A COGNITIVE COMPONENT TO ADULT SWIM LESSONS:  
AN INSTRUCTION MANUAL

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B. of Ed., University of Toledo, 1997

PROJECT

Submitted in partial satisfaction of the requirements for the degree of

MASTER OF SCIENCE

in

RECREATION ADMINISTRATION

at

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

SUMMER  
2011
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Department of Recreation, Parks and Tourism Administration
Abstract

of

A COGNITIVE COMPONENT TO ADULT SWIM LESSONS:
AN INSTRUCTION MANUAL

by

Scott M. Vontroba

The purpose of this project was to create a manual for swim instructors working with adults. With an adult swim lesson manual, municipalities and community recreation providers have greater potential for effectively teaching students and instructors. The challenge for instructors teaching adult non-swimmers is that most swim lesson programs focus on educating youth. However, youth swim programs do not consider the difference in cognitive development between youths and adults. The goal was to create an instructional support manual that addressed the cognitive component for adult non-swimmers. This manual was designed to operate concurrently with existing youth swim lesson programs that address the mechanical components of swimming. The project’s methodology utilized various disciplines which make up the recreation and leisure field such as philosophy, psychology and education. The manual used each discipline as a resource for instructors to address the cognitive component of adult non-swimmers.

_________________________________, Committee Chair
Katherine Pinch, Ph.D.

____________________________________
Date

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DEDICATIONS

To everyone who has ever been told they can’t and to their advocates who believed they could.

“Once we accept our limits, we go beyond them.”

Albert Einstein
ACKNOWLEDGEMENTS

Mom: Thank you for being my advocate, even when the deck was stacked against you.

Dad: Your hard work provided me a privileged life.

Family: Every time together was one filled with enlightenment.

Friends: Thank you for your support. “This is the closest it’s ever been, because it is done!”

Dr. Pinch: Thank you for not letting me give up and running each step of this marathon with me.

Dr. Tamblyn: Thank you for showing me unconditional positive regard everyday!

Dr. Todd: Thank you for your never ending support and guidance.

Linda Martinz-Douglas: Teaching me how to build bridges.

City of Folsom Parks and Recreation Department: Your support made this a reality.

Randell L. Hernandez: My dearest friend. Thank you for being there every time. I wouldn’t be who I am today without your love.

“The price of anything is the amount of life you exchange for it”

Henry David Thoreau
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Chapter 1

INTRODUCTION

“A journey of a thousand miles begins with a single step.”
Lao-tzu

Purpose

The purpose of this project was to produce an adult swim lesson manual. An adult swim lesson manual is important to the field of Recreation and Leisure because no specific mass marketed instructional support manual existed for adult non-swimmers. The project addressed adult non-swimmers, age 18 years and older. The manual provides instructors with counseling tools. These tools complement existing swim lesson techniques and programs. The project utilized knowledge from counseling, leisure-education, philosophy, psychology and sports psychology fields. The author synthesized various disciplines to provide a broad eclectic approach to address barriers of adult non-swimmers’ skill development such as fear, lack of education, and awareness.

Project Background

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) (2001) suggested the need for skills, techniques and practices beyond the scope of a “generalist” counselor. With the expected increase in baby boom retirees, instructors can expect an increase in adult recreational interest. The baby boomer (1946-1964) generation will not be sedentary thus placing a greater demand on community activities, government and the work force. As a result, the baby boom generation may diminish structural ageism (Longino, 2005). A recent study Payne, Mowen, and Montoro-Rodriquez (2006) on the role of leisure-style to maintain the health of older
arthritic adults, “…indicates a positive relationship between aspects of leisure style…and perceived health” (p. 41). Pinch (2003) stated the following:

Leisure education deals with attitudes, values, skills and resources. It can involve participants in discussion and thinking about topics such as the use of free time, personal leisure needs, healthy lifestyle choices, leisure participation patterns, the significance of leisure within their own lives, within their families and within their communities, and the personal and social barriers to actively enjoying leisure. (p. 36)

The largest adult demographic, the baby boomers, as well as other generations will redefine how time is allocated. Neulinger (1981) stated, “…Leisure has potential for self-fulfillment, personal growth and creative expression; leisure permits personal autonomy; leisure fulfills functions once fulfilled by work; leisure may be dangerous to the person since it leaves him to his own devices…” (p. 11). There is a need in the recreation market for an adult swim lesson instructional support manual that assists in identifying and overcoming cognitive limitations for non-adult swimmers.

Recreation & Leisure Role

De Grazia (1962) stated “happiness can appear only in leisure” (p. 16). Recreation professionals are challenged with balancing education and enjoyment to ensure the development of participants. Seeing the joy on participants’ faces when experiencing an “a-ha moment” provides inspiration, for the practitioner and student, to continue the learning process. The skilled practitioner balances lesson structures with
students’ abilities and environmental conditions to provide the optimal setting for success. How is success achieved when faced with a multitude of obstacles?

Recreation and leisure provides learning opportunities in a different approach from traditional education. Leisure education is a process through which individuals can develop and enhance their knowledge, interests, skills, abilities, and behaviors to a level whereby leisure can make a significant contribution to the quality of their lives (Dattilo, 1999). The field of recreation can also offer opportunities to discover internal and external loci of control. What is unique about the recreation and leisure field versus other disciplines is that recreation draws from many disciplines such as philosophy, psychology, sociology, and exercise physiology. Theories in this project assist in explaining and communicating the relevant concepts from these various disciplines. Therefore, the theories from these disciplines aid recreation practitioners in achieving growth, understanding and development of a swim lesson instructional support manual for adult non-swimmers. The tools developed from social science theories help instructors work more efficaciously in students acquiring new skills.

Explaining Barriers

Water’s unique proprieties add another level of complexity because it is a non-traditional mode of transportation for most individuals. Yes, a majority of the world is covered in water, but most people use land to maneuver through life. Solid ground allows for friction whereas water is frictionless. For most individuals, friction is not usually the first barrier to a swim lesson. The first barrier is most often a fear. If water is not respected, it can envelop a person filling their lungs causing them to drown.
death as a consequence, the fun of recreation can cease to exist. A swim lesson separates itself from traditional recreation because of the continuous reminder of danger. Instructors of adult swim lessons are challenged not only by the mode of transportation, water, but the challenge of simultaneously addressing participants’ preconceived fears.

Barriers, such as fear, are one challenge for adult non-swimmers. For the purposes of the manual, barriers, obstacles or challenges are all interchangeable labels for limitations. An adult’s limitations, mental or physical, are possibly more of an impediment than the technical knowledge and/or skill of swimming. The manual was intended for adults who do not need any adaptive equipment. Moreover, mental barriers can be profound and have varying affects on physical functioning.

Toelle (2004) stated there are three subsets of barriers including the past, present, and future, which exist in the cognitive mind. Adults bring more past experiences with them than traditional youth swim lesson participants. A student’s history provides an opportunity for reflection on past successes which the instructor can access to achieve goals and objectives within a lesson. An individual’s life history also provides a point of reference wherein a student acquired a core limiting belief, thus impeding goal attainment. Instructors need tools to help their adult participants identify barriers and apply an appropriate theory to overcome barriers.

Another obstacle, as discussed by Gallwey (1998) resides in the corresponding relationship between identities within an adult, referred to as the subconscious ego/self, and the conflict of the conscious mind. An instructor should be knowledgeable about how the human mind operates. The brain is often viewed as the organ that sustains the
body’s physiological functioning and the mind is perceived as various thought processes. The developed mind separates adults from youths. Often, youths will blindly follow an instructor or an educator if they feel no immediate threat to themselves. Youths are more trusting because their minds have not fully developed; the ego is not as developed in youths and they may enter the water without question.

*Need for an Instructor Support Manual*

Adults do not function in the same way as youths as the ego is more developed in an adult. Therefore, an instructor faces more cognitive work when teaching adults and usually less physical work. For example, walking into the water is a basic physical act. The cognitive barrier of fear can be overwhelming and debilitating for an adult. In these cases, the instructor may need to work diligently to break through a barrier which prevents an adult from entering the water.

Struggling adult non-swimmers and instructors trying to bridge the learning gap was the inspiration for the project. The need to simplify elaborate concepts and making them understandable was paramount. This instructor support manual simplifies theoretical models to create resources for instructors.

Visser (2004) asked the question “Isn't the whole idea behind well designed instruction that it should be ambiguity-free?” (p. 1). To be ambiguity-free, adequate tools must provide swim instructors with resources that incorporate models, concrete examples, and common pitfalls. The project’s goal was to make learning for students and teaching for instructors simple, fun, and productive, while limiting the overwhelming, complex, academic counseling terminology. Models, taken from the various programs of
swim instruction, were used to build a tool that could revolutionize the way swim instructors conduct adult swim lessons.

Limitations

Inevitably projects face some limitations. A goal of the project was to create a step-by-step process that addresses and lessens a person’s fear of water. Clearly there are more obstacles, challenges, and limitations than just fear. Arguably barriers are limitless. Therefore, the manual will follow only one barrier, the fear of drowning, through the process. Instructors will need to adapt their approaches based on an individual’s limitations.
Chapter 2
LITERATURE REVIEW

“The usefulness of theory, i.e. its power to help understand and predict relationships, will depend, however, largely on the second aspect: the degree to which the concepts of the theory are anchored in the real world.”
John Neulinger

Introduction of Current Challenges

“Very few studies have sought to explore whether there are psychological barriers that might be highly related to the stages of exercise adoption” (Flett, Towers, & Seebeck, 2005, p. 17). This is particularly true with curricula for adult non-swimmers. Currently, municipal or mass marketed swim lesson programs for the general public do not address adult non-swimmers. The curricula used focus on youth learn-to-swim programs. The absence of an instructional support manual for adult non-swimmers identifies a gap in swim instruction. A variety of disciplines were reviewed to identify the psychological barriers that limit growth for adult swimmers.

Anderson (2000) stated that behavior is the physical bridge between inner experience and the outer world, between an individual and others. Therefore, behavior can be an indicator of barriers within students. Behavioral and Cognitive theories explain what can be directly observed and measured. According to Anderson, behavior is a key to addressing psychological barriers. The review of multiple disciplines assisted in identifying and addressing bridges that may link the inner and outer worlds for swimmers. The fields of sports psychology, leisure education and philosophy can help an instructor understand the development of psychological barriers.
Urban (2006) stated, “One critical aspect that must be solved is the communication of sport psychology principles in an ordinary and non-academic way” (p. 1). Communication between the student and instructor is critical. The growth in the sports psychology field emphasizes such communication because coaching has been challenged by the more technical component aspect. Jones (1999, ¶ 5) stated “the coaching process is presented as two-dimensional and compartmentalized, without offering any real comprehension of the dynamic human context”. Sports psychology provides a method to understand the connection between an athlete’s mental and physical relationship.

The project is the first instructor manual to create a comprehensive cognitive approach to adult swim lessons. Traditionally students struggle to acquire new skills as instructors seek to create a learning environment. Maslow (1970) stated, “The needs that are usually taken as the starting point for motivation theory are the so-called physiological drives” (p.15). Needs are just one facet of the psychological experience. Giges (2005) explained that the psychological experience includes thoughts, feelings and needs. The psychological experience also triggers judgments, decisions, and speculations by revisiting feelings of past experience. A comprehensive support manual addressing both the instructor’s and student’s needs would provide a framework for individuals to overcome limitations.

Professionals in their respective fields of expertise see the challenges of metaphysics and the barriers with which athletes struggle in regard to their own limitation of growth. Sports psychology assists participants in linking communication with the
intangible metaphysical reality. Stanford Encyclopedia of Philosophy (2011) describes metaphysics as a state of being and knowing. Without an athlete’s ability to connect the mind and body, technical information is useless. Current swim lesson curricula were reviewed to identify how programs address the challenges of working with adult non-swimmers.

Review of Existing Swim Lesson Providers

Review of various swim programs, including the program the researcher used at Folsom Parks and Recreation Department in Folsom, California, revealed that a strong youth component was representative of the majority of established programs in North America. Some of the highly regarded programs in North America include Starfish Aquatics by Human Kinetics and Jeff Ellis Swimming Programs. Neither had a dedicated program for adult instruction.

American Red Cross (2009) swim lessons are very popular with youth and have been widely accessible across the U.S. since 1914, as well as in other countries. The program is oriented toward preschool and youth levels in a group setting. The students range between three years of age to eighteen years of age, but the population seeking instruction is mostly children under ten years of age. The American Red Cross (ARC) does not have any specific guidelines or training when working with adults. The ARC lacks instructional material for swim lesson providers to manage mental barriers within adults. Another challenge with the ARC’s program is that the instructors are often adolescent or young adults who lack a diverse pedagogy in regards to swim instruction. The books and video used to train instructors all utilize youth in the demonstrations,
which may alienate adults. Therefore, the ARC’s swim lesson program is not as comprehensive with adult instruction as they are with youth.

Swim America™ (2009) operates hundreds of professional learn-to-swim programs globally. All programs are conducted by certified swim coaches who have achieved a minimum of a Level II Coaching Certification through American Swimming Coaches Association (ASCA). Currently, Level II certification though ASCA is the longest certification process amongst instruction curricula. Swim America™ directs students toward competitions and swim teams. Accessibility and cost make this program less available than the American Red Cross program. The thorough training program provides a coach who has a trained eye for stroke mechanics. Unfortunately, the program focuses on youth and not adult recreation swimmers.

Infant Swimming Resource (ISR) (2008) focuses on infant and youth up to six years of age. The program has done extensive research on how to prevent infant drowning. The developer of the program wanted to save infants from accidental drowning. The instruction focuses on teaching infants to roll onto their backs and scream for help. Prospective instructors are required to attend a rigorous training over several weeks and assume the cost of $10,000 for the program thereby creating a level of exclusivity.

Much like the American Red Cross, the Young Men’s Christian Association (YMCA) (2009), caters to youth learners. The programs are set up in levels that represent their swimming ability. The methodologies used by the two swim programs are similar. The emphasis on core values (care, responsibility, honesty, and respect) is more
predominant with the YMCA programs. YMCA provides instructors with values they can implement into a lesson. All lessons are conducted in groups with the ages ranging from 13 years of age and older, making this group one of the largest groups in their lesson program. The YMCA uses the same methodology both with adults and youth.

Make a Splash (2009) is a national child-focused water safety initiative created by the USA Swimming Foundation (USSF). USSF is a competitive non-profit agency whose majority of participants are youths taking individual lessons and youth swim teams. The program is marketed to anxious parents, exploiting the fear of childhood drowning through the “Stop Drowning Campaign.” The USSF promotes competition, therefore using lessons to interest youth in competitive swim programs. USSF also supports and operates the U.S. Masters’ swimming programs which require an adult to have swimming knowledge and skills.

As a result of numerous youth programs, adult non-swimmers are left with learning from the limited youth programs. To educate adult non-swimmers in the same fashion as youth provides a limitation prior to lessons even beginning. There is a need to manage the complexity of an adult non-swimmer with an instructional support manual designed with simple applicable theories. Swim programs need to supplement their facility’s existing programs to assimilate adults. Additionally, facilities must have instructors who understand the mechanical aspects of skill requirements.

**Philosophy of an Instructional Support Manual**

Being knowledgeable about the cognitive and physical relationship is a fundamental aspect of leisure education. According to Murphy (1974), “psychological
time is concerned not with the specificity of quantitative time but rather with quality” (p.8). Murphy stated that it may not be the length of the lessons, but the information gained over the accumulated lessons that determines success.

One theory about how students accumulate information is the information-processing theory. Santrock cited (Bjorklund, 2005; Munakata, 2006; Reed, 2007) to elaborate how, “…individuals develop a gradually increasing capacity for processing information, which allows them to acquire increasingly complex knowledge and skills” (p. 44). The information-processing theory assists in explaining the cognitive process while the Csikszentmihalyi (1990) flow theory aids in describing iteration of an experience. Polanie (2005) described, “The autotelic experience as the flow principle and it relates directly to the engagement with interactive experiences” (p. 1). Santrock further discussed Bugental and Grusec (2006) who believed, “…that development is observable behavior that can be learned through experience with the environment” (p.45). Therefore, acquisition of information and positive experiences generate new outcomes or goal achievement bringing clarity to the learning process.

The challenge today is the absence of experiential learning and its effectiveness. Success is often measured quantitatively versus valuing change that takes place qualitatively within each individual. One example of qualitative change may be seen as an increase in self-esteem. The United States government promotes technical information because it is quantifiable. Such an example is former President Bush’s “No Child Left Behind” (NCLB) Act of 2001. Under NCLB, each student progresses to the next grade level by successfully completing a standardized test. Metaphysical outcomes
are not easily measured by standardized tests. Therefore, a provider like the American Red Cross’ Fundamentals of Instructor Training (FIT) class that teaches youth how to conduct swim instruction in less than one, four-hour class is deficient in providing the breadth and depth required of an instructor. In contrast to ARC’s FIT, The Inner Game of Golf by Timothy Gallwey, has twelve chapters, but only one of them is about the technique of golf. The other eleven chapters address the behavioral, emotional, self-awareness, and inner accomplishment components of golf. These are the most challenging aspects of a sport. Abraham Maslow has generally been identified as the American psychologist behind the development of humanistic psychology. He based his theory of personality on the characteristics of healthy, creative people who used all their talents, potential, and capabilities rather than on studies of disturbed individuals (Bootzin, Bower, Crocker & Hall, 1991). Curricula of the 21st century need to incorporate the whole-person approach of research demonstrated in the psychology profession.

*Therapeutic Process*

Behavioral self-regulation is a tool utilized to direct growth. Carver and Scheier (1998) stated that the monitoring of behavior and comparing it with our goals, values, or concerns can provide information about whether progress is being made toward the goal. For example, a swimmer may be fearful of getting in the water during his swim lesson because of his inability to swim. The instructor recognizes the swimmer’s barrier and provides guidance to achieve the student’s goals. Carl Rogers’ self theory perpetuates the innate impulse toward positive growth. This stemmed from Rogers’ experience where clients seemed unable to accept their own feelings and experiences (Bootzin, Bower,
Crocker & Hall, 1991). Participants often have challenges seeing their effect on the outside world. Rogers guided his clients to see their effect on their output. Coaches use various tactics to assist the student in producing desired outcomes. Carl Rogers believed through creating an environment of total acceptance, or unconditional positive regard, that the client may achieve closer, or even complete, congruency (Henderson & Thompson, 2011).

**Education**

Teachers play a significant role in guiding students beyond simple knowledge acquisition to insight (Arnold & Ryan, 2003). For example, a long body on the surface of the water is a position for a front float, although floating only occurs when the student is able to relax the body. Therefore, when the student gains insight on the inner self versus the outer world, they are able to control their own floating. Process and narrative theory give insight on how to combine the cerebral theories of instruction for skill acquisition. Nystul (2006) stated, “That the process and goal of the narrative approach are to help deconstruct dysfunctional narratives (from the dominant culture) and reauthor new, more functional narratives” (p.293). Pentland (1999) stated, “In narrative theory, stories are abstract conceptual models used in explanations of observed data” (p. 1). For example, a student may believe, in the free-style stroke, that because his elbow is bent, his hand is close to his body; however, in reality, the instructor may observe that the hand was not touching the body. The instructor re-narrates the experience to obtain the desired learning objective of a proficient arm motion. For example, the instructor may use a
rhythmic verse such as thumb to thigh/draw a line/in the water, to assist in a close hand and high elbow for proper freestyle swimming technique.

Murdock (2008) explains that narrative therapy allows participants to take a constructive approach that makes sense of their world through narration. The Australian Teacher Education Association held a conference in 2004 and discussed ways to reform education; one article from RMIT described these principles:

1) help preservice teachers relate learning content to real world contexts;
2) present learning as problem-based within a problem solving approach;
3) recognise and draw upon preservice teachers’ prior learning and experiences;
4) assist preservice teachers to be producers of new knowledge and to increasingly assume responsibility for their own learning;
5) establish learning environments that are inclusive and responsive to learning and cultural differences;
6) support preservice teachers to be teachers as well as learners;
7) apply information and communication technologies to support learning across the curriculum; and
8) promote high levels of intellectual engagement and set high expectations for learning. (p. 2)

A recreation instructor utilizes previously gained knowledge to relate to present instruction. Amalgamating previously acquired skills with the acquisition of new skills promotes confidence, engages learning, and reveals the symbiotic relationship between all activities.
Philosophy of Coaching

Coaches, instructors and teachers draw from many disciplines to facilitate the learning process for their students. Cushion (2001) stated that coaches bring some theoretical and empirical understanding to the coaching process. Coaching, as a process, is complex and requires knowledge from many disciplines. Zuefle (1999) revealed that there is need for recreation planners to wear an assortment of metaphorical “hats” in today’s society. De Grazia (1962) stated, “that all branches of learning ought to be studied to cultivate the mind” (p. 17). The financial resource limitation to support both a physical/technical coach and a psychological/mental coach may create another challenge with this kind of instruction. Thus, the instructor needs to have knowledge in multiple disciplines to conduct a lesson.

Leisure Model

Adler’s approach to development or education is awareness driven, providing the facilitator more freedom to guide the learning process. Adler stressed that all behavior has a use or payoff that is usually unconscious in nature (Ansbacher & Ansbacher, 1956). Emotions serve to propel a person toward a goal. Nystul (2006) used Adlerian psychotherapy to explain a four phase counseling technique:

Phase one is about establishing the relationship which consists of listening skills, winning respect, and encouragement.

Phase two focuses on performing analysis and assessment in the first session, for greater understanding of circumstances that may affect the individual.
Phase three promotes insight, the main tool, which focuses on participant growth or previous patterns through self-awareness.

Phase four is reorientation, putting what is discovered into action. (p. 190)

A lesson in leisure education can be related to psychotherapy since both are focused on autonomy of self. The Adlerian steps assist in guiding a lesson or class structure to facilitate growth. Dattilo’s leisure education program planning model, outlined later, consists of four steps and focuses on meeting an individual’s specific needs.

The ability to create a productive recreation environment or be in the state of leisure cannot exist without the ability to be leisurely and free of barriers. Butsch (1990) stated, “A generation that grows up with purchased leisure may not develop the skills of self-entertainment” (p. 9). In the end, there is no “shot in the arm” to develop an individual or an environment. Ultimately learning takes energy, time, and discipline.

Adler’s pioneering principles provided a template for the “individual education” system developed by Ray Corsini in 1977. Often, the Individual Education Program is simply referred to as an “IEP.” The IEP promotes more efficient and effective learning for students with disabilities. The IEP is based on Individual Psychology theory. The correlation between leisure and individual education is that both are used for a one on one application.

Leisure Education

Leisure provides a medium for participants to grow and discover self as well as providing the freedom and ability to heighten one’s self-awareness. Brightbill (1960) stated, “The term leisure derives from the Latin licere, meaning ‘to be permitted,’ and
defined in the modern dictionary as ‘freedom from occupation, employment, or engagement’” (p.1). Leisure gives individuals permission to make choices, heighten awareness, and create an environment where one can grow. Goodale and Godbey (1988) discussed the notion of freedom and that knowledge gives birth to freedom. Freedom is a reward for enduring learning. Once individuals are free, they are able to see what more needs to be learned. Therefore, life is cyclical and builds upon prior knowledge thus providing greater understanding of rules or models.

One goal of leisure education is to help individuals develop an increased sense of awareness as they experience leisure (Peterson & Gunn, 1984). When a student achieves self-awareness, he or she holds the tools to change his or her behavior. Models are basic guidelines to facilitate the learning process or help to breakdown a complex problem into individual pieces.

Dattilo’s (1999) Adaptations of Leisure Education Programs utilizes a model consisting of four simple guidelines:

1) Focusing on the person first promotes individualized adaptation, participant’s abilities, as well as matching challenge and skill to promote optimal learning.

2) Encouraging participant autonomy is outlined by three areas: facilitating independence, adaptations if necessary, and viewing adaptations only as transitional.

3) Involving participants in the adaptation process is paramount to ensuring safety, feasibility, and promoting collaboration or discussion.
4) Evaluating adaptation consists of observations, making adjustments, and review of objectives and outcomes of original task. (p. 126)

Dattilo’s leisure education program planning model assists programmers in providing a clear outline to develop a program that focuses on meeting an individual’s specific needs. The recurring theme in the model is the adaptation to the individual to meet his goal or task. A byproduct of standardization is discrimination.

Limitations of a System

Discrimination exists because individuals are compared against others. If we stop standardization, we will start to see individuals again. As an instructor it is important to stay focused on the student’s process from start to goal attainment as the tool of discernment. One model that promotes the individual in personal development is the Leisure Education Program model described previously. When developing policy to eliminate standardization, forethought on how the policy may be implemented is critical because much like the Americans with Disabilities Act (ADA), it could standardize people. The ADA of 1990 was a civil rights law intended to end discrimination against people with disabilities by providing them the right to equal opportunities to participate in community-based services (Dattilo, 1994). To end discrimination we need to stop comparing individuals to others. Education limits students through standardization; the handicap is the education hierarchy itself. Dattilo (1999) suggested that adaptations are not intended to be all-inclusive. An educator’s ability to be in the moment and creative, with spontaneity and adjustment to the participant’s learning style, breeds success.
O’Connell (2002) stated that an excellent facilitator can make a real difference to the individual, the group, the organization and, even more widely, to the society in which we live. Some individuals make helping people their life’s work. These individuals know that the more successfully an individual resolves crises the more likely it is for healthier development to occur (Hopkins, 2000).

Barriers create a plateau or place where learning ceases to exist, thus stopping the cycle of learning. Barriers trigger the ego causing the ego to be defensive. When the individual is overwhelmed with fear, the person often reverts to the second step of Maslow’s hierarchy of needs, safety (Maslow, 1970). The student feels blocked or impeded, thus hindering the ability to grow. The learning process accomplishes growth not only in the physical realm but the mental as well. Skill acquisition has no mental barriers.

Conclusion

On the theoretical level, De Laat (2004) argued that, “…The nature of praxis in networked environments (that is, learning and tutoring) is so complex that no single theoretical model, among those currently available, is sufficiently powerful, descriptively, rhetorically, inferentially or in its application to real contexts, to provide a framework for a research agenda that takes into account the key aspects of human agency” (p. 1). Like individuals, learning styles differ from one another and not one style will work for everyone. Potentially what is desired from all educators is a sense of self-discovery giving birth to self-awareness. The compilation of one’s life activities results
in greater skills, knowledge and abilities. The combination of the student’s and coaches’ experiences enriches the educational experience.

In short, barriers are contrived within the mind and further exaggerated by the ego. When a person lives in the moment or is omnipresent, barriers are less likely to exist. The key is for instructors to have tool sets to guide a student back to the present. Maslow refers to this omnipresent state as self-actualization. The various disciplines discussed earlier aid in developing a framework for an instructor to guide a student on the path to self-actualization. Therefore, whatever barrier the ego perceives, the instructor will have the tools and knowledge to assist the student beyond his or her own limitations. The following chapters depict a model and process to remove barriers.
Chapter 3

METHODS

“There is no guarantee when it comes to people”
Staffan Linder

A review of existing swim curricula literature such as ARC, ISR, YMCA, USSF, and Swim America, has shown a lack of instructional curricula for adult non-swimmers. The longevity of these programs has been very successful for the development of youths and infants. Unfortunately, there was a lack of written and published curricula for instructors to teach adult swim lessons.

As evident in the literature review, materials supporting instructors teaching adult non-swimmers revolved around youth and coaching programs. The programs had sound supporting swimming theory, thus making all the programs in the literature review similar in design. The providers of youth swim lessons used a plethora of available material on the mechanics of teaching swimming. Therefore, this project did not rewrite the theory of swimming mechanics.

The project focused on the systematic process of instruction and how instructors can disseminate swimming techniques to students while simultaneously overcoming student barriers. In the United States, there was no current program that discussed the mental barriers of adult student swimmers. Instructors lacked a resource to work with the complex cognitive system within adults’ minds. Literature from several fields of study was reviewed. The literature assisted to create an instructional support manual for adults, based on cognitive barriers that inhibit acquisition of swimming skills. The manual provides instructors with tangible, accessible, user-friendly tools to make the instruction
process more streamlined for instructors and students. Research from the fields of Leisure Education, Sports Psychology, Philosophy, and Psychology assisted in bridging the gap between adult swim instruction’s technical information and the cognitive component. Enabling instructors to combine existing swim theory with other fields provides a foundation for instructors to teach adult non-swimmer students.

After gathering information about swimming mechanics from various programs, the techniques provided in those programs were used to identify a user friendly format for adult instruction. Combining the fields mentioned above with the Individual Education Plan model by Corsini (1977) developed a holistic approach to educating instructors and adults. Finally, the manual can be used to guide adults in meeting their goals and developing proficient swimming skills.

Based on the theories established from research in the above fields, a manual was developed for the instructors of adult non-swimmer students. Using human Behavior theory, this project worked with root causes of barriers within adults. For instance, the fear of water is a barrier adult non-swimmers may struggle with overcoming. Knowing the history of how a student became fearful of water allows the instructor to work through core limiting beliefs of the student. The strength of the program is that the student sets the goals and objectives. The individuality of people creates unique skills, fears, and history within each person; therefore, this project produced a manual for one-to-one instruction.
Chapter 4

INSTRUCTOR MANUAL

“The educator must believe in the potential power of his pupil, and he must employ all his art in seeking to bring his pupil to experience this power.”

Alfred Adler

The purpose of this project was to create an adult swim lesson manual. An adult swim lesson manual is important to the field of Recreation and Leisure because currently no specific mass marketed instructional support manual exists for adult non-swimmers. Adult non-swimmers are defined as age 18 years and older. The manual provides current instructors with tools based on counseling techniques to enhance current swim lesson programs. Yang (2008) stated that we must be knowledgeable in a cross section of fields of study to have a technical knowledge of instruction. The author reviewed several disciplines including leisure-education, philosophy, psychology and sports psychology to create an adult swim instructor manual that addressed cognitive barriers. For the purposes of this manual, cognitive barriers and limitations are used interchangeably.

Specifically, the manual augments facilities’ or trainers’ existing swim programs. To address the vast and complex area of adult limitations, the manual is divided into three units. First, the development of adult education and its role in sports is discussed. Second, a review of the four forces of counseling theory is provided (Psychodynamic, Cognitive-Behavioral, Existential-Humanistic, and Multicultural-Feminist-Family Systems). Finally, an eclectic approach which synthesizes the four forces of counseling theory is presented. The eclectic model produces a simplified approach that focuses on cognitive barriers within adult non-swimmers.
Adults generally have more a complex mind than youth. A developed mind is one aspect that separates adults from youths. Therefore, an instructor faces more cognitive work when instructing with adults, and usually less physical work. Adult swim instruction requires knowledge grounded in a holistic approach based on physical, social, and emotional growth. The challenge is to cultivate a mindset and healthy behavior within a student. The manual describes how to build productive working relationships. Models provide instructors with frameworks utilizing a systematic approach to achieve desired behaviors. The models presented in this manual provide instructors with knowledge to address adult non-swimmers’ cognitive barriers such as fear. Instructors might find it useful to know that the basis of this manual is rooted in social science concepts. First, we will review philosophy as the foundation to many social sciences.

*Philosophy*

Stanford Encyclopedia of Philosophy (2011) describes philosophy as a systematic analysis of core concepts that describes fundamental methodology in a logical structure providing a process that is transformative and interpretative. Like other fields, recreation needs a systematic approach to address participants’ barriers.

De Grazia (1962) believed in the need to recreate as a means of restoring and recreating ourselves for our life purpose. People cannot work constantly. In recreation, philosophy is seen as a method of autonomous liberation. Leisure provides an environment that liberates an individual from practical tasks in order to cultivate the physical and mental self (Dumazedier, 1974). In other words, recreation can provide opportunities for self-discovery.
Philosophy has several branches. One branch is metaphysics which addresses the intangible issues such as barriers or limitations. Metaphysics is described as everything we perceive with our five senses that is non-physical in origin. The instructor is actually using philosophy and/or metaphysics to aid the students in overcoming limitations. Thich Nhat Hanh (2006), a Buddhist monk, stated that a person is comprised of five aggregates: form (the body), feelings, perceptions, mental formations, and consciousness. Personal transformation occurs when all five aggregates are in harmony to create the “whole person.” Once the person controls the five aggregates, he or she discovers subconsciously how the use of philosophy and metaphysics play a role in reshaping his or her thoughts.

“Education concerns the whole man; an educated man is a man with a point of view taken from the whole world (Pieper, 1963, p. 36).” Sweeney (2009) stated once the individuals understood their own movement thorough life, they could decide to change their attitudes and behaviors with renewed respect for themselves and one another. Adler used the concepts of play therapy, education, and individual psychology to serve his clients. The works of these authors help us understand the self and how it relates to personal development.

In this context, self refers to an individual’s emotional state. The self provides an understanding of how one processes his or her conception of self-esteem, self-efficacy, and self-help. Instructors can manage “self” through deconstructing the learning process into two segments. First, instructors can help individuals learn to manage one situation at a time. Second, instructors can help a student develop a reorientation of self within his or
her environment. With a new orientation, a student can change variables within his or her environment or adapt to his or her environment.

**Counseling**

The counseling process is education oriented. Counseling provides information, guidance, and attempts to encourage clients. Sweeney (2009) stated, “In the case of counseling, behavior change within the existing lifestyle is the goal. In psychotherapy, a change in lifestyle is the desired outcome, making one’s place in a new way with corresponding attitudes, emotions and behaviors” (p.115). The mind and body connection is part of a holistic approach. On a larger scale, the holistic view looks at the symbiotic relationship between the parts that make up an individual. Like counseling, leisure education provides discovery of autonomy.

Adler’s counseling approach re-educates clients through the use of play therapy. Adler’s theories were the foundation for the Individual Education Plan (IEP) (Corsini, 1979). An IEP is a program designed to accommodate an individual’s unique learning style that address his or her limitations. Raymond Corsini utilized Adler’s theory of individual psychology to develop the IEP model in the 1970’s. An IEP is not universal in dealing with limitations, but the Adlerian theory, as its basis, is important.

**Sports Psychology**

Weinberg and Gould (2007) stated that sport and exercise psychology are, “The scientific study of people and their behaviors in sport and exercise activities and the practical application of that knowledge” (p. 4). Anderson (2000), a sports psychologist,
categorized psychological barriers which impede athletes from achieving maximum performance. The barriers include:

1) **Cognitive** - when individuals are self-deprecating to themselves or have unrealistic expectations, which are revealed through body language and verbal comments;

2) **Affective** - when the negative feelings one associates with his or her appearance or emotions are expressed through voice tone, rate of speech or bodily gestures or positions;

3) **Behavioral** - overtraining, impulsiveness, giving up, or communicating poorly influences performance by decreasing an athlete’s effectiveness; and

4) **Conative** - linked to desires and wants; these barriers are revealed by low motivation or loss of interest.

These four categories aid instructors when diagnosing student performance limitations. An unknown, however, is the origination of any given limitation. If an instructor knows the origins of a barrier, he or she is better positioned to overcome that barrier.

Communication is critical in overcoming limitations. Urban (2006) believed that, “One critical aspect that must be solved is the communication of sport psychological principles in an ordinary and non-academic way” (¶ 22). Sports psychology connects the mental and physical aspect of the game.

**Coaching**

Cushion (2001) stated that coaches bring some theoretical and empirical understanding to the coaching process. Today, coaches apply methods gathered from the
social sciences, including those already. Discussed, ranging from philosophy to sports psychology. Cushion (2001) cited Jones 1999 who believed, “…The coaching process is presented as two-dimensional and compartmentalised, without offering any real comprehension of the dynamic human context” (¶ 5). There is a growing interest amongst Swedish sport psychology students in studying the “whole person approach” (Stelter, 2005). Successful coaches are able to develop rapport with their players and motivate them to achieve.

Understanding philosophical foundations of contemporary recreation and leisure fundamentals, instructors can synthesize this information to build an effective approach in working with adult non-swimmers. An effective instructor or coach understands the value in knowing the whole person. The ability to help students create a paradigm shift is essential in overcoming barriers. A mindset change can lead to behavior change. The following details how to customize an eclectic approach through the four forces of counseling.

Four Forces of Counseling

All counseling theories are categorized into four forces of counseling (Psychodynamic, Cognitive-Behavioral, Existential-Humanistic, and Multicultural-Feminist-Family Systems). The manual uses the four forces to address adult non-swimmers’ barriers. The barrier addressed in this manual is the fear of drowning. The manual utilizes an eclectic model allowing instructors to customize their approaches with adult non-swimmers. The eclectic model is rooted in the four forces of counseling.
Psychodynamic theory is the oldest theory of the four forces of counseling. Freud (1917) pioneered Psychodynamic theory, which became the foundation of psychology. The theory evolved from work with patients suffering from hysteria. Freud’s categorization of people’s behaviors, needs, relationships, subconscious, and biological drives established the framework for counseling (Ivey, D’Andrea, Ivey & Simeck-Morgan, 2007).

Adler, Erikson, and Jung expanded the Psychodynamic field. These neo-Freudians explained the Psychodynamic theory differently from Freud’s perspective. “The psychoanalytic theories stress the importance of the unconscious, cognitive theories emphasize conscious thoughts” (Santrock, 2008, p43). Jung differed from Freud in that he believed exploration and development were more fluid and flexible. Jung’s Buddhist beliefs supported a holistic approach that development is interrelated with all aspects of an individual’s life (Ivey, D’Andrea, Ivey & Simeck-Morgan, 2007). Adler supported the use of play therapy to foster a positive counseling relationship, help teachers gain a better understanding, heighten insight and self-awareness, provide skills and experiences necessary to work through conflict and enhance their development (Nystul, 2006, 319).

Play therapy aids in growth development. The use of play therapy provides participants with an outlet to overcome barriers. Huizinga (1955) discussed play as an avenue for discovery of self, culture, and community through a medium that has no “real” consequences.
Practice play, as described by Santrock (2008), “involves repetition of behavior when new skills are being learned or when physical or mental mastery and coordination of skills are required for games or sports” (p. 304). Dreikurs (1953) viewed the counselor’s role as that of an educator. An educator encourages his or her students to repeat actions or behaviors when learning a new skill. Adlerian theory, also known as Individual Psychology, operates upon three important factors. First, we listen without judgment. Second, we encourage a feeling of understanding. Finally, the client must feel that the counselor cares about him or her (Mosak, 2005). The client’s goal is to gain insight into his or her lifestyle thus creating a new perspective. Santrock (2008) stated, “According to Erikson, this crisis is not a catastrophe but a turning point of increased vulnerability and enhanced potential” (p. 41). The contradiction about crisis is that when it is recognized we actually have a choice to address it or not. Confronting barriers can trigger a fight or flight response (Hansell & Damour, 2008). Adler believed individuals manage intense situations similarly through a process known today as biofeedback (Sweeney, 2009). An instructor has the responsibility to control the use of labels and values within a lesson to minimize the development of barriers. Instructors must take care to not make statements that can negatively influence a student. For example, an instructor would not want to say “it is not possible to stand up in this water and breathe because of the depth of the pool.” The student already has a fear of drowning. Knowing that the water is deep, the student may become even more fearful thus restricting learning.
**Cognitive Theory**

Cognitive-Behavioral theory is the most widely used counseling theory today (Ivey, D’Andrea, Ivey & Simeck-Morgan, 2007). Aaron Beck, the father of Cognitive therapy, believed that people can change through support built upon relationships (Ivey, 1976). Skinner (1953, 1969) believed that through recognizing one’s behavior it is possible to reshape one’s behavior through control and choice. Albert Bandura’s (1959) social learning theory emphasizes the impact that role modeling and creating an environment has upon influencing others. Cognitive therapy is widely used for its supportive, reshaping and molding propensity.

Cognitive therapy examines faulty perceptions, as they relate to daily situations, and how an individual understands those perceptions in relation to his or her worldview. Cognitive therapy operates on the premise that maladaptive cognition enhances maladaptive behaviors. That is to say, individuals tend to generate their own difficulties and form self-defeating habits, both rational and irrational. Judith Beck (1995) explained how thoughts are manifested and identified. She classified them into three types of automatic thoughts:

1) **Distorted thoughts** – “I never do anything right.”

2) **Distorted conclusion** – “I am frustrated with my instructor. He/ she will never like me.”

3) **Reluctance to approach a task** – “It is hard to learn a new skill like swimming. Why start?”
The examples of automatic thoughts explain how students cultivate their own barriers. Understanding how individuals generate thoughts into behavior, rationally or irrationally, assists a practitioner in deconstructing unhealthy behaviors, patterns or thoughts. By understanding how people generate thoughts, an instructor is better able to help students minimize thoughts that create barriers.

Schemas allow Cognitive therapists to organize thoughts or processes. Core beliefs, an individual’s most basic beliefs, are the most challenging to change or reframe (Clark & Beck, 1999). Trained professionals use schemas to create meaning out of messages. The ability to interpret individuals’ thoughts allows professionals to understand people’s goals. People are dynamic and through growth their goals may change. A practitioner’s role is to ensure congruency between the individual’s goals and actions toward those goals. Beck & Emery (2005) view Cognitive Behavior as guided discovery and “homework” is considered essential in the discovery process. For instance, a student can hold his or her breath while standing in a running shower to replicate holding one’s breath in the pool.

Understanding human primal instinct is an important consideration as well. A student will not perform if a primal instinct is triggered. Students will focus on the primal instinct rather than the swim lesson itself. Therefore, it is important to design lessons that consider human primal instincts. Murdock (2008) classified human behavior into four primal modes. These modes provide a model to understand how individuals process feelings and perceptions observed in human behavior. The four modes include:

1) Threats- a perception of threat, feelings of anxiety or anger;
2) Loss- a feeling of depression or fatigue;

3) Victim- a perception of injustice, offense against the self, feeling of anger; and

4) Self-enhancement- a perception of achieved or anticipated personal gain, feelings of happiness. (p.325)

These primal modes must be addressed prior to explaining technical jargon. For example, an instructor should not conduct an adult non-swimmer’s first swim lesson in the deep end of a pool. Assuming the student has a fear of drowning, he or she may feel anxious or threatened by the depth of the water.

Behavior Therapy

Behavior therapists view themselves as scientists working to eliminate maladaptive behavioral and emotional responses. Through the process of their work, they attempt to remain neutral and not damage the experiment. B.F. Skinner (1953, 1969) believed that through observing and understanding human behavior it is possible to reshape behavior by control and reinforcement. Murdock (2008) built upon Skinner’s work in developing eight principles of Behavioral therapy. The principles include:

1) Behavior, whether public or private, is strengthened or weakened by its consequences;

2) Behaviors that are rewarded are increased; those that are punished will decrease;

3) The approach is functional rather than structural;

4) Neutral stimuli, paired with positive or negative environmental stimuli, can take on the properties of the environment in which they are presented and be conditioned to be positive or negative;
5) Behavior is antimentalist;

6) Behavior therapy is data driven and empirically based;

7) Changes clients make in therapy must generalize to their day-to-day lives; and

8) Insight alone is not beneficial to the client. (p. 242)

In applying this work, we can view behavior in terms of an individual being proactive versus reactive or focusing on solving problems rather than symptoms. By use of proactive behaviors an instructor works with students to increase desired behaviors. An example of proactive behavior is when an instructor acknowledges student goal attainment with a reward or encouragement: for example, the confidence obtained when an instructor teaches an adult non-swimmer to float unassisted. The reward of confidence increases the likelihood that the behavior will be repeated.

Person Centered/ Existential-Humanistic

The Person-Centered theory, part of the Humanistic movement, holds the premise that human behavior is growth focused. Each person has the strength to grow and become more actualized. Person-Centered theory views clients as self-directed and able to accept full responsibility for their actions (Murdock, 2008). Person-Centered therapy creates an environment based on three core conditions: unconditional positive regard, empathy and congruence (Nystul, 2006, 208). The theory can be viewed as a way of life. Stated another way, life is process oriented and not destination oriented. Person-Centered theory holds that clients, or students, and counselors, or instructors, are of equal value. A counselor needs to create a climate in which the client can achieve his or her full potential. There are no specific techniques or approaches utilized in Person-Centered
therapy. There are three primary themes within Person-Centered therapy (Murdock, 2008):

1) Congruence - genuineness, transparency, realness or freely flowing awareness.
2) Unconditional Positive Regard - approaches the client with complete acceptance and caring.
3) Empathy - perceives the internal experience of another person without judgment.
   To demonstrate, an instructor self-discloses a time when he or she helped a family member, a non-swimmer adult, learn how to swim. Because of the professionally close relationship with the family member, the instructor can completely empathize with the family member’s feelings. Empathy now allows the instructor to connect with clients who have similar feelings.

*Gestalt Therapy*

The Gestalt theory is a good guide to help someone discover self-awareness. The therapy relies on the senses, especially contact with the external environment, and can include seeing, hearing, touching, moving, talking, smelling, and tasting. Murdock (2008) describes Gestalt as a growth-oriented approach in which we are not focusing on a cure, pathology and cure, but the growth process. There is no “shot in the arm” solution or cure for whatever ails the client. Murdock (2008) portrays Gestalt therapy as flamboyant, controversial, showy, outrageously playful, promiscuous, utopian, rebellious, and good-humored. Moreover, this therapeutic approach emphasizes the holistic nature of human function and the power of our senses.
Murdock (2008) provides an explanation of the student learning process. The Cycle of Experience is diagramed below.

*Figure 1 Cycle of Experience adapted from Murdock (2008, p.209).*

The diagram demonstrates the method of a process starting with need and the action a person takes. Stevenson (2011) defines the six components of experiences as:

1) Sensation claims the attention of an individual.

2) Awareness triggers emotions.

3) Mobilizing refers to the energy needed for action.

4) Full Contact refers to the participation in a new experience.

5) Withdrawal is when the need is satisfied and the participant evaluates the experience.

6) Assimilation is defined as the blending of new behaviors into an individual’s life.

Counselors look at specific patterns to understand how a student processes learning within their environment. These patterns help professionals define where an individual may be getting stuck in their learning. Level of awareness, support, and
personal relationships are just a few of the patterns considered. The counselor is guided by the client’s wants “in the moment.”

An instructor assists students build congruency between perceptions and experiences. Existential theory accomplishes congruency by focusing on being in the world (Murdock, 2008). When the client’s thoughts are in the present they automatically eliminate the past and future barriers that have limited their growth. A way to accomplish this presence is by having a client lead lessons which also promotes freedom, responsibility and self-support. The concept promotes individual self-actualization by believing that one can develop skills and abilities (Raskin & Rogers, 1989).

_Feminist, Multi-cultural, and Family Systems_

The fourth force of counseling includes Feminist, Multi-Cultural, and Family Systems which are comprised of relatively new theories. Feminist counseling therapy has a more contemporary view that is non-patriarchal (Ivey, D’Andrea, Ivey, & Simeck-Morgan, 2007). Even though North America is primarily Caucasian and Christian, the multi-cultural counseling theory was developed to address an increasingly diverse population (D’Andrea & Daniels, 2001). Bowen (2001) stated, “Family Systems Therapy has by far the most comprehensive view of human behavior and human problems of any approach to family treatment” (p.137). Today, the human population is more diverse. Traditional counseling techniques do not work for all types of people. The Feminist and Multi-Cultural movements strengthen marginalized and devalued groups. The Family Systems approach provides a framework that strengthens communication.
Overall, the fourth force addresses sensitivity to diverse cultural groups and the manner by which counselors communicate with diverse groups.

Cartwright and D’Andrea (2004, p. 33) described the RESPECTFUL counseling framework which takes diversity into consideration.

Religious/spiritual identity  
Economic class background  
Sexual identity  
Psychological maturity  
Ethnic/racial identity  
Chronological/developmental challenges  
Traumatic experiences and other threats to one’s well-being  
Family identity and history  
Unique physical characteristics  
Location of residence and language difference

The Respectful Model aids facilitators in creating a healthy safe environment. Using the acronym provides a model for facilitators to create a positive growth oriented environment. After a safe environment has been established, Feminist therapy describes the process of empowering the student.

Feminist Therapy

Feminist therapy emphasizes that traditional psychotherapy disempowered women and other groups (Ivey, D’Andre, Ivey, & Simeck-Morgan, 2007). Feminist therapy addresses the balance of power between people and groups. Therefore, instructors and students have a responsibility to create a productive swim lesson environment. The process of therapy is consensual and collaborative. Instructors and students must eliminate issues that are oppressive or defeating to the learning process. Part of the therapeutic process uses a technique called assertiveness training which is the pursuit of
one’s rights without violating the rights of others. The goal is to empower clients to take action, within their environments, with a goal of transformation. Ivey, D’Andre, Ivey, and Simeck-Morgan (2007) demonstrated the five stages of Feminist therapy as:

1. Passive - acceptance enables women to embrace traditional gender roles and is unaware of how tradition may affect equality while supporting a hierarchical structure of power.
2. Revelation - segues for women from a profound crisis which alludes to awareness of the first stage manifesting into dualistic thinking of men and women.
3. Embeddness Emanation - cultivate relationships with other women to foster their new perspective and world views.
4. Synthesis - is a place where personal identity emerges with a greater understanding of complexity of life and how it is connected to hierarchy.
5. Active Commitment - understanding of complexity of life hierarchy and how hierarchy supports oppression.

Feminist theory provides a systematic approach to understand how women assimilate an experience. Therefore, creating an environment of acceptance, awareness, and authenticity allows an individual to develop new relationships and disconnect from undermining relationships (Miller & Stiver, 1995).

**Family Systems**

The last component of the Fourth Force is family counseling. Family counseling utilizes sculpting as a technique for experiential learning. With sculpting, Satir addressed client impasses or limitations. Satir’s sculpting technique assists the family in the
journey of self-discovery (Henderson & Thompson, 2011). As an example, a swim instructor may use sculpting on the deck of the pool to help a swimmer find an appropriate technique to acquire a new skill. Sculpting with a student out of the water, on the pool deck, offers a place with no consequences, unlike the threat of drowning by being in the water.

Henderson and Thompson (2011) stated that Satir used three perceptual positions to teach her clients how to communicate. The three perceptual positions included Self, Other, and Observer. Appendix A demonstrates each perceptual position.

Satir took an eclectic approach using systems, communication, group dynamics, counseling, and play. The individual, using an eclectic approach, has the ability to recognize precipitating causes and address them with an appropriate theory. Satir’s theory has profound relevance with respect to an instructor’s implementation of his theoretical technique.

*An Eclectic Approach: An Inaugurated Approach*

The work presented so far has reviewed how professionals use theory when addressing barriers. It has also considered the four forces of counseling theory including key aspects of major theories. Counseling theory knowledge provides instructors with a more universal approach to address barriers. With a diverse theoretical understanding, an instructor can apply a more eclectic approach to solve adult non-swimmer barriers. The following segment of the manual provides an eclectic model which can be beneficial for instructors who teach adult non-swimmer lessons.
Counselors often create their own eclectic approach when working with clients. “Eclecticism is alive and well in family therapy practice as the therapist works to construct strategies to implement the needed changes” (Henderson & Thompson, 2011, p. 495). An eclectic approach is an integration of multiple counseling theories. When working with a client, utilizing various methods facilitates overcoming barriers. A combination of approaches provides instructors with a variety of options to guide student learning. The key is for practitioners to have knowledge of multiple theories in order to provide explanations to students. Therefore, an integrated counseling approach assists clients to achieve their goals. Most importantly, an integrated approach has the greatest potential to teach the “whole person” which consist of the mental, physical, and emotional components.

A Synthesized Eclectic Approach

The Awareness, Acceptance, and Enlightenment (A.A.E.) approach provides instructors with a model to overcome barriers that promotes the student learning process. Instructors follow the A.A.E. model as they gain knowledge of students’ learning patterns. The instructor balances the scientific method, flow, and A.A.E. to provide a learning environment that overcomes barriers. Thomas, Nelson and Silverman (2005) stated, “the scientific method of problem solving uses the following steps: defining and delimiting the problem, forming a hypothesis, gathering data, analyzing data and interpreting the results” (p. 10).

The A.A.E. approach synthesizes the scientific method and the cycle of experience model to generate an eclectic approach to resolve barriers. The A.A.E
approach also utilizes the four forces of counseling to address limitations in the learning process thus enabling the student to remain in a state of flow. The appendix offers an evaluation process that balances challenge and time to maintain flow.

The A.A.E model describes the path a student follows when overcoming barriers. The instructor’s goal is to start the student on the path to overcoming barriers. While the student is learning, the instructor is also learning, about the student. The instructor guides a learning strategy based on the scientific method. The strategy aids the teacher to facilitate the learning process to achieve goals and objectives.

*The A.A.E Model*

**Awareness** – **Acceptance** – **Enlightenment**

Awareness – (I get it) The participant is consciousness of a barrier.

Acceptance – (I got it) The participant comprehends that action is required for the desired results.

Enlightenment – (I own it) The participant has acquired the knowledge that they set out to. They are just “being” or present. Living with what they set out to do.

*Awareness*

Reik’s (1948) most famous book was about “listening with the third ear”.

Gaining awareness may be the most critical part of transformation. Awareness is the ability to recognize you, the environment, and interaction. Awareness, in this context, is concerned with the “me.” Once a person gains awareness, he or she can begin addressing barriers. If a person knows the origins of barriers, the individual can address the symptoms caused by the problem. Barriers are created from one of the three time frames:
past, present, or future. The instructor can utilize one of the counseling forces to address the client’s concerns. For example, movies or plays are set up in three acts. First, is the setting of a play. The setting explains the; who, what, where, when, why and how. When the setting is clear the audience “gets it”. They get what the writer of the play is trying to describe. Second, is the plot. The audience “got it”, the meaning of the play. Third, is the conclusion where resolution takes place and the problem was overcome. They own a new paradigm shift.

Another component of Awareness is when an instructor brings swimmers back to the present to address any resistance caused from past or future events. The instructor explains the manifestation of the mental or physical barriers and their limitations. Once swimmers observe that manifestations are not congruent with reality, the instructor is ready to guide the swimmer to acceptance. For example, the swimmer might say to an instructor, “I know that I am afraid to get close to the water for the fear of someone pushing me in the water, because I don’t know how to swim.”

Acceptance

Acceptance refers to taking action on what the individual is aware of. When individuals are aware of physical or emotional barriers, they can develop a reference point. Therefore, the student comprehends where they are and where they are going. With a reference point, a comparison can be made for a direction toward a desired outcome. Once the swimmer has a moment of awareness, he or she has the ability to agree, disagree, or pause. No matter the choice made, the swimmer has accepted the choice. Another consideration of choice is acceptance of any consequences resulting
from a choice. For example, the adult non-swimmer knows that he or she must get into the water to learn how to swim. Once in the water, the student accepts that he or she has to put his or her face in the water to learn how to float. Floating is a necessary skill when learning how to swim. A swimmer also accepts that the water can be cold, itchy, wet, and dark.

*Enlightenment*

Enlightenment is achievement of the goals described in the beginning of the lesson(s). For smaller goals, a student maneuvers the eclectic approach more quickly. An example of a small goal may be I want to go to the pool and sign up for a lesson. The example represents the persons Awareness of a desire. Acceptance was taking action. Enlightenment is successfully obtaining the goal. The A.A.E. approach works with large and small goals. When success is not accomplished the instructor and student can redefine their goals. This is often done when resistance is present.

*A Time Frame for the A.A.E.*

**PAST, PRESENT, FUTURE**

What is unique about the A.A.E. model is the lesson is paced at the rate of the swimmer’s ability to comprehend information and transform it into behavior. Instructors refine their skills as they apply the theories and models presented. The instructor guides the learning process to provide a safe, comfortable, non-intimidating environment. The instructor’s and student’s journeys are ones of growth to confront barriers to desired behavior. In conclusion, the model strengthens both the instructor’s methodology and the
student’s ability. The chart below describes how the balance between skill, time and flow may be achieved in teaching.

*Figure 2 Flow adapted from Csikszentmihalyi (1990).*

The graph details how and individual may feel when confronted with a challenge. Csikszentmihalyi (1990) believed for an individual to find flow they must balance a challenge, skill and time. For example, an instructor would not ask adult non-swimmers to warm-up by swimming several laps on the first lesson. A student’s anxiety would increase due to the required skill and time required to perform such a task. A different example is a swimmer with Olympic swimming experience being asked to float on his or her back for an hour; the Olympic swimmer would be bored. A result of too much anxiety for inexperienced swimmers could include quitting. Therefore, a facilitator
should control variables such as time and challenge thus providing students with an optimal flow experience. When the instructor finds the right balance, students are challenged and supported to meet their goals.

To master a new skill, it is important to have a knowledge base and practice time. A combination of theoretical and practical models strengthens an instructor’s knowledge base. As a model, the four stages of learning are identified below (Howell, 1982):

1. Unconscious Incompetent
   I don’t know what I need to know

2. Consciously Incompetent
   I know what I don’t know

3. Consciously Competent
   I’ve practiced what I know & feel more competent

4. Unconsciously Competent
   The new skills are integrated into the unconscious

A strong knowledge base provides a foundation enabling instructors to better assist students to overcome barriers. Remember, only one example was outlined in this manual to simplify the learning process for the reader. Limitations are abundant. A fear of water is not the only limitation that a non-swimmer may have.

Start of a Lesson (Assessment)

At the start of each swim lesson, there is an opportunity to affirm the student-teacher relationship and review goals and objectives. The next step is student skill assessment or evaluation. A student evaluation, see appendix b, provides instructors and students with important information on how to facilitate an evaluation process. Concluding the assessment the student and instructor have a baseline on performance of
the student. Communicating an image provides a clear picture of the student’s current
skills and abilities. Ideally, the instructor’s mission is to overcome barriers that separate
the student’s ability and goals with minimal intervention.

Conclusion

Cognitive barriers are endless. Therefore, the objective of the manual was to
provide instructors with resources that address adult non-swimmers’ cognitive barriers.
The reader was provided a review of philosophy, sports psychology, and coaching. Next,
the foundation of counseling’s four forces was explained. The four forces provide a
theoretical background to apply theories and models that meet students’ needs.
Therefore, the introduced eclectic approach uses interventions and strategies from the
four forces to address adult non-swimmers barriers. The model aids instructors by
addressing the relationship between the conscious and subconscious components of
students.

Giges (2005) affirmed that, “All behavior has meaning” (p31). Past events and
unconscious processes influence a person’s functioning. With this knowledge, an
instructor can cultivate new skills to help students overcome obstacles.

The social sciences have long connected needs with outcomes. Giges (2005)
citing Maslow (1954) suggested, “that needs are the basic elements of psychological
growth and are broad and enduring” (p. 18). Needs are just one facet of the
psychological experience. Giges (2005) further explained that the psychological
experience affect us physically, socially, and emotionally impacting our thoughts as well
as our behaviors. An awareness of needs allows practitioners and students to align an appropriate application, given a specific situation.

Finally, when the students advance in the learning process, they may shift their perspective on life. As stated earlier, recreation has an ability to re-create an individual. Kivel and Yaffel (1999) stated that the process of critical thinking and awareness mixed with empathy are basic ingredients that can foster an individual, creating opportunity for social change. When a person travels through a re-creation process, he or she has an opportunity to learn skills which are also transferable to other areas of life. Henderson and Thompson citing, “Orton (1997) presented an integrated approach to the therapeutic play process that moves through five stages: (1) relationships, (2) release, (3) re-creation, (4) re-experiencing, and (5) resolving” (p. 567). The A.A.E approach encompasses all of these elements to facilitate a process of enlightenment where one becomes reoriented.

**Limitations**

The manual covers abstract subject matter. The eclectic scope of the subject matter was intended to provide instructors an expanded knowledge base to improve the cognitive aspect of their instruction repertoire. Professionals may adapt the manual to expand existing swim programs. Some instructors may simply use the manual to better understand cognitive processes. For individuals who seek a focused knowledge base that is empirically tested and used today, Cognitive Behavioral therapy alone may be useful. Research has provided substantial evidence of the effectiveness in the applications of the theories. The main goal of the manual is to improve instructors’ understanding of intangibles, things that one cannot see, touch, hear, taste or feel.
Disclaimer

The manual highlights the more prevalent theories studied or used in the recreation and leisure field today. If the subject matter in this manual is interesting, more information may be found at local libraries, schools, and the internet. Please remember that with privilege comes responsibility. This document is intended for educational purposes only. The author does not endorse any other use of this document. The manual does not certify any person as a counselor or address any limitations outside the scope of the express purpose of this manual. Therefore, if an individual divulges inappropriate information or makes you feel uncomfortable, please bring this to the attention of your supervisor or suggest a referral to an outside professional therapist.
Chapter 5

CONCLUSION

“It is what man thinks of himself that determines his fate.”
Henry David Thoreau

Humans have to contend with the conscious and subconscious realm. The individual’s creation of these realms can create obstacles, thus impeding their success to skill acquisition. Giges (2005) affirmed, “All behavior has meaning” (p.31). Past events and unconscious processes influence a person’s functioning. Instructors are responsible for cultivating skills within students. Therefore, instructors must confront obstacles within the metaphysical realm or learning will cease.

Gewirtz (2008) stated, “…the path through your pain offers a ‘new normal’…” (p. 68). At times, people will experience emotional discomfort. Pain can provide a catalyst for change. Recreation has the ability to re-create (Godbey and Goodale, 1988). This process of re-creation can be painful. An adult swimmer will take away more than just the fundamentals of swimming. Some adults may have a paradigm shift, thus transforming their perspectives on life.

Two important factors influence a paradigm shift. First, we must consider the number of cognitive barriers; we must also consider the period of time over which barriers are addressed. The more the instructor and student address the cognitive aspects within a lesson the higher the probability that the student will become self-aware. Second, the instructor must understand his or her knowledge and its application when addressing barriers. The instructor and the student must accept, however, that a paradigm shift may not occur. In another scenario, a single word or action may result in that shift.
Conversely, it is possible that the student gains no self-awareness following a significant investment of time.

The counseling discipline is vast and expansive. Fortunately, the counseling profession has developed significantly over the past century. The refinement of the profession has provided hundreds of counseling theories. The manual highlights the more prevalent theories studied or used in the field today. The value of the field is not just made up of theories but the relationships professionals have built with clients that foster the profession.

As professionals we have the privilege of knowledge and thus comes the responsibility of using that knowledge appropriately. Therefore, this manual does not certify any person to be a counselor or address any limitations outside the scope or purpose of this manual. A student or instructor may see correlations between barriers in swimming and assume they can be treated universally; this is not true. Therefore, if an individual divulges more than is appropriate or makes you feel uncomfortable, please bring this to your supervisor’s attention and suggest a referral to an outside professional therapist.

To master this new skill, it is important to research and practice. The combination of applying theoretical and practical models strengthens an instructor’s knowledge base. The accumulation of knowledge provides a foundation which aids an instructor in overcoming barriers. Remember, that only one example was outlined in this manual to simplify the learning process for the reader. Limitations are abundant. The fear of water is not the only limitation a swim student may have.
Realistically, it is not possible to cover every theory or situation. With billions of people and hundreds of theories, the project could not have addressed all scenarios. Therefore, this project focused predominantly on large North American swim programs. With regard to resistance, barriers and limitations are endless. The goal was to provide instructors with adequate tools in resolving adult non-swimmers’ cognitive limitations within swim lessons.

The manual is dependent on swim instructors and/or swim lesson facility providers having a swim program that educates participants using techniques such as those developed by the American Red Cross, Ellis, Star Guard, or the YMCA. An instructor can use this resource in situations when the learning or teaching process is cognitively impeded. If an individual was not knowledgeable about the technical applications of swimming prior to reading this document, they will still be without that knowledge. Zuefle argued (1999) that there is a need for recreation planners to wear an assortment of metaphorical ‘hats’ in today’s society.

Accumulating knowledge from various disciplines is helpful to cultivate a dynamic learning environment for students. Inevitably, as a person grows within a swim lesson, many of the cognitive aspects will relate to his or her personal life; thus the paradox. Some students would rather be naïve to their interpersonal relationships. What makes recreation unique is the safety to explore their re-creation journey without real life consequences. Dumazedier (1974) stressed the importance of play in life as a “secondary reality” which influences everyday attitudes and becomes a necessity in peoples’ cultures. The gift of play or leisure is the key to skill discovery, which is applicable to our real
worlds. Goodale and Godbey (1988) stated that benefits of play are emotionally positive, promotion of mental and physical health, increases in social and intellectual skills, increases in problem solving, environment for creativity, and development of adaptability and flexibility. The instructor has the responsibility to balance all the aspects of play, discovery, learning and cognition.

As recreation practitioners we have a responsibility, not just to our clients and students, but to the profession as well. Therefore, the information in this manual may be beneficial to professional organizations and education centers. Practical applications may consist of lessons, demonstrations, and lectures. The manual provides missing components in current adult swim instructions. The shared knowledge can provide a network of resources that extends everyone’s learning and strengthens programming.

**Summation**

There is no limit to metaphysics, which is the overall theme of this manual. Metaphysics is best defined as everything we perceive with our five senses that is non-physical in origin. Therefore, the intangible aspect of metaphysics makes it difficult and complex when studying or practicing its uses. The purpose of this manual is to provide user-friendly tools that simply the complexity of metaphysics.
APPENDIX A

Example of (Self, Other, and Observer) Perceptual Positions

Self (or First) Position

Is seeing, hearing and feeling from my own perspective.

I see out of my eyes, hear with my ears, feel my own feelings.

I am in touch with my own beliefs, value and ethics.

I know what I want

I know my bottom line.

I can be assertive, put my stake in the ground.

I am authentic.

If I occupy only the Self positions, I become selfish, egocentric.

I use Self Position when I want to pursue my own interests, to stand up for what I believe, to set limits, to take care of myself.

Other (or Second) Position

Is seeing, hearing and feeling from your perspective

I see out of your eyes, hear with your ears, feel with your feelings.

I believe your beliefs, value what you value.

I sense what you want.

I sense your bottom line.

I am empathetic, understanding.

If I am accurate, I begin to predict how you will respond and what you will do.

I can model your behavior.
I can offer you fine customer service, or consulting.

If I occupy only the other Position, I become servile, acquiescent.

(Note: Other Position is not the same thing as “if I were you.”)

The Other position is useful whenever I meet confusion, hesitation, resistance, hostility or any other state I don’t immediately understand in the other party. The other position helps me to set up a rapport, understand, empathize consider and represent others accurately and thoughtfully. Other position, if accurate, will enable me to predict the responses of others and the ramifications of my decisions upon them.

Observer (or Third) Position

Is seeing, hearing and feeling from an outsider’s perspective.

I see, hear, and feel from the position of a detached observer.

I watch and listen to the parties involved as they communicate.

I gain and overview, a “big, Picture” of the situation.

I notice patterns, similarities and differences in them and their interactions/relationship.

I gain distance, the ability to analyze the situation more logically, with less emotional involvement.

I detach from the stress felt by either party.

I see myself as others may see me.

I can coach myself into more effective approaches.

If I occupy only the Observer position, I become cold, condescending.
Observer position is useful whenever I encounter an obstacle. It is like shifting into neutral, a “time out” in which I can take stock of the situations, shift gears, and move in with a new alternative. Moving into Observer helps when emotions run high, as a way of calming down and gaining some distance. When I get mired in detail or lost in the trees, observer positions helps me to see the forest again (NLP California Practitioner participant notes, 1996).
APPENDIX B

Example of Swimming Evaluation

Example of an evaluation process outline descending in challenge from low to high skill

1) Rules
2) Safety
3) Water familiarity
4) Comfortable getting in the water by themselves
5) Getting face wet
6) Blowing bubbles (Progressive; 5,10,15 seconds)
7) Submerging entire head
8) Hypoxic Bobs: Blowing bubbles while fully submerged underwater
9) Front Float Assisted
10) Back Float Assisted
11) Hold Breath (Progressive; 5,10,15 seconds)
12) Under Water Retrieval (assisted, unassisted)
13) Front Float Glide assisted
14) Front Float Glide unassisted
15) Back Float Glide assisted
16) Back Float Glide unassisted
17) Front float with kicking (assisted, unassisted)
18) Back float with kicking (assisted, unassisted)
19) Corkscrew; front stroke to back stroke in one continuous motion, rotates the entire body 180°
20) Freestyle Arms (thumb to thigh, draw a line, in the water)
21) Rhythmic Breathing
22) Hypoxic Breathing
23) Freestyle Stroke (arms, breathing, kicking)
24) Backstroke Arms
25) Backstroke Rotation
26) Backstroke (arms, rotation)
27) Breaststroke Arms
28) Breaststroke Legs
29) Breaststroke Breathing and Arms
30) Breaststroke
31) Elementary Backstroke Arms (up, out, together)
32) Elementary Backstroke Legs (up, out, together)
33) Elementary Backstroke
34) Diving on Knees
35) Standing diving
36) Diving off a block
37) Refinement of; Freestyle, Backstroke and Breaststroke
38) Butterfly Kick (Dolphin Kick)
39) Butterfly Arms
40) Butterfly Stroke (Arms with Breathing)
41) Sidestroke Arms
42) Sidestroke Legs
43) Sidestroke
44) Flip Turn (summersault in the water)
45) Streamlining
46) Wall Starts
47) Treading Water
48) Distance Swimming (endurance)
49) Timing
50) Race Strategies
REFERENCES


