill@uncg.edu.

What are the dangers to me?

Participation in this study poses no physical risk, but you may experience minimal psychological discomfort such as stress, uncomfortable thoughts or emotions. Therefore, if you experience any emotional discomfort you have the choice to avoid answering those questions.

If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Lizzie Lange who may be contacted at (919) 270 - 9137 or Diane Gill at (336) 334-4683.

Are there any benefits to me for taking part in this research study?

You will not have a direct benefit from the study. The ACCT is officially supporting this research, as it should result in information that may help to create a more accessible, safe, and welcoming environment for diverse cultural minorities in outdoor education and recreational settings. In addition, this study may expand the current outdoor education research and literature about this topic.

Are there any benefits to society as a result of me taking part in this research?

Participation in this study may benefit society by establishing better understanding for the necessity of culturally competent practice in the outdoor industry to better serve the needs of all culturally diverse participants in the field.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?

All the information participants submit in the survey (electronic format) is confidential and anonymous. The format of this survey assures participants' confidentiality by not requesting name, password or other personal information that might identify participants. **Your participation is anonymous even though your participation has been requested as an expert for this pilot study.** Absolute confidentiality of data

provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. However, the internet website accessing this survey provides anti-spam and security system.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

The *University of North Carolina at Greensboro* and the *Institutional Review Board*, which ensures that research involving people, follows federal regulations. They have approved this research, procedures, and consent form.

BY ACCESSING THE SURVEY YOU ARE AGREEING THAT YOU ARE 18 YEARS OF AGE OR OLDER. YOU ALSO AGREE TO PARTICIPATE IN THE STUDY DESCRIBED TO YOU ABOVE.

If you are not agreeing to participate in this study, you can exit this page without penalties.

IMPORTANT NOTE: This consent form is an important part of your rights as a participant. Please, print this page (*or maintain the document sent to you by email*) for your personal record.

PILOT STUDY: EXPERT PANEL

INSTRUMENT EXAMINATION

**Facilitator Cultural Competence Questionnaire
(FCCQ)**

Cultural competence is commonly defined as “the belief that people should not only appreciate and recognize other cultural groups, but also be able to effectively work with them” (Sue, 1998, p. 441). It can be basically described the ability to work with culturally diverse clients and provide culturally appropriate services.

***Comment-** You may need to define a bit more with examples.... I’ve found that for many people, “diversity” Cultural diversity” are just terms used to mean race/ethnicity.... The other piece is how to account for the vast range in competency. For example, I feel very competent to work with Hispanic groups. Yet am I cultural competent if I am unable to work with gay/lesbian, Muslim, or deaf groups.... So how do I think about cultural competence? Is it appropriate to think that the leaders are going to have competence is ALL the varied cultures?

***Comment** - You know, it might be worth asking the respondent right up front how they would rate themselves on cultural competence. Could be an interesting analysis point and interesting to potentially correlate. I see that it is on the next part that assesses various “skills” so that should work--- might want to ask about specific cultural groups.

Reviewers: Following are the items in the initial version of the Facilitator Cultural Competence Questionnaire. The survey was developed to get more specific information regarding diversity and cultural competence (personal & professional) in the challenge course profession. In this draft version of the survey, items are grouped together and labeled with a heading for that sub-scale. At this time, we would appreciate it if you would rate the items for

- a) **Content** (as appropriate for cultural competence in the industry and their respective sub-scale)
(Yes/ No), and
- b) **Clarity** (as clear and understandable) (Yes/ No).

Also, we would appreciate any comments or suggestions for revising any items. Use the columns for your ratings, and write comments on items in the space below each sub-section, and general comments anywhere on the page.

Instructions (these are the instructions and rating scale that will go with the actual survey):

This questionnaire asks about diversity, personal practice, and professional practice in relation to cultural competence in the outdoor industry and the challenge course profession. Please answer all questions. *There is no right or wrong answer.*

Use the 1-4 scale below and *circle the one* number that best describes how you feel about each statement written below.

Strongly Disagree Disagree Agree Strongly Agree
 1 2 3 4

*Please mark **one** item for each response to indicate the extent to which you agree or disagree for each statement (rate your personal level of agreement on these statements from the highest to the lowest, Strongly Disagree (1), Disagree (2), Agree(3), and Strongly Agree (4).*

**All questions under the professional practice section provide additional space for you to add information and further explain your responses.*

Diversity	Content	Clarity
Professionals in the challenge course industry are culturally diverse. <i>*Comment</i> - I think you may need to somewhere in the explanation give them "a list" so they can see the full scope of what you are talking about...	Yes (3) No (1)	Yes (3) / No Maybe (see <i>comment</i>)
Participants in the challenge course industry are culturally diverse.	Yes (3) No (1)	Yes (3) No (1)

Professionals in my programs are culturally diverse. <i>*Comment</i> - This is a little confusing to me. I'm trying to distinguish the difference between your first question and this question. Perhaps it is a terminology issue?	Yes (3) No (1)	Yes (3) No (1)
Participants in my programs are culturally diverse. <i>*Comment</i> - How are you defining culturally diverse?	Yes (3) No (1)	Yes (3) <i>Maybe</i>
I actively recruit culturally diverse participants.	Yes (4) No (0)	Yes (3) No (1)
I actively recruit culturally diverse staff.	Yes (3) No (1)	Yes (4) No (0)
Comments: (1) I assume you want them to address the questions "in general" since we all have some programs that are not diverse. You may want to consider what "actively recruit" means- could get at it by asking them to share what they do. Is running an ad on a women's website "active"? (2) My overall comment for this section is that the term "culturally diverse" is not defined and therefore I believe it is hard for survey respondents to give a clear answer. So much goes into culture that providing an answer for to something like "Professionals in the challenge course industry are culturally diverse." Is very challenging. For instance, I may strongly agree that professionals in the industry are culturally diverse in terms of sexual orientation or religious affiliation, but I strongly disagree that the industry is diverse in terms of race or ability. How do I account for those very distinct beliefs given your question or scale? (3) Define professional. Some may not consider themselves professionals if they have other professions.		
Personal Practice	Content	Clarity
Cultural competence is essential in my facilitation and professional practice.	Yes (4) No (0)	Yes (4) No (0)

My cultural competence affects interactions with clients in professional practice.	Yes (4) No (0)	Yes (4) No (0)
I'm a role model for cultural competence with my colleagues and coworkers.	Yes (4) No (0)	Yes (4) No (0)
When working with culturally diverse clients, I feel culturally competent.	Yes (4) No (0)	Yes (4) No (0)
I establish and enforce non-discrimination policies in my professional practice.	Yes (4) No (0)	Yes (4) No (0)
Cultural Competency trainings/workshops would improve my professional practice. <i>*Comment</i> - Maybe they do for race, but do they for all of the other categories or ways we think about culture? I'm having a hard time with lumping cultural competence altogether. Is there a way you can give respondents a chance to talk about how they do with the different aspects of culture? Do you want them to think about that?	Yes (4) No (0)	Yes (3) No (1)

Comments:

(1) These questions are a place where that breadth to varied groups can be problematic. I might feel like a role model with GLBT groups and totally not with religious groups. Maybe it's worth asking about their self-perceptions for some of the cultural groups you are interested in- could ask in relation to training/workshops they might like

(2) I think a more developed definition of cultural competence would be useful here. Again, I think it will be hard to know how participants are defining culturally competence. Giving them a definition and then asking them to answer the questions based on that definition will give you more precise information perhaps?

(3) In my number responses... I don't establish and enforce non discrimination policies. My employer does for our entire organization. I am required to enforce it though.

(4) Define cultural competence and diversity for survey participants and role modeling may be hard to define.

Professional Practice	Content	Clarity
All facilitators should be culturally competent.	Yes (4) No (0)	Yes (4) No (0)
All facilitators should have training/education in cultural competence.	Yes (4) No (0)	Yes (4) No (0)
Cultural competence should be a required part of facilitator trainings/certifications.	Yes (4) No (0)	Yes (4) No (0)
Cultural competence should be a required professional facilitator competency standard.	Yes (4) No (0)	Yes (4) No (0)
Cultural minorities have equal opportunity for participation in recreation, challenge courses, and other outdoor pursuits.	Yes (4) No (0)	Yes (3) No (1)

Cultural minorities have equal opportunity for professional positions and leadership in the challenge course profession.	Yes (4) No (0)	Yes (3) No (1)
Cultural diversity and social justice are adequately represented in outdoor education scholarship and professional literature.	Yes (4) No (0)	Yes (4) No (0)
<p>Comments:</p> <p>(1) What is a cultural minority??? Are you assuming the current demographics as the basis? But what if you live where the “minority” is actually the “majority”??</p> <p>(2) I think minorities don’t have equal opportunities b/c they are socially still not equal. They in general make less money and have availability of fewer services. Also family values and influences may be different. As far as the professional field I feel the same way but it is not legal to discriminate. So those that pursue the field I feel have equal opportunity.</p>		

Please list any other items that you think should be added to assess professional views on cultural competence:

Again, I would think about how individually can think more thoroughly about the many aspects of cultural competence as someone may be very competent in terms of sexual orientation, but not race; or someone could be very competent in terms of socio-economic status but not in terms of accepting/navigating diverse religious perspectives, etc.

Please add any other comments or suggestions for improving the Facilitator Cultural Competence Questionnaire:

Give them room to comment on each of the sections.

***The FCCQ went through several revisions and changes after the expert panel review, noted below.*

PILOT STUDY: EXPERT PANEL

FCCQ Expert Panel Revisions
Summer 2010

Diversity
(8) Professionals in the challenge course industry are culturally diverse. <i>*and reflect the cultural diversity of the larger society</i>
(9) Participants in the challenge course industry are culturally diverse.
(10) Professionals in my programs are culturally diverse.
(11) Participants in my programs are culturally diverse.
(17) I actively recruit culturally diverse participants.
(18) I actively recruit culturally diverse staff.

***After the expert panel review, all of these questions were kept but moved to the 2nd section of the FCCQ, now called **cultural diversity in professional practice**.*

"It's important to increase opportunities for culturally diverse _____ in the challenge course industry" – This question was added twice, once using the word professionals then using the word participants in the blank in the Cultural diversity section of the FCCQ (#15&16)

***The cultural diversity section became an exploratory aspect of the research study, since it was not an official research question.*

Personal Practice
(1) Cultural competence is essential in my facilitation and professional practice.
(3) My cultural competence affects interactions with clients in professional practice.
**I'm a role model for cultural competence with my colleagues and coworkers.
**When working with culturally diverse clients, I feel culturally competent.

(19) I establish and enforce non-discrimination policies in my professional practice. <i>*This was moved to the Cultural Diversity section</i>
(5) Cultural Competency trainings/workshops would improve my professional practice.

***Question #1 in this section was kept and another question (#2) was added that states, “cultural competence is essential in all facilitation and professional practice”. Question 3 was kept in this survey.*

***The two questions with asterisks were omitted from the final FCCQ survey.*

Professional Practice
<i>**All facilitators should be culturally competent.</i>
(5) All facilitators should have training/education in cultural competence.
(6) Cultural competence should be a required part of facilitator trainings/certifications.
(7) Cultural competence should be a required professional facilitator competency standard.
(12) Cultural minorities have equal opportunity for participation in recreation, challenge courses, and other outdoor pursuits.
(13) Cultural minorities have equal opportunity for professional positions and leadership in the challenge course profession.
(14) Cultural diversity and social justice are adequately represented in outdoor education scholarship and professional literature. <i>*Social justice was replaced with cultural competence</i>

*** The items with two asterisks were omitted from the final instrument.*

***The personal and professional practice section questions that were kept have the current numbers next to them here. These two sections were combined into the Cultural Competence section of the FCCQ, looking at the importance of cultural competence in professional practice.*

PILOT STUDY: EXPERT PANEL

INSTRUMENT EXAMINATION

Challenge Course Professional Competencies Form (CCPCF)

Reviewers: Please read each section below regarding challenge course competencies and give any comments that you may have. Participants will be *rating* themselves on these competencies (*poor to excellent*) in section one. Then participants will *rank* the five skills from most proficient (1) to least proficient (5) in section two.

(1) Challenge Course Skills Competency

Instructions:

Please rate your competence in the following professional challenge course practitioner standard areas: core skills, risk management skills, technical skills, facilitation skills, and cultural competence skills.

This scale includes ratings from low to high for the professional practice competencies.

(1 = poor, 2 = fair, 3 = good, 4 = excellent)

- a) Core Skills** (*including ethics in practice, current industry standards knowledge, and current program policies and procedures*)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- b) Risk Management Skills** (*including facilities/grounds maintenance, progression of activities, medical screening, emergency action plan, safety of participants*)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- c) Technical Skills** (*including use of equipment, spotted activities, belayed activities, rescues and specialty skills*)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- d) Facilitation Skills** (*including client assessment, program design, program implementation, communication, and processing*)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

- e) **Cultural Competence Skills** (including awareness of own cultural identity and bias, understanding of diverse cultural groups, and ability to work with culturally diverse clients/professionals)

<i>Poor</i>	<i>Fair</i>	<i>Good</i>	<i>Excellent</i>
1	2	3	4

***Comments:**

(2) As a program manager I have more experience with facilities and ground maintenance as it relates to risk management than an instructor would. However, an instructor may rate themselves as excellent at mitigating risks through appropriate progression of activities. I would break these down into sub categories otherwise I do not feel the information will be as useful as it could be.

(2) Skill Proficiency

Instructions:

Using the five skills mentioned above, please rank yourself from your most proficient skills to your least proficient skills from 1 (most proficient skill) to 5 (least proficient skill).

- a. Core skills _____
- b. Risk management skills _____
- c. Technical skills _____
- d. Facilitation skills _____
- e. Cultural competence skills _____

***Comments:**

(1) This will be interesting to see how they rate 😊

Please add any final comments about cultural competence within the challenge course profession. _____

The major changes or revisions that were made to the CCPCF after the expert panel review included **adding another section where facilitators would rank & rate the importance of the skills.*

The experts felt that asking about **importance as well as proficiency would give interesting and direct results about cultural competence skills and the other essential skills in professional practice.*

APPENDIX F

PILOT STUDY: NC SAMPLE

Research Study Electronic Recruitment Letter

July 10, 2010

Dear Participant

My name is Lizzie Lange and I'm an Ed.D. student at the University of North Carolina at Greensboro in the Kinesiology department. I have been an outdoor educator and challenge course facilitator for over ten years. I am currently conducting a pilot study for my dissertation research to explore the perceived cultural competence levels of challenge course facilitators, and their views on cultural competence in the outdoor industry and the challenge course profession. To do this, I am asking challenge course facilitators who are currently practicing with clients and who are currently NOT members of the Association of Challenge Course Technology to participate in this pilot study. You will be asked to complete the survey packet and give your written feedback from that experience. Then you will be given the opportunity to review and critique the Facilitator Cultural Competence Questionnaire and the Challenge Course Facilitator Professional Competency form, which were created specifically for this study. Your expertise in the field should provide feedback necessary to evaluate the survey methodology. The survey packet, consent form, and study information will be sent to you via email. The survey packet should take approximately 30 minutes to complete and the evaluation of the two new surveys should take 30 minutes. Once you have completed the survey, please offer any additional comments that you have in the space provided. The survey packet you're your feedback will then be emailed back to the researcher. Your opinions and experience in relation to cultural competence are important to this research investigation on challenge course facilitators in professional practice.

My hope is that the research will provide a better understanding of cultural competence in the outdoor industry and the challenge course profession. By participating in this project, you may also gain personal insights on diversity and cultural competence in the field. Furthermore, the research is designed to provide guidance and suggestions that will improve the experiences of cultural minorities in the outdoor and challenge course industry. Of course, your participation is entirely voluntary and you are free to refuse to participate or withdraw your consent to participate in this research at any time without penalty or prejudice. Your privacy will be protected because you will not be identified by name as a participant in this project. There is no risk associated with this research project. By completing the attached survey packet, you agree that you understand the procedures and any risks and benefits involved in this research. All data will be stored in a locked cabinet and will be shredded and disposed of after 3 years.

The University of North Carolina at Greensboro Institutional Review Board, which insures that research involving people follows federal regulations, has approved the research. Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen at (336) 256-1482. Questions regarding the research itself will be answered by me, please call (919) 270-9137. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project. I would like to invite you to participate in this research. If you have any questions about this study or would like more information, please contact me at the email or phone number below. Thank you very much.

Sincerely,

Lizzie Lange
ehlange@uncg.edu
The University of North Carolina at Greensboro

PILOT STUDY: NC SAMPLE

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO ***CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM***

Project Title: Perceived Levels of Cultural Competence among Challenge Course Facilitators

What is the study about?

The purpose of this research project **pilot study** is to investigate the cultural competence levels and views of challenge course facilitators in professional practice.

Why are you asking me?

In order to investigate the experiences of challenge course facilitators, the participants must be current members of the Association for Challenge Course Technology and be facilitating in direct practice with clients.

What will you ask me to do if I agree to be in the study?

Your participation is voluntary. This study involves an easy accessed and anonymous electronic survey that should take an approximately 30 minutes to answer. Questions regarding the research itself will be answered by Lizzie Lange at (919) 270 - 9137, ehlange@uncg.edu or Diane Gill at (336) 334-4683, dlgill@uncg.edu.

What are the dangers to me?

Participation in this study poses no physical risk, but you may experience minimal psychological discomfort such as stress, uncomfortable thoughts or emotions. Therefore, if you experience any emotional discomfort you have the choice to avoid answering those questions.

If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Lizzie Lange who may be contacted at (919) 270 - 9137 or Diane Gill at (336) 334-4683.

Are there any benefits to me for taking part in this research study?

You will not have a direct benefit from the study. The ACCT is officially supporting this research, as it should result in information that may help to create a more accessible, safe, and welcoming environment for diverse cultural minorities in outdoor education and recreational settings. In addition, this study may expand the current outdoor education research and literature about this topic.

Are there any benefits to society as a result of me taking part in this research?

Participation in this study may benefit society by establishing better understanding for the necessity of culturally competent practice in the outdoor industry to better serve the needs of all culturally diverse participants in the field.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?

All the information participants submit in the survey (electronic format) is confidential and anonymous. The format of this survey assures participants' confidentiality by not requesting name, password or other personal information that might identify participants. *Your participation is anonymous even though your participation has been requested as an expert for this pilot study.* Absolute confidentiality of data provided

through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. However, the internet website accessing this survey provides anti-spam and security system.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

The *University of North Carolina at Greensboro* and the *Institutional Review Board*, which ensures that research involving people, follows federal regulations. They have approved this research, procedures, and consent form.

BY ACCESSING THE SURVEY YOU ARE AGREEING THAT YOU ARE 18 YEARS OF AGE OR OLDER. YOU ALSO AGREE TO PARTICIPATE IN THE STUDY DESCRIBED TO YOU ABOVE.

If you are not agreeing to participate in this study, you can exit this page without penalties.

IMPORTANT NOTE: This consent form is an important part of your rights as a participant. Please, print this page (*or maintain the document sent to you by email*) for your personal record.

PILOT STUDY: NC SAMPLE

Multicultural Awareness Knowledge Skills Survey – Facilitator Form

35 total participants

Gender = 42.5% (male), 57.5% (female)

Race/Ethnicity = 92.5 (Caucasian/white), 5% (Asian & Hispanic)

Age = 19 – 67 years old

The North Carolina facilitators took all instruments and commented on the scales and items. None of the respondents reported confusing or unclear items on the MAKSS, FCCQ, or the CCPCF. Therefore no major changes were made to these instruments after the pilot study.

MAKSS Instrument

Awareness Statistics		
Item	Mean	Standard Deviation
MA1	3.49	0.562
MA2	3.2	0.632
MA3	3	0.728
MA4	3.11	0.583
MA5	2.91	0.818
MA6	3.09	0.658
MA7	3.23	0.646
MA8	2.94	0.725

Knowledge Statistics		
Item	Mean	Standard Deviation
MK1	3.39	0.659
MK2	3.06	0.704
MK3	3.39	0.659
MK4	3.39	0.704
MK5	2.64	0.994
MK6	2.97	0.81
MK7	2.61	0.864
MK8	3.3	0.728
MK9	2.97	0.77
MK10	3.24	0.751

Awareness - Scale Statistics				
Mean	Variance	Standard Deviation	N of Items	Reliability - Cronbach's Alpha
24.97	12.03	3.47	8	0.8

Knowledge - Scale Statistics				
Mean	Variance	Standard Deviation	N of Items	Reliability - Cronbach's Alpha
30.97	33.34	5.77	10	0.92

Skills - Scale Statistics				
Mean	Variance	Standard Deviation	N of Items	Reliability - Cronbach's Alpha
72.48	96.17	9.81	24	0.92

MAKSS - Skills Statistics					
Item	Mean	Standard Deviation	Item	Mean	Standard Deviation
S1	3.26	0.619	S13	3.3	0.765
S2	3.04	0.706	S14	3.52	0.593
S3	3.09	0.793	S15	3.48	0.593
S4	3.39	0.583	S16	3.43	0.59
S5	2.87	0.548	S17	3.13	0.694
S6	3.04	0.706	S18	3.04	0.706
S7	2.91	0.596	S19	2.7	0.822
S8	2.43	0.662	S20	3.17	0.576
S9	2.57	0.662	S21	2.87	0.626
S10	2.57	0.788	S22	2.65	0.832
S11	2.96	0.767	S23	2.87	0.757
S12	3.22	0.671	S24	2.96	0.767

MAKSS Total Scores		
	Mean	Standard Deviation
MA Total	24.97	3.47
MK Total	30.97	5.77
MS Total	72.48	9.81

PILOT STUDY: NC SAMPLE

Facilitator Cultural Competence Questionnaire (FCCQ)

Cultural Competence Items		
	Mean	Standard Deviation
FCC1	3.33	.645
FCC2	3.15	.795
FCC3	3.55	.506
FCC4	3.24	.614
FCC5	3.09	.843
FCC6	2.70	.810
FCC7	2.94	.827

Cultural Diversity Items		
	Mean	Standard Deviation
FCD1	2.38	.697
FCD2	2.92	.628
FCD3	2.42	.643
FCD4	3.23	.587
FCD5	2.73	.778
FCD6	3.00	.632
FCD7	2.46	.706
FCD8	2.92	.796
FCD9	3.19	.694
FCD10	2.69	.788
FCD11	2.58	.703
FCD12	3.50	.510
FCD13	3.19	.801

Cultural Competence - Scale Statistics			
Mean	Variance	Standard Deviation	N of Items
22	16.75	4.093	7

Cultural Diversity - Scale Statistics			
Mean	Variance	Standard Deviation	N of Items
37.23	13.385	3.658	13

PILOT STUDY: NC SAMPLE

Challenge Course Professional Competencies Form (CCPCF)

Skill Proficiency Ratings		
	Mean	Standard Deviation
SC1	3.26	.682
SC2	3.23	.805
SC3	3.29	.739
SC4	3.29	.693
SC5	3.06	.574

Skill Importance Ratings		
	Mean	Standard Deviation
SI1	3.39	.667
SI2	3.71	.461
SI3	3.48	.570
SI4	3.45	.568
SI5	2.94	.680

APPENDIX G

ACCT MAIN STUDY

Survey Monkey Website Page Information

Cultural Competence among Challenge Course Facilitators 2010 Research Investigation

Project and Survey Description

Thank you for your participation. Today, we are asking you to complete a survey with several sections as part of a research project that aims to assess and understand cultural competence in the challenge course profession. We want all clients and participants involved in outdoor education or recreation, from diverse cultural communities, to feel safe and welcome during programming or leisure time. At this stage of the project, we're interested in the perceptions of your own cultural knowledge, skills, and awareness. We're also interested in your views and opinions about cultural competence and diversity in the challenge course profession. We hope to use the information you provide, along with other information, to develop educational and cultural competence training programs and materials for challenge course professionals.

We are asking you to complete a survey with several sections that will take about 30 minutes of your time. You are not required to participate, and you may withdraw at any time. All information is confidential, and you will not put your name or any identifying information on any items. Only group results will be presented in reports based on the results; no individual information will be reported. There are no right or wrong answers; we are interested in your personal perspective and insight. Please be as honest and accurate as you can in your responses.

By gathering information with the survey, and by using the information to develop better educational materials in our experiential and outdoor education programs, we hope to create more positive and inviting environment for everyone. We hope that you will help by completing the surveys. Thank you again for your time!

If you have questions at any time or you would like to receive a summary of the results or additional information please contact us. Thank you!

Elizabeth H. Lange
Doctoral Candidate
Department of Kinesiology
University of North Carolina at Greensboro
ehlange@uncg.edu

ACCT MAIN STUDY

Formal Invitation Letter

Cultural Competence among Challenge Course Facilitators 2010 Research Investigation

Dear Participant,

My name is Elizabeth Lange and I'm a Doctoral of Education candidate at the University of North Carolina at Greensboro in the Kinesiology department. I have been an outdoor educator and challenge course facilitator for over ten years. I am currently conducting my dissertation research, to explore the **perceived cultural competence of challenge course practitioners**, and their views on cultural competence and diversity in the challenge course profession. To do this, I am asking *challenge course facilitators who are currently practicing with clients* and who are *currently members of the Association of Challenge Course Technology* to complete a survey packet about cultural competence. The ACCT has given their permission and assistance to send out this research information and website link to their current membership list. They have also indicated strong support of this research study.

If you **agree to participate**, you will be directed to the **Survey Monkey website**, with the *online link below*. Once there the purpose of the study, consent form, and survey packet will be accessible to you, which should take approximately *30 minutes to complete*. Once you have completed the survey online, please offer any additional comments that you have in the space provided or via email. Your opinions and experience in relation to cultural competence are important to this research investigation on challenge course facilitators in professional practice.

My hope is that the research will provide a better understanding of cultural competence in the outdoor industry and the challenge course profession. As you know, challenge courses are located in all realms of the outdoor industry therefore your comments will provide insight into the current issues in the field. By participating in this project, you may also experience personal reflection on diversity and cultural competence in your personal practice. Furthermore, the research is designed to provide suggestions and results that will improve the experiences of cultural minorities in the outdoor and challenge course industry. Of course, *your participation is entirely voluntary* and you are free to refuse to participate or withdraw your consent to participate in this research at any time without penalty or prejudice. Your privacy will be protected because you will not be identified by name as a participant in this project (*it is anonymous*). There is no risk associated with this research project. By completing the attached survey packet, you agree that you understand the procedures and any risks and benefits involved in this research. All data will be stored in a locked cabinet and will be shredded and disposed of after 3 years.

The University of North Carolina at Greensboro Institutional Review Board, which insures that research involving people follows federal regulations, has approved

the research. Questions regarding your rights as a participant in this project can be answered by calling Mr. Eric Allen at (###) ###-####. Questions regarding the research itself will be answered by me, by calling (###) ###-###. Any new information that develops during the project will be provided to you if the information might affect your willingness to continue participation in the project. **I would like to invite you to participate in this research.** If you have any questions about this study or would like more information, please contact me at the email or phone. Thank you very much!

*PLEASE PROCEED TO THE RESEARCH STUDY BY CLICKING ON THE LINK BELOW

Sincerely,

Elizabeth H. Lange
Doctoral Candidate
Department of Kinesiology
The University of North Carolina at Greensboro
ehlange@uncg.edu

ACCT MAIN STUDY

Informed Consent Website Electronic Letter

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO CONSENT TO ACT AS A HUMAN PARTICIPANT: LONG FORM

Project Title: Perceived Levels of Cultural Competence among Challenge Course Facilitators

What is the study about?

The purpose of this research project is to investigate the cultural competence levels and views of challenge course facilitators in professional practice.

Why are you asking me?

In order to investigate the experiences of challenge course facilitators, the participants must be current members of the Association for Challenge Course Technology and be facilitating in direct practice with clients.

What will you ask me to do if I agree to be in the study?

Your participation is voluntary. This study involves an easy accessed and anonymous electronic survey that should take an approximately 30 minutes to answer. Questions regarding the research itself will be answered by Lizzie Lange at (919) 270 - 9137, ehlang@uncg.edu or Diane Gill at (336) 334-4683, dlgill@uncg.edu.

What are the dangers to me?

Participation in this study poses no physical risk, but for this sensitive topic you may experience minimal psychological discomfort such as stress, uncomfortable thoughts or emotions. Therefore, if you experience any emotional discomfort you have the choice to avoid answering those uncomfortable questions.

If you have any concerns about your rights, how you are being treated or if you have questions, want more information or have suggestions, please contact Eric Allen in the Office of Research Compliance at UNCG at (336) 256-1482. Questions, concerns or complaints about this project or benefits or risks associated with being in this study can be answered by Lizzie Lange who may be contacted at (919) 270 - 9137 or Diane Gill at (336) 334-4683.

Are there any benefits to me for taking part in this research study?

This research is the first study investigating cultural competence in challenge course facilitation and the outdoor industry. The ACCT is officially supporting this research, as it should result in information that will create a more accessible, safe, and welcoming environment for diverse cultural minorities in outdoor education and recreational settings. In addition, this study may expand the current outdoor education research and literature about this topic. You will not have a direct benefit from the study.

Are there any benefits to society as a result of me taking part in this research?

Participation in this study may benefit society establishing better understanding for the necessity of culturally competent practitioners in the outdoor industry to better serve the needs of all culturally diverse participants in the field.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you or payments made for participating in this study.

How will you keep my information confidential?

All the information participants submit in the survey (electronic format) is confidential and anonymous. The format of this survey assures participants' confidentiality by not requesting name, student identification, password or other personal information that might identify participants. Your participation is anonymous. Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing. However, the internet website accessing this survey provides anti-spam and security system.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

The *University of North Carolina at Greensboro* and the *Institutional Review Board*, which ensures that research involving people, follows federal regulations. They have approved this research, procedures, and consent form.

BY MARKING **YES** ON THIS WEBPAGE, YOU ARE AGREEING THAT YOU ARE 18 YEARS OF AGE OR OLDER. YOU ALSO AGREE TO PARTICIPATE IN THE STUDY DESCRIBED TO YOU ABOVE.

If you are not agreeing to participate in this study, you can exit this page without penalties.

YES, I agree to participate in the project.

IMPORTANT NOTE: This consent form is an important part of your rights as a participant. Please, print this page (*or maintain the document sent to you by email*) for your personal record

APPENDIX H

ACCT MAIN STUDY: DEMOGRAPHIC RESULTS

GENDER	
<i>Mean (1.30), SD (.459)</i>	Frequency (%)
Male	120 (69.8)
Female	51 (29.7)
Total	171 (99.4)
Missing	1 (0.6)
Total	172 (100)

RACE/ETHNICITY	
<i>Mean (3.15), SD (.713)</i>	Frequency (%)
African – American	0 (0)
Asian	1 (0.60)
Caucasian/ White	158 (91.9)
Hispanic/ Latino	5 (2.9)
Native Am./Am. Indian	1 (0.6)
Pacific Islander	0 (0)
Other	5 (2.9)
Total	170 (98.8)
Missing	2 (1.2)
Total	172 (100)

Other: *African-Australian, Biracial (Hispanic-Caucasian), African/Black, Asian/Caucasian Mix, Jew, Human Race (don't condone sub-species differentiation)*

SEXUALITY	
<i>Mean (1.11), SD (.426)</i>	Frequency (%)
Heterosexual	157 (91.3)
Homosexual (LGBTQ)	11 (6/4)
Bisexual	1 (0.6)
Other	2 (1.2)
Total	171 (99.4)
Missing	1 (0.6)
Total	172 (100)

Other: *Queer*

PHYSICAL DISABILITY	
<i>Mean (1.09), SD (.358)</i>	Frequency (%)
No, Never	159 (92.4)
Yes, in the past	7 (4.1)
Yes, now	4 (2.3)
Total	170 (98.8)
Missing	2 (1.2)
Total	172 (100)

MENTAL ABILITY	
<i>Mean (1.06), SD (.327)</i>	Frequency (%)
No, Never	150 (87.2)
Yes, in the past	1 (0.6)
Yes, now	4 (2.3)
Total	155 (90.1)
Missing	17 (9.9)
Total	172 (100)

LANGUAGE	
<i>English primary?</i>	Frequency (%)
Yes	169 (98.3)
No	3 (1.7)
Total	172 (100)
<i>Bilingual?</i>	
Yes	19 (11.0)
No	151 (87.8)
Missing	2 (1.2)
Total	172 (100)

DESCRIBE: Spanish (10), French (3), Swedish (1), German (2), Danish(1)

U.S. States/ Countries of Residence				
Alabama (1)	Alaska	Arizona	Arkansas (1)	California (12)
Colorado (5)	Connecticut (9)	Delaware	Florida (3)	Georgia (3)
Hawaii	Idaho	Illinois (5)	Indiana (1)	Iowa (1)
Kansas (2)	Kentucky (2)	Louisiana	Maine	Maryland (5)
Massachusetts (2)	Michigan (3)	Minnesota (2)	Mississippi	Missouri (1)
Montana (2)	Nebraska	Nevada (1)	New Hampshire (2)	New Jersey (3)
New Mexico (1)	New York (10)	North Carolina (8)	North Dakota (1)	Ohio (5)
Oklahoma	Oregon (2)	Pennsylvania (10)	Rhode Island	South Carolina (1)
South Dakota	Tennessee (6)	Texas (11)	Utah (1)	Vermont
Virginia (6)	Washington (5)	West Virginia (1)	Wisconsin (5)	Wyoming

***Countries:** *Australia (2), Canada (9), Costa Rica (1), Ecuador (1), Zimbabwe(1), Puerto Rico(1)*

EDUCATION LEVEL	
<i>Mean (5.26), SD (1.067)</i>	Frequency (%)
Less than HS	1 (0.6)
High School/ GED	2 (1.2)
Some College	11 (6.4)
2-yr. College Degree	9 (5.2)
4-yr. College Degree	79 (45.9)
Masters-level Degree	57 (33.1)
Doctorate Degree	11 (6.4)
Other	2 (1.2)
Total	172 (100)

DESCRIBE: *Doctoral Candidate, Some Graduate Classes, Continuing Ed. Courses*

PROFESSIONAL STATUS	
<i>Mean (2.10), SD (1.50)</i>	Frequency (%)
Challenge Course Program Director	92 (53.5)
Challenge Course Practitioner/ Consultant	7 (4.1)
Experiential Ed./ Outdoor Educator	25 (14.5)
Other Outdoor Professional	8 (4.7)
Other Preferred Title	22 (12.8)
Total	154 (89.5)
Missing	18 (10.5)
Total	172 (100)

DESCRIBE: *College Professor (5), Challenge Course Coordinator, PE Teacher, Outdoor Center Director (2), College Lecturer/Instructor (2), Activities Coordinator, Zip-line Course Manager, Corporate Teambuilding Consultant, Environmental Educator, Outdoor Training Manager, Recreational Therapist, Outdoor Leadership Global Trainer, Physical Educator, Experiential Training Consultant, Challenge Course Operations Manager (2), Outdoor Education Director/Coordinator (3), Canopy Tour Operator/Trainer (2), COPE Director, CEO, Field Officer, Summer Camp Owner/Director, Girl Scouts Specialist, Adventure Education Coordinator (3), Boy Scouts of America, ROPES Case Manager, High School Teacher, Risk Manager for Adventure, Camp Program Manager (2), Organizational Development Consultant, Challenge Course Company Owner, Academic Professional*

ACCT CERTIFICATION	
	Frequency (%)
Yes (Valid)	74 (43.0)
No	94 (54.7)
Total	168 (97.7)
Missing	4 (2.3)
Total	172 (100)

OTHER CERTIFICATION	
	Frequency (%)
Yes	48 (27.9)
No	118 (68.6)
Total	166 (96.5)
Missing	6 (3.5)
Total	172 (100)

DESCRIBE: *Boy Scouts of America, TAG, Challenges Unlimited (level 2), ACCT Challenge Course Manager (5), CUI (level 2)-(3), HA & NCAC, BSA COPE (3), Adventure Experiences, Inc., 4-H, Project Adventure (2), QCCP, NSEE, High 5 Adventure, ATI, PRCA*

PROFESSIONAL EXPERIENCE	
	Frequency (%)
1 year or less	7 (4.1)
2 – 5 years	25 (14.5)
6 – 10 years	50 (29.1)
11 – 15 years	41 (23.8)
16 – 20 years	17 (9.9)
More than 20 years	32 (18.6)
Total	172 (100)

CULTURAL WORKSHOP	
<i>Attended a Diversity/ Cultural Competence course or Workshop?</i>	Frequency (%)
Yes	110 (64.0)
No	61 (35.5)
Total	171 (99.4)
Missing	1 (0.6)
Total	172 (100)