

Master's Dissertation

Shared Wellbeing Following Adventure



A qualitative study looking at how the wellbeing of a parent or carer is affected by facilitating an adventure for the individual in their care.

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1. This work has not previously been accepted in substance for any degree and is not being concurrently submitted in candidature for any degree.

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2. This dissertation is being submitted in partial fulfilment of the requirements for the degree of MA in Outdoor Education.

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3. This dissertation is the result of my own independent work / investigation, except where otherwise stated.

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Abstract

A qualitative study following an adaptive ski adventure where individuals with disabilities experienced the thrills of skiing using different sit-ski's outriggers and a variety of adaptations to make the adventure possible.

The focus of the study will look at the wellbeing benefits received by the carers or parents who had facilitated an ski adventure for the individual in their care. The study followed two separate trips to the French Alps and collected data through a variety of semi structured interviews and observations. The interviews focused on the perception of the skiers' benefit gained from the adventure, any spillover effect to the parent or carer and how this effected their overall wellbeing. The data was gathered and analysed with a phenomenological approach to gain an understanding of the subjective realities of individual lived experience. The finding suggested that embarking on such an adventure does provide a variety of benefits according to the parents and carers views. The data suggested that there is an overarching theme of pride that repeats in many elements of the adventure. Feelings and benefits were enhanced when the parents and carers participated and shared the experience. The overall wellbeing of the parent or carer showed improvements, as well as relationships connections and sense of purpose. It is hoped that this study will help towards further research exploring the wider benefit of adaptive adventure opportunities and in turn creating better access to adventure for the future.

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Mike

Chapter 1. Introduction

This study aimed to explore the wellbeing benefits of adventure, in specific, to gain a meaningful insight into individuals caring for people living with a disability. Recognising the challenges and complexities in creating opportunity for participation it became apparent that the research gap that was to be investigated was the benefit or the reward to the parent or carer who helped facilitate an adventure.

The rationale for the study was based on the researcher's experience following a decade of adaptive ski adventures in different countries and witnessing the variety of benefits that can be gained. The willingness to explore these perceived benefits could aid the opportunity and accessibility to allow further access for individuals in the future.

This study followed two years of adaptive ski adventures to the French Alps facilitated by a local ski charity, Ski4All Wales, please see appendix 1. The research question was to investigate how the wellbeing of a parent or carer is affected by allowing the individuals they care for to participate in an adventure sport.

To answer this question the researcher explored the following aims; Firstly, the researcher explored the motivational factors that encourage participation in adventures. The second aim related to the transferable benefits of sharing an outdoor adventure experience and thirdly the exploration of the wellbeing benefit received by the parents and carers who facilitate adaptive adventures.

The following chapters will review the current literature in relation to the above aims, followed by the study's methodology and details of its conceptual framework and subjective epistemology. The finding will be detailed and discussed reflecting on the literature and finally concluding with the researchers views and analysis of the findings.

Chapter 2. Literature Review

2.1 Introduction

The purpose of this chapter is to focus on the aims and objectives of the study and to conduct an in-depth review of the current literature relating to the topics.

The first aim relates to the motivational factors for people to participate in adventure, considering any benefits experienced by the participant or those who care for them. In this first section we will explore, what is meant when people refer to '*an Adventure*', why some individuals would actively seek this out. And lastly what does the research show for either a positive or negative outcome following participation.

The second aim of the project relates to family connections, examining the sharing of experience and how transferable some of the benefits are in relation to the parents or care givers that are needed to facilitate such adventures.

Lastly, we will examine the wellbeing elements in relation to care givers, looking across all five elements we will explore what is considered important and what key factors influence this feeling.

It is hoped that this chapter will provide some insight of the current knowledge in the areas of Adventure, Family Connections and Wellbeing. It will highlight the relevant theoretical frameworks in each area exposing any gaps in the current research available and hope to explore them further.

2.2 Participating in Adventure

Definitions are important to gain understanding of a subject matter, especially when the term can be so varied. With a term such as '*Adventure*' there are vastly different meaning dependant on the context of the situation.

2.2.1 Defining Adventure

Buckley (2017) describes the following: Adventure is an industry, an attitude, an addiction, a behaviour, a therapy.

As stated, adventure clearly it covers a vast array of subject matter, the term is widely used. In recent times it has seemed to be a buzz word to market products, whether they are selling food, travel, books, or anything in between. Describing something as an adventure is clearly an appealing attribute to sell to the consumer. As commented by Loynes (1998) Outdoor experiential learning has been likened to the McDonalds restaurant chain describing it as 'Adventure in a Bun'. Suggesting that not only items and experiences are being branded as adventure, but adventure itself, is being packaged accordingly for the consumer's needs. Ringer (1999) referred to Outdoor experiential learning as an 'Algorithmic Paradigm' suggesting that the nice clean off the shelf packages with the right inputs can produce a standardised output. However, Loynes (2002) alludes to the fact that people are the unpredictable phenomena in the equation. Dependant how the individual views the adventure will have a greater effect on the outcome. For example, Walle (1997) separates Risk and Insight as the desired outcomes for adventure. Adding to the mainstream theory that an adventure must include the specific characteristic being the element of risk. Ewart (1989) states that only in outdoor adventure pursuits is there a deliberate inclusion of activities that may contain threats to an individual's health or life. It is also noted that experienced adventurers seek out an increased levels of risk as their skills improve, Ewart (1985) thus creating the addiction type behaviour as the constant pursuit continues. The alternative approach that Walle (1997) discusses is that of insight, where risk taking is not a viewed as an inherent goal of adventure, where the adventurer seeks fulfilment via the process of gaining insight via adventurous activity

Researchers such as Buckly (2012) Rantala, Rokenes, and Valkonen (2016) have distinguished a scale or continuum from less to more adventurous, and from 'high-volume, low difficulty, to 'skilled icon adventurers. All these levels refer to active adventure in the outdoors.

When discussing adventure literature, Green (1991) states that Adventure is the name of the experience beyond the law, or on the very frontier of civilisation. This last definition really connects with the sense that to have or to be adventurous you must step out of or away from the defined law of your personal comfort zone, and into a new territory. Nadler (1995) describes a comfort zone as a place that is safe, secure, predictable and familiar. Understanding that prolonged time in this new territory will allow it to become part of your comfort zone and new adventure may be required to fill such desires. This is especially true for those who King, Webber and Hardwell (2025) talk about when they describe Adventure as

a state of mind and an addiction. This is echoed by Buckley (2015) that states that at intermediate and expert level, therefore skilled participants in high-risk adventure recreation activities do indeed show symptoms of strong behavioural addiction. Adventure aficionados become addicted to thrills, at least as strongly as participants can become addicted to sports or exercise (Berczik et al., 2012; McNamara and McCabe, 2012; Lichtenstein et al., 2014).

This rings true when looking at the novels of the great explorers where the end of one great achievement always seems to be the start point of the next slightly harder more testing challenge. For this study, when mentioning the term adventure generally relates to the active outdoor participation of an activity in natural environment where individuals are willingly exploring the edges of their comfort zone. Ewart (2013) acknowledges that a large part of the experience involves an inherent element of risk, he also states that Adventure behaviour is free-time activity which suggests an element of choice.

2.2.2 Motivational Factors

Following on from the definitions and ideas above we can confirm that the participation in such adventure activities, although inherently a risky behaviour it is something that is actively sought out as a free time activity or hobby. The following section will look at why some individuals choose to spend their spare time doing something that has the potential to have a negative outcome.

Prochniak (2017) published the Adventure Behaviour Seeking Scale (ABSS) to assess what individuals found to be a highly stimulating behaviour in the natural environment. One of the main outcomes of ABSS was the focus on sensation seeking, suggesting that the adventure was not the achievement of conquering a challenge rather than the sensation felt while doing so. Adding some context and truth around the saying 'it's about the journey not the destination'.

Hoyle (2002) stated that high sensation seekers tend to perceive risky behaviours as less risky than low sensation seekers, thus being likely to engage in such activities more often when it comes to outdoor adventure. Zuckerman (1994) suggested that individuals who participate in apparent risky behaviours in untamed nature perceive the environment as a source of stimulation and require such to experience the desired sensation. This suggests that a certain type of individuals are drawn to participation to fulfil something within them, In a study by Guszowska, M., & Bołdak, A. (2010) it showed that males who participate in high risk sports are featured by a stronger need of sensations in comparison to control group, this need,

paints a picture that this element of their life feels fundamental, which would be situated lower down Maslow's (1964) hierarchy of needs pyramid, suggesting this is a fundamental element required for a healthy happy life. Like Walle (1997) alternative approach to adventure, i.e. gaining fulfilment and insight through adventure that is described aligns more with Maslow's (1954) hierarchical theory. Where the sensation is not directly related to the risk.

It has also been noted that Prochniak's (2017) ABSS does suffer from a lack of data in some areas, the studies limitations included activities that require specific equipment i.e. skiing or parachute jumping. That, along with the subjective realities that are being studied here, it was decided that a more qualitative approach would be more fitting rather than utilizing a pre-determined scale.

Seeking adventure according to Priest (1997) has been more in connection with the use of all one's senses, in an experiential learning experience to gain new skills. This description aligns closely with the activity referred to in this study. Providing the opportunity for an adaptive ski adventure involves a considerable level of planning and removal of barriers which is hoped will be easily outweighed by the all-encompassing experience that is gained. For many people the thought of choosing to spend their time in a snow-covered mountain environment is not their choice of fun however it is hoped that any negatives or struggles get re addressed as what Dekker (2023) would describe as Type 2 fun, which is usually achieved when you put yourself outside of your comfort zone. Often these excursions are character-building, as if nature or your inner self decided to test you under pressure. Strout (2022) describes Type 2 fun as an activity that feel terrible while you're doing it, like climbing up a mountain on a cold winter's night or running a 100-mile race, but when it's over, your memory erases the miserable parts, and you would do it again. It is assumed that any past negative experiences of adventures have been reflected on positively and the rewards outweigh the struggles.

Csikszentmihalyi (1990) describes a state of flow in relation to outdoor adventure. It is believed that an adventure can be genuinely satisfying when the individuals state of consciousness is so focused that it amounts to absolute absorption in an activity.

Experiencing this is potentially the desired outcome for many individuals, or perhaps the drug like motivation that draws people back to their experiences they feel they require.

2.2.3 Outcomes of Adventure

Following on from what Csikszentmihalyi (1990) describes above it could be drawn upon that when an individual's state of consciousness is so focussed that the thoughts, noise and stressors of everyday life are therefore silenced. This then adds the benefit of escapism from something else rather than just the positives from the experience. It's clear to see the benefits of adventure activities are multifaceted, and there are more individuals recognising this which is aiding the growth of not only the Adventure Tourism or Adventure Outdoor Recreation (AOR) activity sector but also in the field of Adventure Therapy (AT).

AT programs and practitioners often diverge from the dominant diagnostic system by pursuing an embodied health perspective (Brymer et al., 2020; Trangsrud et al., 2022). For example, in one study it was documented that; "Participants described how their confidence increased because of navigating challenges in nature, and how this helped them in facing other challenges in their lives. It was also noted that; *"Participants felt empowered by mastering difficult situations in nature, often leading to a shift in self-perception."* (Hvenegaard et al., 2019, p. 31)

This study however does not follow an AT approach and is associated more with the participation of an adapted Outdoor Adventure Recreation (OAR) in this case the, Adaptive Alpine Skiing. Zwart (2022) for example states that participants identified their OAR activities as involving more whole-body workouts; engaging not only the body but also engaging the mind, this suggesting that there is a variety of benefits that one could experience.

Zwart, and Ewart (2022) states that OAR promotes health through several avenues. First are the aspects of prevention. That is, participation can be influential for reducing the possibility of negative health outcomes. Second, from an enhancement perspective, participation in OAR can relate to improving health outcomes such as overall fitness, overall health, muscle strength, and flexibility. Pasenan, Tyrväinen and Korpela (2014) state the health benefits of outdoor experiences are both active, such as those involving physical activity and movement, and inactive, such as enjoying an aesthetically pleasing scenery. Bowler, Buyung-Ali, Knight, and Pullin (2010) outlined that exercising in a natural environment, rather than in built environments indoors or outdoors, reduces negative emotions and improves attention.

In an article from the World Health Organisation (WHO, 2024), it was reported by Dr Rüdiger Krech, Director of Health Promotion at WHO that physical inactivity is a silent

threat to global health. Similarly, there is increasing evidence to suggest spending time outdoor and in natural environments has its benefits, for example exposure to natural light promoting an increase in Vitamin D as noted by Alves & Sugiyama (2006) and a lower risk of being diagnosed with a stress related disease (Grahm and Stigdotter, 2003). Ulrich (1999) talks about the value of sensory engagement, i.e. feeling the wind on your face, listening to the birds or water running, can all add to the natural benefit.

The third benefit to participation is the building social connections and sharing experiences. The concept of being socially engaging with others can bring its own positive outcomes, for example, Benefits for mental health were reported by Araya *et al.* (2006), and physical and mental health by Ziersch *et al.* (2005) also there are fewer recorded cases of depression (Kawachi and Bergman, 2001) when individuals have a good social network.

2.3 Shared Experiences

It is important to understand the complexities involved in the adventure being utilised. This study will be largely looking at scenarios where clients are less physically able and therefore require support from a carer for all aspects of life. The carers may come in the form of a parent or sibling, or an employee who works for a larger care organisation that has a larger group of clients that they support.

Creating a meaningful adventure experience for the client may require the carers to step out of one's comfort zone to allow for delivery. Nadler (1995) also indicated that adventure experiences aim to develop personal growth through pushing boundaries or comfort zones. The importance of this for the client is vital, as in many cases this would not be possible without the care team being involved, however this study looks to gain an understanding of the benefits brought to the carers rather than the client.

Chang, Chiou and Chen, (2010) reported that caregivers experienced a burden relating to not being able to provide good and sufficient care; how much caregiving interfered with daily life, leisure activities and social time. In a similar study that carried out interviews with care workers in the UK identified three main motivations including Fulfilment, Belonging and Value, these themes all feed into the central emotional driver being 'pride'. Bjerregaard *et al.*, (2017)

Having pride in oneself is regarded as a contributing factor to self-acceptance according to Ritpanitchajchaval, Ashton and Apollo (2023) who state that self-acceptance is created based on one's acknowledgement of self-ability, overcoming self-limitations when encountering difficulty during an activity, and when completing self-goals as set by one's own ability. Ryff (1989) refers to this as having a positive self-regard with the ability to accept one's past life.

In the study by Bjerregaard *et al.* (2017) it was stated that the crucial overarching concept was the shared experiences. "Much of the way in which care-workers make sense of their work-based identity is a relational level through identification with clients." (Bjerregaard *et al.*, 2017, p. 130) This suggests that sharing an adventure experience is likely to imply that a closer relationship will be developed by creating a common achievement, level of trust and emotional connection. This study hopes to explore such a claim following clients and carers throughout their shared adventure journey.

2.3.1 Social Engagement

Neyroud and Newman (2021) produced a study looking specifically at the effect of adaptive sports in children with profound intellectual and multiple disabilities and found that beyond the specific outcomes, adaptive sports provided an opportunity for the children and their families to engage socially and in meaningful activities. Suggesting that this shared experience where the adaptations have evened out the playing field allowing both client and carer or child and parent to have a shared experience will in turn build bonds and strengthen relationships. Cohen *et al.* (2002) found that carers who identified positive aspects of caregiving—such as feeling useful or seeing improvement in the cared-for person—reported lower levels of depression and burden (Henwood *et al.*, 2017, p. 58). This study looks to critically analyse the effectiveness of the adventure aspect on relationship growth to understand if this has a positive effect on the carer's wellbeing.

2.3.2 Shared Benefits

Chang (2010) noted that the caregiver's distress and burden increase when there is no visible progress in the care recipient, thus having a negative effect on the health and wellbeing of the carer. Therefore, in a situation where the client was learning new skills it could in contrast, have the opposite effect and reduce the potential burden. Gaining the positive influences from one's surroundings will aid in the battle against the potential burden that can be an

outcome of providing prolonged care. Janes *et al* (2022 p.198) comments that “positive friendships potentially reduce stress, anxiety and depression caused by caregiving itself.” Highlighting the social support that could potentially come from friends, peers or the client/family member being cared for.

According to Neyroud and Newman (2021), three quarters of parents reported a globally beneficial effect of adaptive sports in their child, improvement areas included wellbeing, mood and comfort. This suggests there should be an emotional uplifting knock on effect for the carers. Twigg (1989) states that good carer morale clearly contributes both to the likelihood that care will continue to be offered, and to the quality of the care that is offered. This statement from Twigg (1989) supports the idea that being involved in the growth and sharing new experiences with those being cared for can sustain carer wellbeing and emotional investment over time. From a study carried out in 2005 titled, ‘Care, Work and Feelings’ which looked at the emotional dynamics in the care sector across 5 European countries (Austria, France, Netherlands, Italy and the UK). It was noted how caregiving relationships evolve emotionally depending on whether they are routed personal ties or formal work contracts. Having a connection seems to be vital to ensuring a positive bond is created and reciprocated. “Many care users reported enjoying the company of their caregivers and vice versa appreciating the two-way flow of support that often arises in good care relationships.” (Ungerson, 2005, p. 200)

2.4 Wellbeing

This section below will turn the focus towards the care sector and examine how the wellbeing of individuals who work within are important to ensure a suitable level of care is being provided. The wellbeing elements discussed will be consistent with the work from Rath and Harter (2010) who list the following. Career or workplace wellbeing, referencing the importance of liking what you do. Social wellbeing related to human interaction and connections. Economic or financial wellbeing, physical wellbeing relating to health and energy, and lastly the engagement you have with your surroundings for your community wellbeing.

Al-Janabi, *et al.* (2016) produced an interesting piece of work published in the British Medical Journal titled “The Need to Carer Proof Healthcare Decisions” which looks at the

importance of the carers roll and how steps can be taken to limit a decline in their own health while providing care. It states that although most carers are willing, providing care can be hugely stressful, affecting carers physical and mental health. The term “spillover” is used when describing such symptoms because of the original patient’s condition. Although there is a significant body of evidence and clinical trials carried out looking at the effects of the healthcare system and the outcomes Al-Janabi, *et al.* (2016) states that there has been very little attention given to the health and wellbeing impacts of patient services on the family carers.

2.4.1 Career Wellbeing

In a study from O’Reilly (2013) it was noted that having a career that you define as meaningful is a stronger contribution factor to wellbeing than even significant life events. This brings focus into the importance of purpose and professional validation from a caregiving profession. Suggesting the career wellbeing aspect of being a carer is rooted within the carers purpose. When giving accounts of satisfaction, carers emphasize the intrinsic reward of the job and reveal altruistic motivations even when expressing dissatisfaction with conditions, especially pay (Hebson, Rubery & Grimshaw, 2015).

2.4.2 Social wellbeing

When it comes to the social aspect of caregiving it is important to be aware there is a cultural sensitivity regarding the motivations and the disparity in access. Otis-Green & Juarez (2012) state that caregivers are so involved providing care for their loved ones that socialisation is rare or in some cases non-existent. This highlights the value in having strong relationships, specifically in care teams, relationships with co-workers and clients can be a major source of emotional sustenance or stress. Carrying the burden of different stresses that come with providing care without the social wellbeing aspect of a good team must prove extremely difficult, similarly if the team does not provide a positive social circle. O’Reilly (2013) states that “emotion spreads quickly from one person to the next so it follows that our social interaction has a significant impact over time on our wellbeing”. The idea that emotions or feelings can be spread through a social group highlight the importance for our social interactions to be with the right people, ensuring stressors and burdens experienced because of the care provided are not exacerbated.

2.4.3 Financial Wellbeing

There is an assumption that care work is generally low paid, in fact the Low Pay Commission (2013) recognises that social care in the UK is the 4th largest sector where approximately 20% of its workers are paid at, or just above the national minimum wage. In a review from HMRC (2013) there was clear evidence of low pay, extensive use of zero-hour contracts and in some cases, employers not following legal rules to pay workers for their time spent travelling between homes. Despite this, Atkinson and Lucas (2013) reveal an unexpected positive picture when it comes to job satisfaction.

Having an effective grasp on one's economic situation is equally important to ensure stress is reduced. Marani & Allin (2022) report that in many cases caregiving may interfere with gainful employment, thereby compromising income-generating potential and the ability to pay for important care-related expenses. The Marani and Allin (2022) report talks about people who are in a care setting as a necessity, therefore it is important to understand the difference between the carers who choose it as a profession rather than those who have found themselves in a situation where becoming a carer is somehow required. The financial worry of a caregiver to support oneself while ensuring their client is adequately cared for may be an additional strain on the situation.

2.4.4 Physical Wellbeing

With reference to the promotion of physical wellbeing, for example, Jakobsen et al. (2015, cited in Melnyk *et al.*, 2020) found that physical exercise at work “reduces perceived physical exertion during healthcare work” (p. 940). This indicates that embedding physical activity into the workday can sustain long-term occupational wellbeing and buffer against burnout. In the same report from Melnyk *et al.* (2020 p 929) it was recorded that “nurses with poor mental and physical health were up to 71% more likely to report making medical errors compared to those in better health”. This demonstrates that investment in physical wellbeing not only protects the individual but also has systemic implications for patient safety in care settings.

Zwart, and Ewart (2022), Pasenan, Tyrväinen and Korpela (2014) and Buyung-Ali, Knight, and Pullin (2010) all echo a variety of multifaceted benefits from outdoor adventures however the aspect of overall fitness, strength and flexibility are well documented.

2.4.5 Community Wellbeing

Feeling safe and comfortable in your surroundings is recognised as an important part of the overall wellbeing of a carer, it is also highlighted by Lyonette and Yardley (2003) the importance of recognising carers efforts and integrating support at a societal level. In contrast, when carers felt unsupported or pressured by societal expectations their levels of stress would therefore be increased.

There appears to be a lack of acknowledgement for the need of a formal wellbeing assessment or intervention for carers. An element of disconnect when treating or creating a care package for an individual without examining the effect on the person delivering the care.

This would imply that there is a greater need for structured support that would be inclusive of the carers as well as acknowledging the increasing negative effect if no interventions are in place. It appears in many cases that the impact of providing continues care causes a sense of neglect in one's own personal care, with regards a sense of community.

2.5 Summary of Emerging issues and Findings.

Utilizing comments from Ewart (2013) who suggested that although there is always an inherent element of risk involved, it is normally always a free time activity requiring the participant to make their own choices.

This concept of choice commented by Ewart (2013) opens an avenue of questions to where this report is leading. Although reports from the likes of Neyroud and Newman (2021) who suggest that the parents are the best possible expert when it comes to child it is interesting to see where the balance lies regarding the elements of risk and reward and does that reward equally effect the client and carer or parent.

The chapter continued to look at the motivations for people to participate and what draws them to make that choice, either for themselves or the perceived benefits to others.

Zuckerman (1994) referred to the importance of untamed nature and how in some cases it is required to gain such a sensation, similarly Priest (1997) acknowledges the use of all one's senses in an experiential learning experience.

The chapter then looked at the documented outcomes of adventure and examined the variety of factors at play which impact either a positive or negative outcome. Csikszentmihalyi (1990) suggested that an element of the positivity came from the ability of the adventure activity to reduce the noise and stressors from daily life, where an activity requires so much thought and focus that other mental loads are temporarily removed allowing the participant to truly experience a level of escapism. If, however, the individual is fortunate enough where their start point comes from a place where there are limited stressors or mental loads, the question lies if there is a need for escapism and if not are the other outcomes enough.

Looking at the growth of adventure therapy, it is clear to see 'escapism' appears to be a contributing factor in many programmes, which, according to Bowen and Neill (2013) does have a moderately effectiveness in providing short term growth in relation to behaviour and interpersonal improvements. Although this study is not focused through a therapeutic lense, one can deduce that for the less adventurous people the 'escapism element' may be a key factor and personal wellbeing is directly affected.

With regards the parents and carers of individuals with additional needs there are a series of factors that influence their wellbeing in relation to the care they provide. One of the key variables highlighted by Lyonette and Yardly (2003) is the motivational factors for someone working in care, recognising the difference between intrinsic and extrinsic motivations, which in themselves influence one's wellbeing at a physical level with the potential to spill over into other areas. It must be noted that the flip side of this is that the intrinsic motivators will overcome many negative factors relating to financial and social elements of wellbeing. The values placed on providing care for these individuals could outshine many other elements and provides one with a sense of purpose.

Chapter 3. Research Methods

3.1 Introduction to Research Strategy

The research approach taken for this study has been chosen to ensure the context of the data gained provide a rich enough source of information to answer the research question. The importance of this is expressed by Newby (2010) and is echoed by Armour & Macdonald (2012) who emphasise the value of the strategy in meeting the needs of the research problem and the specific context for undertaking the research.

It was decided that the study should incorporate a qualitative approach, due to the variations of wellbeing and the different ways in which the family members of the individuals with disabilities can experience or perceive this.

When taking into consideration the unique environment of an adaptive ski adventure for people with limited to no knowledge of a mountain environment it was important to ensure that individual perceptions are understood. This study was appealing due to the ability to focus on these interactions with the environment, the activity and those who are sharing it, in real time on location. It allowed the study to capture both individual and shared experiences as they were happening, relating to their wellbeing

3.2 Conceptual Framework

When considering adventurous activities and the perspective viewpoints and motivators to participation, the research becomes best placed within the ontological paradigm of Relativism. This is described as a position where realities exist as multiple intangible mental constructs (Moon & Blackman, 2014). The reality of seeing, sharing, or participating in a snow sport activity with an individual with limited mobility and lacking the ability to verbally communicate will differ from person to person. Proctor (1998) defines the variation of realism and relativism by illustrating the point by asking the question; is ‘wilderness’ universally defined, or do groups of individuals define, measure, and experience ‘wilderness’ differently? This confirms the importance of understanding and acknowledging the multiple realities of the individuals and therefore require the research tools to be equally suited. Punch (2011) confirms that this paradigm is more likely to be associated with qualitative methods

which lead the research towards semi-structured interviews as the method of data collection. Please see interview questions in Appendix 2.

With regards the wellbeing element being a focal point in this study, it leads one to a more subjective epistemology. Allowing the research to determine how the individuals experience can shape their views on the situation and the potential risks that are involved. Burgman (2005) explains that a lot of risk perception research adopts subjectivist epistemology because people tend to perceive risk based on very personal experiences. Similarly, wellbeing can be described differently, with some understanding it as ‘a state of positive feelings’ where others would describe it as ‘meeting full potential in the world’. It therefore can be measured both subjectively and objectively’, Simons & Baldwin (2021) Thus, reality can be stretched and shaped to fit the purposes of individuals (Schwandt, 1994; Pratt, 1998; Powell, 2001). The reality is that the wellbeing of a family can be described in many ways, specifically the wellbeing of an individual with complexed additional needs. It is for this reason the study focused on the parent or carers perspective. As stated in the paper from Kruithof, K. *et al.* (2020) Parents of a child with disabilities are the best experts of their children’s experiences and needs. It has also been recognised by Neyroud & Newman (2021) that these parents develop a heightened experiential and embodied knowledge of their child, which provides them with privileged access to their child’s communication, expressions of wellbeing, or lack thereof.

3.3 Research Design

To build a broad picture of the experiences gained and how they are perceived the research design utilised a phenomenological approach. In the English-speaking social sciences, phenomenology is mainly seen as an approach aimed at exploring subjectivities and peoples lived experience (Crotty, 1998). The role played by phenomenology in research is mainly theoretical, deepening the theory behind the method or the understanding of the mode of inquiry (Van Manen, 1990). Van Manen (1990) continues stating that phenomenology is not interested in mere facts, but in their impact on flesh and blood subjects.

The research also considered that participating in this activity may have been a significant life event for many of the participants, and therefore the interpretation of this must be considered as the participants reflect on the distinct challenges, relationships and personal growth opportunities presented by participating in such an adventure. By analysing how each family

member interprets and discusses their experiences, phenomenology highlights the unique dimensions of wellbeing experienced by families in the adaptive skiing context.

According to Hycner (1999) “the phenomenon dictates the method (not vice-versa) including even the type of participants” (p. 156). Smith, Flowers, & Larkin (2009) recognise that the phenomenon is also located within the accounts of other people who belong to the “lived world” of the person with the diagnosis. In this case it’s referring to young people living with dementia however the concept is very similar to the adaptive ski situation. The interconnectedness of the parent child relationship in this situation amplifies the shared phenomenon described by Smith, Flowers and Larkin (2009) as part of one ‘lived world’ that shares many realities.

3.4 Research Sample, Location and Participant Overview

Purposive sampling was the chosen method of gaining participants and considered by Welman and Kruger (1999) as the most important kind of non-probability sampling, to identify the primary participants. The sample group was selected based on access and location, with local adaptive ski organisation already working on the new adventure for families it seemed the ideal opportunity to volunteer on the trip and conduct research during their experience. Kruger (1988 p. 150) describes purposive sampling as selecting individuals who “have had experiences relating to the phenomenon to be researched”, thus providing the opportunity to study the phenomena in real time on location.

With a total sample size of 12 families, along with one or more accompanying members e.g. parent sibling or carer. The total sample included 28 participants, allowing for an examination of both individual and relational aspects of wellbeing within the family unit or carer/client relationship. Please see Appendix 3, Data Collection.

3.5 Data Collection

Due to the proximity to the experience and the participants there were several research options available for this study.

3.5.1 Interviews

Interviews were utilized as the main source of data capture, due to both the fit for the research itself and the ability to schedule easily due to the proximity of the participant/researcher for the duration of the week. The interviews followed a semi-structured approach which has been defined as an interview with the purpose of gaining descriptions of the life world of the interviewee to interpret the meaning of the described phenomena (Kvale, 2009). The Interview questions were designed to elicit reflections on areas including motivations for adventure, family connections and wellbeing.

The interviews lasted between 12 and 27 minutes and were conducted in a quiet and relaxed setting within the hotel to ensure the interviewees were as relaxed enough to speak openly about their experiences.

3.5.2 Observations

In addition to interviews, there were several opportunities to make observational field notes during time on the mountain. This information provided some context to the descriptions talked about in the interviews. Compiling field notes in this way allowed the research to add depth to the data source as many moments of shared joy, frustration and bonding were observed, at times through body language alone. The field notes were then cross-referenced with the parents and carers of the individuals in question following the interviews and confirmed they were an accurate depiction of what the researcher observed.

3.6 Data Analysis

The research focused on three themed areas including adventure motivations, family connections and wellbeing. Concentrating on these three themes helped to extract specific data and group it before analysing further.

According to Moustakas (1994) there is an advanced series of methods that phenomenological researchers are advised to utilise when analysing their studies. Creswell (2013) has the belief that there is a level of importance to the researcher starting with their own experience with the phenomena in the hope that this will ensure any interjections of the researcher's personal experiences don't filter into the lived experience of the participants.

For this study however the process was as follows.

- All interviews were audio recorded and transcribed, where possible the ‘Microsoft-Dictate’ function was utilised if the background noise was at a suitable level however in some cases a phone/other recording device was used and audio recordings were saved on a password protected device.
- With the help of NVivo 14 (Lumivero, 2023) software, thematic analysis was conducted to identify main themes subthemes and overarching principles.

Similarly with the observational field notes that were captured, although these were just from the voice of the researcher, they too were captured by audio recorder and then transcribed, grouped and analysed in a similar manner. The Thematic analysis recorded and grouped any repeated ideas or concepts as codes that showed similarity to each other and the interview data. These codes provided the building blocks for the themes that emerged (Clarke & Braun, 2017). The themes and subthemes then creating a framework for reporting the analysis of the data. (see Appendix 4)

3.7 Ethical Considerations

With reference to the British Educational Research Association [BERA] (2011) this study will comply with the guidelines laid out for educational research. Ensuring all the relevant responsibilities to the participants, researcher and any other party that may be affected by the research is adhered to. The University of Wales Trinity St Davids [UWTSD] Research ethics & code of practice policy (2022) and the UWTSD Research Data Management Policy was equally adhered to.

Ethics approval was obtained from UWTSD prior to any data collection. See Appendix 5.

- Consent: Written consent was obtained from all parents and carers, and parental consent was obtained for any siblings under 18 years of age who participated following UKRI guidelines. (see Appendix 6)
- Permission from the adaptive ski charity was also granted in writing. (see Appendix 7).
- Data Protection: Pseudonyms were used throughout the transcripts, and all data was stored on a password-protected server.

- Sensitivity: Due to the specifics of some of the participants family situations some sensitivity was needed to ensure the unique needs of individuals were taken into consideration.
- Emotional concerns: Given the potential for the discussions to generate emotional responses when discussing family dynamics and levels of disability some care was taken to ensure a supportive environment was created.

All Participants gave their consent and were made aware that they can withdraw at any time with no explanation.

3.8 Trustworthiness & Limitations

Providing a true representation of how one's wellbeing is affected relies on the very subjective nature of people's perceptions. One of the limitations of this study is connected to the indirect voices of participants. Due to the variation and complexities of the skier's disabilities consisting in many of them communicating non-verbally it was decided that only the parents and carers were interviewed and not the clients themselves. This restricted the data to that of the perception of the clients benefit and not direct from the clients. Thus, leaving a question over the validity of those perceptions despite the evidence that suggests parents are the best experts on their child's experience and needs (Kruithof, K. *et al.* 2020).

Demonstrating 'validity', or 'Rigour' is equally subjective as the area of study itself. For example, Wilcott (2009) state that some researchers completely reject evaluative criteria (criteriology) as useful in qualitative research. Element of 'Rigour' described by Gratton and Jones (2010) refers to the appropriateness of the methodological choice' made by the researcher. Relating to the soundness and thoroughness of the research and how it was carried out.

Regarding the trustworthiness of the research, it is important to acknowledge any potential bias from the researcher as they were also volunteering with the adaptive ski adventure. To address this potential bias a reflexive approach was utilised throughout the data collection and analysis, ensuring an objective view allowing themes to emerge from the data and not from the researchers' assumptions. Although the potential for bias was present there is also the probability that knowledge of the participants and the adaptive ski charity created a better

rapport with the parents and carers and a deeper understanding allowing for a richer source of data.

Chapter 4. Research Findings

4.1 Introduction

The below chapter presents the findings from the data that was recorded over the course of the project. Once collected and transcribed, NVivo 14 (Lumivero, 2023) was used to assist in the thematic analysis. This resulted in three main themes emerging, which help address the research aims of investigating how the wellbeing of a parent or carer is affected by facilitating and adventure for the individual in their care. All individual's names have been replaced with pseudonyms to ensure data protection / confidentiality.

The interviews took place on the final day of a weeklong ski adventure in Samoëns, France, [Location 1] However some of the respondents referred to their regular ski activity in the UK [Location 2]. Observations were also noted down throughout the week and covering different points of interest on and off the mountain. Quotations will be used from both the observations and interviews to support the findings.

The 28 interviews were carried out solely with the care team to meet the specific aim of the research question, no clients were interviewed however some clients had two or more members of their care team answer separately. The interviewees consisted of 12 carers and 16 parents.

Observational field notes / discussions were also gathered and noted and added to the NVivo data source to supplement the generation of codes and themes.

4.2 Perception of Benefits

These were items described by the parent or carer which, from their perspective and position of knowledge of their client, best described their perception of the benefits received.

4.2.1 Physical Benefits

The following Sample of quotes summarises how the parents / carers noticed specific improvements and benefits as a result in participation. Please see full summery in Appendix 4.1.1

'His bodily tone becomes more regulated and relaxed because he has spent time concentrating and enjoying the activity' Physiologically this also helps his bodily functions like easing of bowel movements.' (Interview 3, See Appendix 4.4.1)

Similarly, Parent of Andy, in interview 12 also highlighted that *'This type of sport has also encouraged regular bowel movement without additional medication'.*

Carer in interview 11 mentioned that *'Learning a skill such as upright skiing has a positive knock-on effect on an individual's physical strength, coordination, balance and stamina'.*

Parent of Andy in Interview 12 also stated *'There's something to be said about extreme sport and a child with brain injury, he has slept through the night without many dystonic episodes, he has had regular bowel movement, accepted new noises and has been learning anticipation and to appreciate social cues.'*

4.2.2 Social Benefits

This experience has allowed the individuals to participate in an adventure with like-minded people in a similar situation. Which has permitted some individuals to explore newfound confidence and interactions with peers. Parents have made the following comments relating to their child's social interactions.

'She normally takes a little while to warm up to other people before she starts chatting, but a can see a difference in her this week. She is chatting to everyone.'

(Interview 24, Appendix 4.1.2)

'It has helped them gain confidence in trying new things and adapt to change, particularly being supported by new volunteers and getting the chance to ski alongside others'

(Interview 5, Appendix 4.1.2)

4.2.3 Identity Through Adventure

After hearing comments such as *"She is a little adrenaline junkie she absolutely loves it"* (Interview 24, Appendix 4.1.3); and *"I want people to know how Kick Ass she is, my daughter is Hardcore!"* (Observation 2, Appendix 4.1.3) it was clear to see that this activity was helping to create an identity that parents were looking for. Proof or verification that what they knew of their child now had real evidence to back it up. There was no longer a question

of how adventurous a child with a disability was, as participation in such an activity created an unquestionable identity for the individual.

4.3 Shared adventure and Impact on family and staff.

The data correlated with this theme addresses aim 2 of the research proposal to investigate whether there are transferable positive or negative elements that impact all participants. The below subthemes convey how different individuals gained a sense of pride and how that effected their relationship and personal identity.

4.3.1 Pride and Achievement

Observations from a chairlift conversation with Parent of Hati nicely highlighted one of the ways in which the parent of carers could still gain a feeling of achievement long after the adventure. The conversation started with sunscreen and if a ‘goggle tan’ was acceptable or was this something to be avoided. In a light-hearted conversation parent of Hati stated that *“I want to be pushing her through a supermarket back home and people to think ‘Fair Play, they have been away skiing.’”*

This made one realize that a ‘goggle tan’ was some sort of proof or a badge of honour for their achievements, not related to status or any financial capability, it was the perceived silent respect from strangers, that was being sought. Highlighting the importance to have people or society’s perception adjusted, from one which is assumed to be pity or focusing on their disability, to being impressed by her ‘goggle tan’ and knowing what that meant. Hati’s mother joked and said, *“I want people to know how ‘Kick Ass’ she is, my daughter is Hardcore!”* (Observation 2, Appendix 4.2.1)

This is a good example of how the adventure that was designed around the daughter was providing a new reason for the mother to walk taller and carry that sense of pride long after the experience.

Within interview 4, (see appendix 4.2.1) with the parent of Paul, it was communicated that the less abled participants who were the focus of this trip were inspiring others around them, he stated, *“It has enabled me to reach for my own goals in trying new adventures.”* This again highlighting the positive ripple effect that can be passed down from the client to the surrounding support.

Equally parent of Billy in interview 16 stated that, *“I get a huge sense of achievement from supporting my son with his adventure sport, it’s phenomenal that he can even take part with his complex disabilities.”* (see Appendix 4.2.1)

In Interview 11, the carer commented that the *“through learning to ski myself, I have been able to encourage and support my daughter to learn to ski and now plan ski holidays of our own.”* This, she admits is a direct result of sharing the experience with the clients and feeling the need to push oneself to learn a new skill. However not all respondents were so positive, and a small number of negative points were conveyed.

4.3.2 Benefits and Demands

The data source provided an array of different challenges that the parents or carers had to face in the planning and implementing of all the necessary components to make such an adventure possible.

One of the issues effecting regular participation was the financial impact. Parent of Theo in interview 22 explained that ‘Sadly we can’t afford to come back here all the time but I’m sure he would love it if we could’. This was echoed by the carer in interview 11 who stated that ‘the cost for some families would hinder regular engagement.’ (see Appendix 4.2.2)

Financial challenges came into conversation a couple of times, however there were an increasingly greater volume of challenges relating to the physicality of the whole adventure on the parents and care staff.

Parents and carers shared opinions on the physicality of the trip with some of the quotes highlighted below:

“it’s clear that different strains and stresses have caused soft tissue injury, but the overhauling sense of accomplishment, joy and wholesomeness overrides the physical strain.”

(Interview 12, Appendix 4.2.2)

“I’d have to say, physically... I have worked harder than I have done in a long time”

(Interview 1, Appendix 4.2.2)

Amongst the physicality and the financial burden other factors were mentioned relating to a feeling of pre-trip anxiety. This was in connection to some specific elements of the trip such as airport security and the availability of adaptive facilities, with a parent of Billy in

Interview 27 sharing *“my main concern was the ability to hoist and transfer as there are many places in the UK that don't have adequate facilities, so coming to a foreign country was a bit of a worry”*. Other concerns related to client's behavioural issues in new environments, highlighted by Parent of Rory in interview 25 *“it's ok at home when we are in our house and he has one of his meltdowns, but we really didn't know what to expect when we came away getting here was the biggest challenge maybe more my anxiety than his”*(see Appendix 4.2.2)

This level of anxiety is summed up by father of Gerome in interview 3, who stated that *“Having a child with additional needs often means that things take more time and more effort which can lead to more stress and anxiety, which is a challenge that we fight day to day”*.

This was also nicely put into perspective in interview 4 by father of Samuel who stated, *“Everything Is a challenge however if you were to speak to any parent, they would probable say the same about bringing any child on a ski holiday, the challenges are all relevant to each situation”*. (see Appendix 4.2.2)

4.4 Wellbeing and Adventure

During the data collection there were many connections made between the adventure and the wellbeing of those involved. (see Appendix 4.3) All elements were discussed including Physical, Emotional, Financial, Workplace and Societal. The outcomes discussed overall were positive however, as noted below some comments referred to the negative effect in areas such as finance, similarly, some of the statements made regarding the physical element could be open to the interpretation whether their benefits were noted as positive or negative.

4.4.1 Physical Wellbeing

The physical wellbeing of individuals could be linked to what Strout (2022) one would describe as ‘type two’ fun, relating to something that’s challenging or difficult in the moment but then in hindsight is viewed positively. It is hoped that the exercise mentioned below is something of a similar concept.

‘Yeh it is good fun; I really enjoy it. I don’t know if it makes me healthier but I have been doing a lot of exercise... my legs haven’t ached this much since I used to go to football training and that was decades ago.’

(Interview 24, Appendix 4.3.1)

4.4.2 Emotional Wellbeing

Mother of Billy, whose son has sadly since passed away, summed up what the effect this trip was having on her. This was the 4th Adaptive ski adventure that they had been on as a family, and she openly shared the following information.

'I am quite an emotional person, but it is fantastic, my serotonin must be releasing in my brain, I'm sleeping better relaxing more, eating better, Because Billy is enjoying and in safe hands I can properly relax. There is so much help on hand it's great.

(Interview 27, Appendix 4.3.2)

As briefly mentioned above Billy sadly passed away some months after the trip and attending his funeral it was warming to observe the importance these adventures had on his life. His eulogy detailed on length the importance of this as a family experience and specifically named all the instructors that had skied with Billy, who were largely in attendance sharing the emotional celebration of his life.

4.4.3 Financial Wellbeing

The Carer in interview 11 refer to the financial struggle some families must face stating that the cost does hinder regular engagement (see Appendix 4.3.3). This was echoed by Parent of Theo, as mentioned above as a negative effect limiting future participation. There is the combination of individuals feeling the pressure to meet the overall cost of the adventure and others who volunteer their time acknowledging that it is difficult to always have the time to support such an adventure, acknowledging that there is a negative financial implication.

4.4.4 Workplace Wellbeing

The instant connection to workplace wellbeing relates first and foremost to the carers who are continuing to work within the field following the experience. Carer of Mike, in interview 26 mentioned that this experience will be something that I will remember forever and will be included on my CV as a moment I am proud of. Overcoming all the challenges have been a good learning experience.' The carer continued to state, *"I am really grateful for the opportunity, to be able to come out and see him doing something so amazing is great,"* suggesting this contributes to a more meaningful purpose to ones working life. It was noted that the adventure had strengthened the network of clients and carers (See Appendix 4.4.4).

4.4.5 Societal wellbeing

Finding where people fit was briefly mentioned by the mother of Victoria in interview 19, *“Making friends and new connections within her disability circle. A sense of belonging in this world.”* (see Appendix 4.4.5). This was framed perfectly by parent of Gerome who spoke at dinner one evening to inform the group that his short journey as a new parent of a young child with additional needs has been difficult. He elaborated that it was the feeling of loneliness, feeling like they are the only people in the world doing what they are doing. To now, being involved with this group of like-minded individuals all dealing with their issues and struggles together and still achieving great things. He ended his conversation by quoting the song ‘Find Your People’ by Drew Holcombe & The Neighbours, which has the line ‘You Got to find your people then you’ll find yourself’ which the parent of Gerome conveyed that they had only just found where he felt at home, within society. (Observation 3, Appendix 4.4.5)

4.5 Summery of Findings

The purpose of this study was to investigate how the wellbeing of a family or care team is affected, by facilitating an Adventure for the individual in their care. With 28 interviews completed and several observations it became apparent that we had three main themes.

Theme One, People’s Perception of the Benefits. This related to what the parents and carers were seeing and registering as a benefit to the person they care for. Sub themes emerged relating to the specifics of physical and social elements along with how the adventure formed part of the client’s identity. With an overriding concept of ‘Pride’ running through all areas the findings have highlighted areas such as the physical benefits of better sleep, more regular bowel movement for the clients who were getting a chance to be more active, and more social interactions.

Theme two related to the impact on the family members through the sharing of experiences, with sub themes relating to the carers or parents Identity, the demands and benefits experienced and the overall sense of pride and achievement. People are talking about, better sleep for themselves, eating better and sharing that feeling of pride. Negative impacts consisted of anxiety of the unknown, the physical stress of the activity and financial burden relating to the cost.

Theme three related to overall carer wellbeing outcome of adventure with the main subthemes relating to community and social wellbeing along with Emotional wellbeing and escapism. Carers comments referred to stating that this adventure will be on their CV as a moment they are proud of, to parents commenting that they have now found ‘their people’ and somewhere they feel they fit in the world.

All themes and subthemes will be explored in detail and discussed in the following chapter where a deeper look into the interconnectedness of the findings will be examined. The above information will be interpreted, compared with the current literature to examine what this study can add to the discussion and make any recommendations for future research and participation.

Chapter 5. Discussion

When investigating how the wellbeing of a family or care team is affected by allowing the individuals they care for, to participate in an adventure sport, we find ourselves in the ontological paradigm of relativism; what Moon & Blackman (2014) described as a position where realities exist as multiple intangible mental constructs. This is tangibly linked to the individuals' perspectives on what would be deemed as possible or safe when offering the opportunity for an in-experienced skier to assist in the facilitation of an adaptive ski adventure. With such subjective realities a qualitative method of data analysis was the preferred method (Punch, 2011). A variety of interviews and observations were used to collect the required data.

The study set specific aims to aid the investigation which included investigating the different motivational factors that encourage adventure participation, exploring the transferable benefits that are shared in the client carer relationship, and lastly investigate the different elements of wellbeing that could be affected by adventure participation.

After analysing the findings, three themes emerged relating to more specific areas of the data; the first related to the parents and carers perceived benefit that would be gained by facilitating this for the individual they care for, the second theme related to the spillover of these effects and how the sharing of an adventure has a spillover effect to the parents and carers. The third theme relates to the carer wellbeing in relation to adventure participation.

The common thread that runs through the data is the overarching concept of pride that is displayed from all participants. This discussion chapter will interpret the data and analyse its relevance in answering the research question, supporting literature will be evaluated and any comparisons or conflicts will be discussed.

5.1 Perceived Benefit of Adaptive Adventure

The subjective nature of the perceived benefit was interesting to research, finding out what individuals may regard as a beneficial outcome following participation in an adventure. After analysing the data two sub themes emerged, one of which relating to both the physical and social benefits that individuals reported. The second relating to that of the individual's

approach to the situation, the subjective viewpoint of how people interpret the potential risks versus rewards and how that balance is found.

5.1.1 Physical and Social Benefits

Some of the main benefits mentioned related to the increased physicality of the participant with strength and balance being repeated as an area of improvement. This is supported by Zwart (2022) who acknowledged in a study that participants in Outdoor adventure activities involved more whole-body workouts. Drawing this towards an adaptive setting it was interesting to hear from the carer in interview 15 who recognised improvements in strength, balance and use of weaker limbs for some of the clients. In certain situations where individuals have learnt coping mechanisms to avoid using weaker limbs, it appears that the unfamiliar setting and activity created opportunities for skiers to exercise less used muscles which is a clear physiological benefit. To build on the work of Zwart (2022) not only does outdoor adventure recreation provide a whole-body workout, it also can entice people with disabilities to exercise weaker muscle groups in a manner that does not feel like exercise.

A second and more unexpected difference was the repeated mention of improved bowel movements. It was not fully appreciated the importance of this for individuals with differing levels of paralysis however this was noted by a couple of parents as a great success, with one parent admitting it has reduced the amount of medication their child has required. Following this comment alone it would be interesting to create a future study to explore this benefit.

Parent in interview 27 mentioned that their child had been unwell before the trip, but they believed the clarity of the air has helped them, they also stated their child had been so much more alert with less seizures. Similarly, Parent in interview 1 described how great it was to see their child with their eyes so open and staring at the views, they continued to comment on how engaged their child had been in a positive way with everything and everyone. (see Appendix 4.1.1) These reports from the participants relate to Ulrich's (1999) Sensory engagement theory, suggesting that the surroundings themselves had a positive impact on the physical nature of the child's health. Unfortunately, without specific focus on this element, it is impossible to draw a conclusion. However, the benefits of sensory engagement as mentioned by Ulrich (1999) and alluded to by Pasenan, Tyrväinen and Korpela (2014) who stated that the health benefits of outdoor experiences can also be inactive, such as enjoying an aesthetically pleasing scenery. This does create an interesting conversation and opportunity

for future study based on the perceived benefits that the parents and carers noted above, based on the benefits received from the surroundings alone.

Regarding the social aspect of the benefits that were reported, they can be drawn in line with the works of Kwachi and Bergman (2001) who acknowledged that there are fewer recorded cases of depression when individuals have a good social network. As described by in interview 11, when talking about the benefits recognised, it was shared that:

“It provides them with the opportunities to socialise with their peers with similar interests. Offers them general social interaction opportunities, often being inspired by their peers who have achieved in the same activity.” (see appendix 4.1.2)

Due to the inaccessibility of many social environments, mixed with the barriers some individuals face with communication, finding the opportunity and suitable inclusive settings could prove difficult. In this circumstance it appears the correct mix of adapted activities and suitable facilities have provided the ideal setting to boost social wellbeing for the skiers.

Parent of Marvin in interview 22 shared, *“He is so happy when he is here, playing communicating and interacting with others. That’s the biggest thing for me.” (see Appendix 4.1.3)* Which prompts the question, is the adventure needed? Or is this collection of individuals with something in common all that was required to promote their social wellbeing. Neyroud and Newman (2021) acknowledge that in their study, adaptive sports provided an opportunity for the children and their families to engage socially and in meaningful activities. Providing opportunity to ‘engage socially’ could therefore be enough to get the outcome of a social benefit, however by adding the opportunity to share an adventure appears to have provided an additional level of connection.

Participants described increased social confidence and opportunities to interact with peers who shared similar experiences (see image 8.1, Appendix 8). This is consistent with Neyroud and Newman’s (2021) study. However, the present findings suggest that the value of participation extended beyond social interaction itself. Several carers described finding a community of people who understood the realities of disability and caregiving. This may indicate that the social value of adaptive adventure lies not only in increased interaction, but also in the development of a sense of belonging.

Looking at some of the theory relating to the benefits that can come from participating in an adventure sport, it should be acknowledged that such benefits are still present regardless of if the participant has additional needs or not. In many cases the benefits relating to the

physicality and the social aspects are magnified due to the limitations of general exposure. The complexities involved in the facilitation of such experiences severely limits opportunity for many individuals who are likely to gain the most from the experience. As stated by the carer of Mike in interview 26, *“his life is so restricted at home.” ... “Some of his carers don’t even drive”* (see Appendix 4.2.2), suggesting there must be a real thirst for adventure and excitement that is rarely fulfilled with his current situation or lack of accessible adventures.

5.1.2 Adventure, Identity and Participation

Participating in this type of adventure admittedly is not for everyone, and in many cases, it is overlooked due to the facilitation complexities for people with additional needs. It is important to consider the findings from the likes of Prochniak (2017) Hoyle (2002) and Guszowska & Bołdak (2010) who all acknowledge there are a type of individuals who like the sensation that many adventures provide. Regardless of the perceived risk element there are individuals that seek adventure to provides a method for gaining insight and fulfilment in some way, Walle (1997). When Hati’s parents talk about the need for people to understand the type of daughter they have, they mention her adventures to help paint a better picture.

“My daughter has a life limiting condition that is nurse led. Her ‘paper profile’ matches someone that is normally taking part in relaxing ‘sensory’ activities.” ... “So, when I explain that she does not like doing those activities all of the time it’s sometimes hard for people to understand, by giving examples of adventure sports she likes to do helps people understand the young lady she is.” (Interview 5, Appendix 4.1.3)

Purposely choosing an adventure, described as a free time activity with an inherent element of risk (Ewart 2013) for their daughter to participate in, for the purpose of further fulfilment of her identity. It appears there is a continued drive to fight the societal norms of letting a ‘the disability define the person’.

King, Webber and Hardwell (2025) describe Adventure as a state of mind and an addiction. This reflects what Hati’s mother is trying to portray in situations where the easier option or societal preference is to provide or signpost towards a more relaxed or controllable activity.

Similarly, the want or willingness to experience an adventure for the purpose of seeking the fulfilment or the sensation of excitement or adrenaline is ever-present regardless of if the participant has additional needs. In practice it seems apparent that the more adventurous

people amongst us feel compelled to participate in an activity that provides the desired sensation and therefore one could deduce there is a greater need for more adaptive adventure opportunities to be available.

It should also be noted that the rewards of fulfilment of one's identity are not solely reserved for the participant as it was clear to see this reward was also being received by the parents. Bringing us back to that feeling of pride that Ritpanitchajchaval, Ashton and Apollo, (2023) suggest is contributed to by one's self-acceptance based on the acknowledgement of self-ability. However, in this case the self-ability of the participant is largely undefined due to the nature of the activity and the continued availability of a greater choice of adventure allowing pride to be a repeatable reward to both client and carer.

5.2 Shared Adventure and its impact on family and staff

The impact on the family members and support staff can be split into three sub themes, the first and most common would be the overwhelming sense of pride that most recipients seemed to portray. Although this is repeated throughout the findings there is a strong element found when discussing the sharing of experiences. This was followed by the feeling of identity, where participants referred to how their roles adapted during the experience, and lastly the benefits and demands felt because of the experience.

5.2.1 Pride and Achievement

The pride that is portrayed by the parents and carers are generally connected to that breaking down of barriers, being involved in the process of pushing adaptive sports on, raising awareness, often letting their child or client feel what they require for their fulfilment. For example, Mother in interview 10 states that *"Without skiing, my son would have very little in his life that he feels able to achieve well... skiing is one aspect that not many, if any, of his friends can do so he feels proud that he can achieve something they cannot."* (see Appendix 4.2.1). Then there are others who are looking to participate in the adventure to feel the same as their peers, for example, when talking about the importance of adapted adventure activities, the parent in interview 5 comments that; *"I think they are really important knowing they are included and that other people care enough to adapt a sport to make sure people feel equal and can participate and have adventures like everyone else."* Regardless of the level of

fulfilment for the disabled skiers, the parents and carers report pride and inspiration on reflection.

The sense of pride and inspiration that was portrayed by the parents and carers was in line with that of Bjerregaard et al, (2017) who's study identified themes that all fit under the overarching emotional motivator recognised as 'pride', with a crucial part of that being the shared experience (see image 8.3, Appendix 8). On reflections it can clearly be identified by one of the observations noted from the 29th of Jan

"This morning's session I was skiing with Devon and her mother, her mum had skied several years ago and since having Devon she never thought she would be able to go skiing again. It was clear to see one of the main positives to take from the session, was the sharing of the experience. The fact they were doing something new and exciting together made the session special. The shared Joy of mum falling over was probably the highlight of Devons session".

Similarly in interview 5 when asked.

"Can you describe how important are these activities are for your own wellbeing as a carer or a family member?"

[Response from interview 5, Appendix 4.2.1]

"For the first time in so many years I was able to be my daughter's parent, not her carer or facilitator because she had a team around her, I was able just to be alongside her, enjoying skiing rather than having to plan and think about every detail" (see image 8.4, Appendix 8)

Although the sample size was relatively small in comparison to that of Bjerregaard et al, (2017) Chang (2010) or Neyroud and Newman (2021) there seemed to be similarities between their findings and that of this study. Sharing the adventure allows both parties to gain a sense of achievement and respect for each other, strengthening bonds and sharing moments of joy. (see image 8.6, Appendix 8). With the correct adaptations creating an equal level of ability it allowed both client and carer to equally push the boundaries of their comfort zones. Generating feelings of pride, but in this case, from the children, seeing their parents or carers achieving something and feeling vulnerable and unsure momentarily alters the care dynamic. Thus, inducing feelings that were extremely rare for both parties to experience and in some cases for parents proved to be overwhelming. This was highlighted in interview 19 who stated, *"This involves all the family, and we are all able to participate in the same sport*

and enjoy it together; this is an amazing experience and one that I could never have imagined doing” (see Appendix 4.4.5).

To conclude, the pride and achievement was experienced not only in the more common sense of a parent child or a client carer relationship, in some situations this was reversed. Leaving parents or carers feeling and experiencing an altered version of their relationship which in all cases reflected what Bjerregaard *et al.* (2017) stated, by suggesting the sharing of an adventure experience it is likely to imply that a closer relationship will be developed by creating a mutual achievement. One could argue however, that not only has the relationship of some participants become closer, but there have also been significant levels of growth. Situations where the normal dominant partner witness the child or client displaying pride towards them and therefor finding themselves struggling with the feeling of accomplishment and self-worth.

5.2.2 Shared experience and Caregiving Identity

The caregiving identity was brought into question when reviewing the literature from Ungerson (2005) who stated that caregiving relationships evolve emotionally depending on whether they are routed in personal ties or formal work contracts. However following the data collection process, it became apparent that the carers in question all carried the same values as those in the study by Bjerregaard *et al.*, (2017) despite the reason for them being in a position of care.

Following what Ungerson (2005) stated, one could elaborate that there is little likelihood that a contracted carer could experience the same emotional transition from that of a mother being able to share an unexpected experience with a daughter for the first time. However, the level of fulfilment, belonging and value appeared to be received in equal proportions.

As Ungerson (2005 p200) stated, “Many care users reported enjoying the company of their caregivers and vice versa appreciating the two-way flow of support that often arises in good care relationships”. This was apparent in many situations that were observed during this adventure, with both parent/child or carer/client settings, there was an equal willingness to participate in the adventure and push the boundaries of their comfort zones, the shared experience where all parties are experiencing and adventure at some level. Thus, in turn boosting morale for both parties and according to Twigg (1989) will therefore increase the longevity and quality of the care that is offered. One would argue that the in the process of sharing an adventure where individuals are on the limit or exceeding the perimeter of their

comfort zone it is more likely to encourage the display of raw emotion. In general, the sharing of raw emotions between individuals are reserved for close friendship circles however following this adventure one could conclude that in certain situations the adventure can accelerate and grow that social connection.

5.2.4 Benefits and Demands

Hebson, Rubery & Grimshaw (2015) stated that when giving accounts of satisfaction, carers emphasize the intrinsic reward of the job and reveal altruistic motivations even when expressing dissatisfaction with conditions, especially pay. This sentiment was echoed by some of the care team who highlighted the difficulty in staffing such a trip due to the duration however admitting the reward was worth the burden. Chang, Chiou and Chen, (2010), p. 271 report that caregivers experienced a burden relating to not being able to provide good and sufficient care. One could argue that this is a factor that assists in the motivation and willingness for parents and carers to push themselves to help deliver this experience.

Cohen *et al.* (2002) state that carers who identified positive aspects of caregiving—such as feeling useful or seeing improvement in the cared-for person—reported lower levels of depression and burden. Thus, bringing into context the facilitation of such an adventure for the benefit of the client as described above, can also provide the knock-on benefit to the carers in the way of reduced feeling of depression or burden.

While these appear greatly beneficial as shown by the parent and carer feedback, it is pertinent to acknowledge that accessing the benefits require substantial work from families and carers. For many if not all parents and carers it is a big step out with an area that is familiar or safe, and into an area of unknown, as stated by Nadler (1995) who comments that these experiences aim to develop personal growth through the pushing of such boundaries and therefor putting the individuals in a more challenging position.

Some of the more challenging impacts displayed by the parent and carers were the physicality of the whole experience. Daily life at home utilises a great deal of equipment to minimise manual handling, the majority of this had to be transported with the clients, along with luggage and specialist ski equipment (see image 8.2, Appendix 8). For those who were skiing all reported aches and pains from general participation. Interestingly one of the challenges parents and carers had to overcome was the anxiety of the unknown surrounding and situations they would find themselves in where they were completely unfamiliar. Looking back to what was mentioned in interview 27, Appendix 4.2.1. regarding the practicality of

hoisting and changing someone where there was no prior knowledge of the facilities available. This was a source of anxiety for a few carers and could be enough of a deterrent not to join future adventures.

5.3 Carer Wellbeing and Adventure

Wellbeing was looked at over the five elements as described by Rath and Harter (2010). The data provided a variety of different levels of feedback for the different areas, community and social wellbeing being referenced to considerable times more often than that of financial or physical. Workplace wellbeing was referred to with participants commenting on the potential benefits the experience will have on their employability regarding their working life in the future.

5.3.1 Community or Social Wellbeing

It was stated in chapter three that the aspect of socialisation is rare and, in some cases, non-existent for some caregivers due to the level of involvement necessary in providing care for their loved ones. (Otis-Green & Juarez, 2012). This element of the carer wellbeing was explored to see if such statement were accurate, with a strong example portrayed in interview 23.

[Interviewer]

"So, in what way, if any, has facilitating participation in adventure activities influenced your own wellbeing?"

[Response from interview 23, Appendix 4.4.5]

"It's mainly for my son, the effect on me doesn't really matter, when you have a child with disabilities your wellbeing doesn't really get a look in. Obviously making my son happy and seeing him smile makes me happy but that's not really important, it's all for my son."

The above communication verifies the comments from Otis-Green & Juarez, (2012) and confirms that some carers do not regularly put themselves first, therefore fulfilling happiness in oneself seemed to not rank in importance when it comes to providing care for a loved one. Although considering the findings from Janes et al (2022 p.198) commenting that "positive friendships potentially reduce stress, anxiety and depression caused by caregiving", it was

noted that most carers dedicate all their time and energy into the person they care for, leaving little time for themselves.

In contrast to the opinion that carers neglect their own wellbeing, the below feedback was received.

When asked.

"Can you describe how important are these activities are for your own wellbeing?"

Some of the replies were as follows

[Response from interview 25, Appendix 4.4.5]

"It's been huge for my wellbeing; It's more the people than the activity. The amount of support from the team has been amazing".

[Response from interview 19, Appendix 4.4.5]

"Meeting new people and I think it helps that you are not alone."

[Response from interview 1, Appendix 4.4.5]

"My social circle has grown in such a way I now have friends who have such a better understanding of what life really looks like when you are dealing with a child with additional needs."

[Response from Interview 12, Appendix 4.4.5]

"It's so important, I think we were surrounded by the right kind of support, people and a community that just get it. For us it's about finding our people".

With reference to societal wellbeing it can be concluded that based on the above participant feedback that there are many positive connections that were being made, confirming what Janes et al (2022) stated regarding the positive friendships reducing stress, anxiety and depression.

5.3.2 Workplace Wellbeing

Participants referred to areas such as being more confident, problem solving and managing stress and anxiety. With one participant referencing that this adventure will be on their CV as something they are proud of from a workplace point of view. This does however bring into question the if the whole experience goes further that the carers own perceived wellbeing when one considers Bjerregaard et al, (2017) who emphasize the way in which care workers

make sense of their work-based identity is a relational level through identification with clients. One would argue that participating in a shared adventure would in turn promote both the client carer relationship and therefor improve the carers self-perception regarding their workplace identity.

5.3.3 Physical and financial wellbeing

The physicality of the experience must be weighed up against the benefits and again this is a subjective reality dependant on the individuals. With some individual reporting soft tissue damage and an array of aches and pains it is possible that this offset of positive outcomes may restrict future engagement. It is however a struggle as in many cases the issues described referenced to the use of muscles or muscle groups that were not used to being active and therefore one could argue that this does provide a benefit in physical health however in the short term this may not be perceived by the participants.

Similarly, the financial element was acknowledged as a potential barrier to participation due to the overall cost of the experience. Although there are positives to report in many areas of wellbeing, it is important to remember that all elements are interconnected so if the cost of the experience has a negative effect, other elements could also suffer. This was highlighted by the parent in interview 21 who appreciated the benefit to their son however had already accepted there was limited possibility of a repeat trip. The physical and financial pressured suffered in some circumstances may negatively impact the individual's perception of wellbeing, it could also be argued that the sense of accomplishment gained is indeed relevant to the pressures and challenges that have been overcome. It is therefore imperative that one is aware of one's limit, where either the pressures contribute to the accomplishment and overall wellbeing, or have a negative effect on the outcome.

5.3.4 Emotional Wellbeing and Escapism

The element of escapism was noted as a motivator to participate in adventures with reference to Csikszentmihalyi (1990) who comments that in some situations individuals state of consciousness is so focused that it amounts to absolute absorption in an activity, silencing any mental load or external worry which is irrelevant to the current situation. This situation was described in interview 15 who shared the following: *"Immersing myself in their world, focusing on helping them overcome their challenges and creating magical moments for them and their parents puts me in a very happy place where I can block out my demons."*

(Appendix 4.3.2)

The above comment confirms the benefit that Csikszentmihalyi (1990) suggests can come from the absorption in an activity. The escapism element that is alluded to may not have necessarily come from solely participating in the adventure, rather than the sharing or facilitating of the adventure, being almost submerged in the process allowing one to enjoy a single focus that shares a positive outcome for both parties.

The strength in the connection between the adventure and wellbeing was portrayed in the data as a mixture of escapism or sensation seeking where their motivation to allow the person they care for to participate was for the purpose of fulfilment. Fulfilling something within them that allowed them to feel a level of accomplishment or achievement. To facilitate this experience provided a sense of purpose and for many, the realisation that they can still do many more things that they have once thought were not possible. Having this opportunity permitted parents to dream and plan positively for future adventures.

5.4 Contributions

It is understood that further study in this area is required however the learning from this study suggest that there are perceived wellbeing benefits in facilitating the participation in adventure sports for an individual you care for. This is believed due to the extension of the broader growth and development of the care relationship. This could relate to a mother experiencing the feeling of pride or care from her daughter for the first time which has momentarily altered the natural roles and responsibility. Or the growth of a carer client bond through the simultaneous adventures pushing them out with their comfort zone, where both parties occasionally feel and share raw emotions creating a deeper connection.

The feeling of pride appears to have connected client achievement, carer wellbeing and social connection for all parties, with a strong sense of belonging appearing to have boosted community wellbeing much more than the simplicity of increased social interactions with likeminded people. The balance is important to acknowledge as it appears that the benefits appear to coexist with the physical, financial and emotional demands on the parents and carers.

To enhance this opportunity to share the potential of these benefits it would be worth considering what elements of the experience are necessary and if there are some aspects that can be reduced. To enhance the positives and reduce some of the negative aspects would be

the obvious next step in the development of the adventure however the level of interconnectedness may influence some outcomes.

Replicating the sharing of experiences could be developed at a local level, possibly by encouraging the facilitating carers to participate when they attend the more regular sessions at [Location 2] this would reduce some of cost implications and some of the physical challenges. This does however limit some of the perceived benefits relating to the accomplishments. Alternatively, it may be interesting to see if a different type of adventure could deliver the same beneficial experience however limiting the negative financial or physical impact. Some of the key elements that appeared to make this adventure successful was the vista of the mountain environment due to its contrast from everyone's normal surroundings. Secondly the level of adaptations available to level the playing field of ability, allowing clients and carers to participate side by side, enhancing the element of a shared experience, thirdly the variety of terrain and therefore options, allowing either a first-time skier or an experienced skier to find some level of adventure or achievement regardless of their ability. Then at the end of every day the opportunity to sit together in the evenings and share their personal experiences of the day and reflect.

One would recommend the participation of adaptive adventures where possible at a local level however it appears there is a compound effect when adding the elements above with regards location, adaption, variation and reflection opportunities and one would hope there is opportunity for such experiences. The ideal scenario would be the ability to ensure this type of adventure could be accessible without such a negative financial implication.

5.5 Limitations

The main limitation of the study was that of sample size, although the adaptive adventure took place over 2 consecutive years there was a limit to the number of participants and who would be with them on the trip. Also, this study involved the participation of the client in an adventure activity, in this case skiing and in some circumstances the parents and carers were unable to participate themselves due to fear of injury and no longer being able to provide support. This limited the opportunity for all the parents or carers to gain firsthand experience on how the activity effected the client or child, reducing any spillover effect.

The Study was also restricted by the lack of variation of adaptive adventure, this was a single specific adaptive skiing context, so findings should therefore not be generalised to all disabled people or adventure settings.

Chapter 6. Conclusion

To conclude this study, it is important to reflect on the original research question and aims to evaluate if the findings gathered provide answers and enhance ones understanding of the research topic.

6.1 Reflection

The research question proposed to investigate how the wellbeing of a care team or parent is affected by facilitating an adventure for the individual in their care. It was deemed necessary to look at separate aims to gain a better understanding of the topic. The aims related to the motivational factors, the growth of social connections through shared experience and the wellbeing influences following an adventure.

The research strategy incorporated a qualitative approach due to the volume of variables. Areas such as the individuals understanding and experience of the mountain environment, their views and personal meanings for wellbeing, and their attitudes towards any perceived risk that they may experience. Such variables placed the research in the ontological paradigm of relativism shaped by the individual's subjective interpretation.

To achieve this goal, two adaptive ski adventures were followed and the parents and carers interviewed on the last day. A small number of observations were taken and reviewed along with the interview data.

6.2 Summery

Clients and carers recognised the physicality of the activity was beneficial to their child or client, in some cases, leading to the use of weaker limbs without prompting and therefore building greater physical resilience in a manner that diverted focus elsewhere. Benefits also related to the social interactions which were created by grouping individuals with similarities together however this was heightened by creating the opportunity for them to share an adventure. In many cases it went far beyond the improved social interactions and allowed individuals to feel a sense of belonging, this was in contrast from an original feeling of being alone dealing with their specific challenges. The adventure did more than provide a new sensation or experience, it provided a sense of identity and feeling of fulfilment.

All benefits received for the participants were possible regardless of any disability however one could conclude that due to the lack of accessibility of similar activities, settings or groups

of people, the benefits were therefore magnified. Acknowledging there are certain groups of people who actively seek adventure and there is a plethora of different adventure sports available. There appears to be a disparity in the potential number of disabled individuals who would like to seek out an adventure sport and the availability of such offerings.

The concept of pride was echoed throughout the data however it was most powerful when the sharing of adventure created a shift in the care dynamic. With specific adaptations i.e. the use of a sit-ski and adaptive instructor the playing field was levelled, allowing the parent or carer to explore the edges of their comfort zone simultaneously to the client. This created opportunities for the clients to see their parents or carers feeling nervous or potentially vulnerable and be proud of their achievements. These moments appeared to create core memories and strengthen family and care connections.

It must be accepted that the benefits of such an adventure do not come without their challenges however the physical and in some cases financial challenges seemed to be easily outweighed by the benefits.

The adventure allowed people to not only be grateful for what they achieved during the week, it permitted them the opportunity to plan and dream far out with the perceived constraints of living with a disability.

Practice in the future should not underestimate the spillover wellbeing benefit to the parent or carer, it has been noted that it is common for carers to focus solely on the individual they care for they then, in some cases, neglect their own wellbeing. This study has shown that there is a twofold benefit to facilitating adventure for both parties, providing the feeling of self-worth through one's workplace identity.

Both client and carer shared the benefit of a growing social circle, recognising individuals with relatable experiences to share, and learning new skills together proved positive. This aspect appeared to have more of an effect on the family members and support staff rather than the clients themselves, thus, further confirming the positive social element the experience provided.

Based on the two adaptive ski adventures that were followed, this research illustrates that there is indeed a positive wellbeing benefit to be gained for someone with disabilities to participate in an adventure sport and the facilitator, whether they are an employed carer or the parent of the participant will receive the same if not a greater benefit to their overall

wellbeing. Further research on the subject will hopefully compound such findings and assist in the accessibility of adventures for all in the future.

6.2 Areas for Future Research

To further this line of study it would be interesting to widen the research into other sports or activities and carry out follow up interviews to examine the longevity of any effects experienced.

Areas of interest that were discussed in the data that deserve further research were the improvements parents linked to sensory engagement in the mountain environment, the reduction in dystonic episodes that were reported and the increased bowel movement and lack of intervention needed.

For future practitioners it would be worthwhile promoting the added benefits of the carers and or parents to participate alongside to get the true experience of the shared adventure. The barriers to participation are plentiful and the benefit to the care teams are undervalued. Anything boosting health and wellbeing of the individuals who devote their lives to caring for others should be promoted, ensuring that future opportunities are welcomed.

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AI Acknowledgment

I acknowledge the use of the AI tools listed below. I confirm that I have not presented any AI generated text as my own work. I confirm I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

AI Tool (with url)	Date used	Why did you use this tool	Example prompt(s)
Chat Microsoft Copilot	14/09/26	Info on how to present coded data in appendix	<i>how should I display all my coded data in my appendix?</i>
Chat Microsoft Copilot	19/09/26	Proofread reference list.	<i>Is this list in the correct format for Harvard referencing</i>

Appendix 1 - Ski4All Wales Profile



Ski4All Wales is a Welsh registered charity based at Pembrey Country Park Ski Centre in Carmarthenshire. It was established in 2014 and aims to make skiing accessible to people with physical, neurological, or visual disabilities.

What do they do?

Ski4All Wales provides:

- Adaptive skiing sessions for adults and children with disabilities at their base in Pembrey, West Wales.
- Specialist adaptive ski equipment, such as sit-skis and other supports, enabling people with a range of impairments to participate safely.
- Adaptive alpine skiing experiences in locations across Europe for participants wishing to progress beyond the dry ski slope environment.
- Bespoke instruction delivered by qualified adaptive ski instructors, physiotherapists, and volunteers.

Their Aims

The charity states that it seeks to:

- Increase confidence and self-esteem.
- Promote independence and achievement.
- Provide opportunities for physical activity and rehabilitation.
- Improve social inclusion and wellbeing through participation in sport.

Appendix 2 – Interview Questions

Can you tell me about your role in care or support for someone who participates in adventure sports?

From your perspective what impact has participating in adventure activities had on the individual you care for?

How does seeing them take part in these activities affect you personally?

In what way, if any, has facilitating participation in adventure activities influenced your own wellbeing?

Are there any benefits from these experiences that may carry over into everyday life for you and your family?

Have you experienced any challenges or difficulties supporting participation?

How has your involvement affected your own wellbeing, across different areas of your life?

Can you describe how important you feel adventure activities are for the wellbeing for the person you support?

Can you describe how important are these activities are for your own wellbeing as a carer or a family member?

Appendix 3 – Data Collection

Appendix 3.1 – Table of Participants

Interview	Participant Role	Location	Duration
1	Parent of Leanne	France	27mins
2	Carer (multiple individuals)	France	25mins
3	Parent of Gerome	France	26mins
4	Parent of Paul	France	14mins
5	Parent of Hati	France	17mins
6	Carer (multiple individuals)	France	16mins
7	Carer (multiple individuals)	France	13mins
8	Parent of Lee	France	13mins
9	Carer of Leanne	France	13mins
10	Parent of Lee	France	19mins
11	Carer (multiple individuals)	France	20mins
12	Parent of Andy	France	14mins
13	Carer of Mike	France	13mins
14	Carer (multiple individuals)	France	14mins
15	Carer (multiple individuals)	France	15mins
16	Parent of Leanne	France	14mins
17	Parent of Samual	France	15mins
18	Carer of Samual	France	12mins
19	Parent of Judy	France	14mins
20	Carer (multiple individuals)	France	13mins
21	Parent of Tony	France	14mins
22	Parent of Marvin	France	16mins
23	Parent of Samual	France	16mins
24	Parent of Judy	France	13mins
25	Parent of Rory	France	12mins
26	Carer of Mike	France	16mins
27	Parent of Billy	France	25mins
28	Sibling of Billy	France	14mins

Appendix 3.2 Sample Full Transcript

Interview Transcripts 1

To ensure all transcripts are anonymous the interviewees have been changed to (Parent or carer of X) with client names have been replaced with random pseudonyms.

Interview 1

'Can you tell me about your role in care or support for someone who participates in adventure sports?'

"I am the 'Parent of Leanne' and have been skiing with her all week, I suppose it's the same as any other parent who has to go along with what their child is into, thankfully I can ski so its not too scary!"

"Ah yeh, I bet that made things a little easier?"

"It sure did, aw, I really feel for some of the others who are having to learn and just stay on that nursery slope, it's so much better to get over the top."

"Yeh, there is a lot more to explore once you are happy on a blue..."

[Brief tangent spent talking about specific ski runs - no relevance]

"From your perspective what impact has participating in adventure activities had on the Anna?"

"It's been great to see their eyes so open and staring at the views, she has been so engaged in a positive way with everything and everyone. It has been such a positive experience with the activities and all the different people they have come into contact with during the course of the week."

"Is there anything that stands out that has made the experience so good?"

"No, I don't think so, I think it's the combination of everything coming together, there are so many different elements, like the evening entertainment the other night in the bar, watching her in that type of setting and seeing them really enjoying is brill." (See image 8.5, Appendix 8)

"How does seeing them take part in these activities affect you personally?"

"It makes me so happy, without sounding too gushy, it brings me so much joy when I see how happy she is doing something we never imagined would be possible. Even the journey and the flight especially, this was something I never thought would be possible not to mention taking her skiing."

"In what way, if any, has facilitating participation in adventure activities influenced your own wellbeing?"

"It just has been amazing; I can't put it into words the difference it has made to myself. It's so good, I'm so proud of her for just being herself and teaching me again that anything is possible, I'm so proud."

"Yeh, you should be, proud of yourself as well."

"To be honest, yeh I am, it really feels good to be able to provide my child with this adventure. It's always been something, you know... like unattainable and you kind of get used to accepting certain things are just for the other kids, not mine like. So yeh, I will go home feeling kind of proud of what we have done."

"Are there any benefits from these experiences that may carry over into everyday life for you and your family?"

"Just the fact that we have completed something we never thought would be possible is going to make us second guess or at least question much more things now, I suppose it has just widened our options of possible holidays and adventures in the future."

"Have you experienced any challenges or difficulties supporting participation. For example, time, emotional strain, stress, responsibility or other risk factors?"

"The lead up to this trip has been difficult and nerve racking, and to be honest it was only really the second or third day I started to feel on holiday myself. It's nice to be in company of others that have similar things to deal with and understand the needs of the children."

"How has your involvement affected your own wellbeing, across different areas of your life? "

"I'd have to say, physically... I have worked harder than I have done in a long time, I've cried more this week than I've done in a long time as well, but it's been so worth it, almost all were happy tears. I'm so proud, not just for Anna but seeing all the others make massive achievements, it's just great. To be honest I'm quietly proud of myself. My social circle has grown in such a way I have friends now who have such a better understanding of what life really looks like when you are dealing with a child with additional needs. Just getting the understanding smile sometimes makes the world of difference."

"Can you describe how important you feel adventure activities are for the wellbeing for the person you support?"

"To be completely honest I didn't think they were important at all however now I am starting to second guess myself as Anna seems to think it's the best thing since sliced bread, so I'll have to come down to [Location 2] more often and keep it up."

"Can you describe how important are these activities are for your own wellbeing as a carer or a family member?"

"100% and I am so please she is now able to come along together and make this a family activity for all of us at the same time, no matter what ability we are all at, there is something adventurous for all of us to feel like we have achieved something."

"Is there anything else you would like to share about your experience of supporting adventure participation?"

"No, just thank you, it's been so good, however I am ready from my own bed."

Appendix 4 - Thematic Analysis sample codes

4.1 Theme 1, Perception of Benefits

4.1.1 Physical Benefits Perceived

The below table provides a sample of the codes relating to the sub-theme of perceived physical benefits following questions relating to the impact the adventure had on the individual in their care.

Interview 1	<i>"It's been great to see their eyes so open and staring at the views"</i>
Interview 2	<i>"I see an improved physical capacity"</i>
Interview 2	<i>"Individuals are reporting things like, better sleep, less episodes and seizures, better bowel movements"</i>
Interview 3	<i>"His bodily tone becomes more regulated and relaxed because he has spent time concentrating and enjoying the activity. Physiologically this also helps his bodily functions like easing of bowel movements."</i>
Interview 4	<i>"There are some pretty big challenges he is overcoming, and I'd like to think this will set him up well for future challenges."</i>
Interview 6	<i>"Yeh, for sure. So many skiers report the feeling of freedom when they are skiing, if you could imagine being confined to a wheelchair then flying down a mountain, it must be amazing."</i>
Interview 11	<i>"Learning a skill such as upright skiing has a positive knock-on effect on an individual's physical strength, coordination, balance and stamina.... Just simple things like following the instructions given also helps the individual with cognitive developmental opportunities; working on their cognitive processing skills including memory, problem solving, reasoning, sequencing etc.."</i>
Interview 12	<i>"This type of sport has also encouraged regular bowel movement without additional medication.</i> <i>There's something to be said about extreme sport and a child with brain injury because there was, he slept through the night without many dystonic episodes, regular bowel movement, new noises and learning anticipation and appreciate social cues."</i>
Interview 14	<i>"It has positively increased mental health, the daily life struggles seem to disappear when participating in an adventure sport."</i>
Interview 15	<i>"Massive improvement in physical ability including balance, use of weaker limbs and overall strength. Equally massive improvement in confidence and social interaction"</i>
Interview 16	<i>"I know my son thrives when he participates in adventure sports, it must be releasing lots of endorphins that make him so happy"</i>
Interview 17	<i>"It is not always easy to tell the full impact due to communication difficulties, but we see smiles and excitement before going out skiing."</i>

Interview 27	<i>"He doesn't give too much away he has been so much more alert and less seizures, before the trip he was not too well and I really believe the clarity of the air has helped him."</i>
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4.1.2 Social Benefits Perceived

The below table provides a sample of the codes relating to the sub-theme of perceived social benefits following questions relating to the impact the adventure had on the individual in their care.

Interview 2	<i>"Individuals are reporting things like, better sleep, less episodes and seizures, better bowel movements"</i>
Interview 3	<i>"His bodily tone becomes more regulated and relaxed because he has spent time concentrating and enjoying the activity. Physiologically this also helps his bodily functions like easing of bowel movements."</i>
Interview 4	<i>"There are some pretty big challenges he is overcoming, and I'd like to think this will set him up well for future challenges."</i>
Interview 5	<i>"It has helped them gain confidence in trying new things and adapt to change, particularly being supported by new volunteers and getting the chance to ski alongside others."</i>
Interview 6	<i>"Yeh, for sure. So many skiers report the feeling of freedom when they are skiing, if you could imagine being confined to a wheelchair then flying down a mountain, it must be amazing."</i>
Interview 11	<i>Having the access to weekly adaptive skiing at [location 2] has given the individuals I support a structure to their week, something to look forward to, and be excited about, having a positive effect on their mood and motivation.</i> <i>"It provides them with the opportunities to socialise with their peers with similar interests. Offers them general social interaction opportunities, often being inspired by their peers who have achieved in the same activity."</i>
Interview 12	<i>"This type of sport has also encouraged regular bowel movement without additional medication...."</i> <i>There's something to be said about extreme sport and a child with brain injury because there was, he slept through the night without many dystonic episodes, regular bowel movement, new noises and learning anticipation and appreciate social cues."</i>
Interview 14	<i>"It has positively increased mental health, the daily life struggles seem to disappear when participating in an adventure sport."</i>
Interview 15	<i>"Massive improvement in physical ability including balance, use of weaker limbs and overall strength. Equally massive improvement in confidence and social interaction."</i>
Interview 16	<i>"I know my son thrives when he participates in adventure sports, it must be releasing lots of endorphins that make him so happy."</i>
Interview 22	<i>"He is so happy when he is here, playing communicating and interacting with others. That's the biggest thing for me."</i>
Interview 24	<i>"She normally takes a little while to warm up to other people before she starts chatting, but a can see a difference in her this week. She is chatting to everyone."</i>

4.1.3 Gained Identity through Adventure

The below table provides a sample of the codes relating to the sub-theme of the sense of identity that was connected to the adventure.

Observation 2	<i>‘I want to be pushing her through a supermarket and people to think ‘Fair Play, they have been away skiing’</i> This made me realize it was clearly important to have peoples view point adjusted from one of pity or potentially just focusing on the disability, restrictions, inability and struggles, to being impressed by ability and achievements. Hati's mum joked and said <i>‘Obviously I wont let her get sun burn but I want people to know how Kick Ass she is, my daughter is Hardcore!’</i>
Interview 5	<i>" My daughter has a life limiting condition that is nurse led. Her ‘paper profile’ matches someone that is normally taking part in relaxing ‘sensory’ activities. ...</i> <i>So, when I explain that she does not like doing those activities all of the time it's sometimes hard for people to understand, by giving examples of adventure sports she likes to do helps people understand the young lady she is."</i>
Interview 24	<i>“She is a little adrenaline junkie she absolutely loves it”</i>

4.2 Shared adventure and Impact on family and staff.

4.2.1 Pride and Achievement

The below table is a sample of the sub theme codes relating to the sense of pride and achievement that was portrayed by the parents and carers.

Interview 1	<i>“It makes me so happy, without sounding too gushy, it brings me so much joy when I see how happy she is doing something we never imagined would be possible...</i> <i>I can't put it into words the difference it has made to myself. It's so good, I'm so proud of her for just being herself and teaching me again that anything is possible, I'm so proud...</i> <i>My social circle has grown in such a way I have friends now who have such a better understanding of what life really looks like when you are dealing with a child with additional needs.”</i>
Interview 2	<i>“It literally fills me with so much pride and joy to see these children and their families make such beautiful memories that will last a lifetime. It makes me appreciate how lucky I am and reminds me to take nothing for granted.”</i>

Interview 3	<i>"Seeing him taking part and also being able to take part alongside him has had a huge impact, it's a dream come true."</i>
Interview 4	<i>"It has enabled me to reach for my own goals. Trying new adventures pushing myself a little more."</i>
Interview 5	<i>"No, it doesn't, but doing this motivates me to look for other activities that she can do or that may be able to be adapted (eg zip wiring/archery) ... It's such a lovely feeling to be empowering your daughter to believe anything is possible, it's also really rewarding when others are excited for her when you tell them what she is doing... I think they are really important knowing they are included and that other people care enough to adapt a sport to make sure people feel equal and can participate and have adventures like everyone else... For the first time in so many years I was able to be my daughter's parent, not her carer or facilitator because she had a team around her, I was able just to be alongside her, enjoying skiing rather than having to plan and think about every detail"</i>
Interview 8	<i>"Definitely makes my son happy the smiles on his face and the 'family feel' from our group adventures together are priceless"</i>
Interview 9	<i>"On a personal level seeing her take part has made me proud and emotional... I always find that attending the sessions with my son, gives me a boost both mentally and emotionally. Seeing the team and how well my son participates makes me smile and feel proud of what he can achieve."</i>
Interview 10	<i>"Without skiing, my son would have very little in his life that he feels able to achieve well... skiing is one aspect that not many, if any, of his friends can do so he feels proud that he can achieve something they cannot."</i>
Interview 11	<i>"Through learning to ski myself, I have been able to encourage and support my daughter to learn to ski and now plan ski holidays of our own."</i>
Interview 12	<i>"It has been overwhelming in the most positive way possible, just seeing his beaming smile, hearing his squeals and determination to push on. I don't think we've smiled like we have in a long time."</i>
Interview 13	<i>"I feel privileged to be able to facilitate these activities for the individual. I feel a full-on sense of joy."</i>
Interview 14	<i>"I feel so proud, and you can see it affects the whole family in providing such a positive outlook."</i>
Interview 15	<i>"I am proud of how I have learnt the skills needed to teach the children, how I have developed my approach and the success I have had with the upright skiers. I have a real sense of achievement, and all my friends and family think it's amazing and are equally proud."</i>
Interview 16	<i>"It makes me feel overwhelmed with joy and almost disbelief that my child could take part in this activity... I get a huge sense of achievement from supporting my son with his adventure sport... It's phenomenal that he can even take part with his complex disabilities."</i>
Interview 18	<i>"It's like a wave of emotions and genuine happiness to see them enjoy and participate in the activity with such commitment."</i>
Interview 22	<i>"It gets me, just watching him at dinner laughing and joining in really gets me. The number of times me or my wife have nudged each other under the table and nodded towards him because he is engaging in a way he has never done before."</i>

Observation 1	<i>"This morning's session I was skiing with Devon and her mother, her mum had skied several years ago and since having Devon she never thought she would be able to go skiing again. It was clear to see one of the main positives to take from the session, was the sharing of the experience. The fact they were doing something new and exciting together made the session special. The shared Joy of mum falling over was probably the highlight of Devons session".</i>
Observation 2	On a chairlift with Hati and her mother we somehow started talking about the importance of suncream and I suggested the reflection of the snow made it important to wear suncream, Hati's mum replied with " No, I want Hati to be going home with Goggle marks on her face so people know she has been skiing" I joked and asked if she could not just tell her family and friends she had been away skiing and she informed me that she wanted strangers to know. <i>'I want to be pushing her through a supermarket and people to think 'Fair Play, they have been away skiing'</i> This made me realize it was clearly important to have people's viewpoint adjusted from one of pity or potentially just focusing on the disability, restrictions, inability and struggles, to being impressed by ability and achievements. Hati's mum joked and said: <i>'Obviously I won't let her get sun burn but I want people to know how Kick Ass she is, my daughter is Hardcore!'</i>

4.2.2 Benefits and Demands

The below table relates to the subtheme regarding the benefits and demands felt by the parents and carers.

Interview 1	<i>"The lead up to this trip has been difficult and nerve racking, and to be honest it was only really the second or third day I started to feel on holiday myself... I'd have to say, physically... I have worked harder than I have done in a long time, I've cried more this week than I've done in a long time as well, but it's been so worth it, almost all were happy tears."</i>
Interview 3	<i>"Having a child with additional needs often means that things take more time and more effort which can lead to more stress and anxiety so that's certainly a challenge that we fight day to day worrying if he will enjoy the activity... We also always fear him getting ill after taking part."</i>
Interview 4	<i>"There has been difficulties in the past where we have decided it's too much and maybe not possible however this has shown us that there is some huge positives that can come out of pushing through difficult times. Watching how patient everyone is, reminds me that he is a teenager and maybe for me I need to be more patient with him when he is struggling with something."</i>
Interview 7	<i>"It has been stressful at times managing the responsibility. Managing physical health needs of everyone has been tricky."</i>
Interview 12	<i>"it's clear that different strains and stresses have caused soft tissue injury but the overhauling sense of accomplishment, joy and wholesomeness overrides the physical strain."</i>

Interview 15	<i>"The only challenge is making sure I don't get injured for the duration of the ski trip. It's very physically demanding so I need to look after my back and hips."</i>
Interview 16	<i>"There is a responsibility and I can get anxious when we do take part in our ski sport, but the excitement outlays the risks of participating."</i>
Interview 17	<i>"However, it is a monumental task to get them to the alps with all the supplies, kit and extra effort it requires... Also being 100% honest mental health issues make it difficult to engage with people all the time, when sometimes it is a challenge to leave the front door, it can be very difficult to do... The health of our ski bear has in previous years been challenging on these holidays. The stress of dealing with that and worry is difficult... In previous years money was also an issue, before our legal case settled, we self-funded a couple of trips."</i>
Interview 19	<i>"We needed to find a time that suited her and her fatigue. Once this was noticed by the team, we were able to adjust to suit her individual needs."</i>
Interview 22	<i>"Sadly, we can't afford to come back here all the time but I'm sure he would love it if we could, I'm sure we will be visiting [Location 2] more often now knowing how much he enjoys it... Supper nervous as I have never done anything like this before, we thought it was potentially a once in a lifetime opportunity just to be here. We didn't really know what Marvin was going to make of all snow and the cold, never mind him skiing. We also initially thought he was going to be in a sit ski and only on day one we found he was going to be stand skiing which made me even more nervous... the support for Marvin has been amazing; it's that level of adventure that is always taken away first for children with additional needs."</i>
Interview 23	<i>"Just full of trepidation and the hard work having to care for him day and night, it's such a big undertaking to ensure there is everything that's needed in the right place at the right time. Having more care staff would have been helpful as Samuel needs 24 7 care and monitoring."</i>
Interview 24	<i>"The airport was a nightmare, I don't know why it took them so long, and I didn't have the buggy, so I had to carry the baby for miles. It has been a bit stressful at times with her younger sister as we didn't really know what to expect, so when Judy was coming off the slope we had to juggle both their needs which are sometimes very different."</i>
Interview 25	<i>"I worry that the change back to routine and school may have a little setback for him but hopefully he will be able to understand and remember... It's been really hard at times, it's ok at home when we are in our house and he has one of his melt downs, but we really didn't know what to expect when we came away. Getting here was the biggest challenge, maybe more my anxiety more than his."</i>
Interview 26	<i>"Just the little bits on getting here were hard, the number of transfers that must be don't to get to resort are crazy... It's also really hard to staff the trip as its 9 days and no one would be getting a day off..."</i>

	<i>his life is so restricted at home ... Some of his carers don't even drive"</i>
Interview 27	<i>"my main concern was the ability to hoist and transfer as there is many places in the UK that don't have adequate facilities so coming to a foreign country was a bit of a worry... It was also tricky getting through security and with all the medication and extra things Billy needs, even getting his seat harness onto the plane and set up prior to any passengers getting on is a bit of a mission."</i>

4.3 Wellbeing and Adventure

4.3.1 Physical Wellbeing

The following table is a sample of the codes that related to the physical wellbeing effects as described by the parents or carers.

Interview 4	<i>"It has enabled me to reach for my own goals. Trying new adventures pushing myself a little more."</i>
Interview 11	<i>"Supporting individuals to become involved in adaptive skiing brought about curiosity in me and I also learned to ski. This has enabled me to support individuals within the activity of skiing due to the development of my own skills."</i>
Interview 20	<i>"It is a physical support role which I greatly benefit from... Yeh it is good fun; I really enjoy it. I don't know it makes me healthier, but I have been doing a lot of exercise... Yeh loads more, my legs haven't ached this much since I used to go to football training and that was decades ago."</i>
Interview 24	<i>"Yeh it is good fun; I really enjoy it. I don't know if it makes me healthier but I have been doing a lot of exercise... my legs haven't ached this much since I used to go to football training and that was decades ago."</i>

4.3.2 Emotional Wellbeing

The following table is a sample of the codes that related to the emotional wellbeing effects as described by the parents or carers.

Interview 1	<i>"Just getting the understanding smile sometimes makes the world of difference."</i>
Interview 4	<i>"Makes me feel proud and happy, and hopeful for his future."</i>
Interview 7	<i>"I think it will help enhance the wellbeing of all and bring a positive attitude... It's definitely enhanced my wellbeing and emotional resilience."</i>

Interview 9	<i>"These activities are very important to my own wellbeing as they make her so happy and builds confidence and memories. This then has a knock-on effect on me."</i>
Interview 15	<i>"Spending time with the children helps me deal with my PTSD from my experiences in the military. Immersing myself in their world, focusing on helping them overcome their challenges and creating magical moments for them and their parents puts me in a very happy place where I can block out my demons... I get a real high from this activity I just wish I could do more of it"</i>
Interview 16	<i>"Very positive for my wellbeing The joy on my child's face is enough to make me feel happy and fulfilled"</i>
Interview 17	<i>"Mentally it is a huge lift to see and help them achieve it."</i>
Interview 20	<i>"Hugely positive, enabling others to achieve their dreams or to engage in a sport like their sibling or peers is truly inspiring."</i>
Interview 27	<i>"I am quite an emotional person, but it is fantastic, my serotonin must be releasing in my brain, I'm sleeping better relaxing more, eating better. Because Billy is enjoying and in safe hands I can properly relax. There is so much help on hand it's great."</i>

4.3.3 Financial Wellbeing

The following table is a sample of the codes that related to the financial wellbeing effects as described by the parents or carers.

Interview 11	<i>"I also quickly developed the interest in personally supporting the charity in my spare time, because I believe in what the charity is offering to individual's and their families, who would not have the opportunities/ experiences if not for the charity."</i>
Interview 20	<i>"It is difficult to always have the time to support, but it is worth the loss of income to see the benefits to the participant."</i>
Interview 27	<i>"For some families, the cost has hindered regular engagement also."</i>

4.3.4 Workplace Wellbeing

The following table is a sample of the codes that related to how the parents or carers feel their workplace wellbeing will be affected following the adventure.

Interview 6	<i>"It's just very niche what we do so it stands when talking to others out and builds confidence in others when I am talking about my experience or ability for different roles moving forward."</i>
Interview 13	<i>"Yeh, I'd say patience, a better level of understanding of different conditions, and I'll definitely be collaborating with all these wonderful people moving forward."</i>
Interview 18	<i>"I have learnt new skills to take back to the workplace for sure, probably just better coping mechanisms, you sometimes have to think on your feet and do a lot of problem solving."</i>
Interview 26	<i>"As a carer this is something that will be something that I will remember forever and will be something I would include on my CV as a moment I am</i>

	<i>proud of. Overcoming all the challenges has been a good learning experience...</i> <i>It's strengthened the network of clients and carers...</i> <i>It so good to say o have don't this with another client, none of our team have ever taken a client away before so if the opportunity comes up again, I will know what to expect and it will come so much easier."</i>
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4.4.5 Social Wellbeing

The below table related to the social wellbeing effects felt by the parents or carers.

Interview 1	<i>"My social circle has grown in such a way I now have friends who have such a better understanding of what life really looks like when you are dealing with a child with additional needs."</i>
Interview 3	<i>"In turn it makes me feel that my boy really is a little boy like any other... Being part of activities like this has also made me want to give back and help families that also don't yet know about how great this can be and that their world too can open again".</i>
Interview 6	<i>"Physically improved due to demand on my body, I've probably done the equivalent of a gym session every day this week, areas such as employment and social settings, I'm sure will be improved as our social media pages continue to build awareness."</i>
Interview 12	<i>"It's so important, I think we were surrounded by the right kind of support, people and a community that just get it, for us it was about finding our people."</i>
Interview 16	<i>"Telling my friends and family members about my son taking part in adventure sport is exciting and they love to hear about our experiences."</i>
Interview 18	<i>Massively important- promotes inclusivity, belonging and sense of involvement."</i>
Interview 19	<i>"Making friends and new connections within her disability circle. A sense of belonging in this world...</i> <i>This involves all the family, and we are all able to participate in the same sport and enjoy it together, this is an amazing experience and one that I could never have imagined doing...</i> <i>It's been huge for my wellbeing; It's more the people than the activity. The amount of support from the team has been amazing".</i>
Interview 23	<i>"It's mainly for my son, the effect on me doesn't really matter, when you have a child with disabilities your wellbeing doesn't really get a look in. Obviously making my son happy and seeing him smile makes me happy but that's not really important, it's all for my son."</i>
Interview 25	<i>"It's been huge for my wellbeing; It's more the people than the activity. The amount of support from the team has been amazing".</i>

Observation 2	<i>“I want to be pushing her through a supermarket and people to think ‘Fair Play, they have been away skiing.’”</i>
Observation 3	During a dinner presentation one of the parents accepting an award on behalf of their child gave a speech detailing what this meant. they referred to a song by Drew Holcomb & The Neighbours, titled; 'Find your People' It was stated that this song summed up how he was feeling, from the loneliness feeling like they were the only one in their situation to in their words 'finding their people'. The song was then shared with the group on WhatsApp, and it seemed to be approved by everyone that it perfectly summed up the feeling of this group coming together.

Appendix 5 - Ethics Approval



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS This form is to be completed by the student within SIX months for full-time students and TWELVE months for part time students, after the commencement of the research degree or following progression to Part Two of your course. Once complete, submit this form via the MyTSD Doctoral College Portal at (https://mytsd.uwtsd.ac.uk). This document is also available in Welsh.
RESEARCH STAFF ONLY All communications relating to this application during its processing must be in writing and emailed to poresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of research activity: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Michael Dougall			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	University of Wales Trinity St Davids			
4	Campus:	Carmarthen			
5	E-mail address:	0250555@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07732171687			
	For students:				

7	Student Number:	0250555
8	Programme of Study:	MA Outdoor Education
9	Director of Studies/Supervisor:	Maria Trevino Gonzalez

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☒
					Date
2	If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) Maria Jose Trevino Gonzalez	☒		08-10-2024

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.				
1	UWTSD Research Ethics & Integrity Code of Practice				☒
2	UWTSD Research Data Management Policy				☒
3	[List any other relevant documents here]				☐

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	
2	Contact person name	
3	Contact person e-mail address	
4	Is your research externally funded?	YES ☐ NO ☐
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☐
6	Are you specifically employed to undertake this research in either a	Voluntary YES ☐ NO ☐
7	paid or voluntary capacity?	Employed YES ☐ NO ☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered. YES ☐ NO ☐

9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐
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Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	Wellbeing effects on family groups in adventure sports.			
2	Proposed start date:	25/03/24	Proposed end date:	29/04/24	
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>				
3	Purpose of Research Activity This research will hopefully provide a better understanding on why parents or carers who have a sole purpose of ensuring the safety and health of an individual are choosing to let / encourage / facilitate them in participating in adventure sports. (this box should expand as you type)				
4	Research Question This proposal aims to investigate how the wellbeing of a family or care team is affected, by allowing the individuals they care for to participate in an adventure sport? (this box should expand as you type)				
5	Aims of Research Activity - To better understand the benefits of participation in adventure. - To investigate whether there are transferable positive or negative elements that impact all participants. - To understand the importance of this as an activity to participate in. (this box should expand as you type)				

6	Objectives of Research Activity - To explore the perceived benefits of participation in adventure by participants with a disability, carers/parents/family members in relation to their wellbeing. - To analyse the existence of positive and negative influence these experiences have on the parents and carers who are involved in facilitating. - To consider and assess any changes to the parents and carers concepts of wellbeing across all five elements. (physical, emotional, social, workplace and societal) (this box should expand as you type)						
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.						
7	The research method will include a semi-structured qualitative interview which will be audio / visual recorded. The participants will be selected from a local ski club of which I volunteer for on a regular basis. All the participants will be given the opportunity to provide any pictorial evidence in the form of photographs that they are willing to share in the hope of utilising visual methodologies to hopefully gain a more in-depth data regarding participants feelings and opinions. (this box should expand as you type)						
	Location of research activity Identify all locations where research activity will take place.						
8	All research activity will take place in the United Kingdom (this box should expand as you type)						
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.						
9	No (this box should expand as you type)						
10	<table border="1"> <tr> <td data-bbox="327 1713 1093 1780">Use of documentation not in the public domain: Are any documents NOT publicly available?</td> <td data-bbox="1093 1713 1220 1780">NO</td> <td data-bbox="1220 1713 1356 1780">☒</td> </tr> <tr> <td></td> <td data-bbox="1093 1780 1220 1812">YES</td> <td data-bbox="1220 1780 1356 1812">☐</td> </tr> </table>	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒		YES	☐
Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒					
	YES	☐					

11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>
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Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?		YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
<i>(this box should expand as you type)</i>			

SECTION F: Scope of Research Activity

Will the research activity include:		YES	NO
1	Use of a questionnaire or similar research instrument?	☐	☒
2	Use of interviews?	☒	☐
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒

15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

Who are the intended participants:		YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☐	☒
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected? 7 (this box should expand as you type)
11	Who will the participants be? Parents or carers of individuals with complexed needs who participate in adventure sports via a local ski club in Pembrey Country Park (this box should expand as you type)

12	How will you identify the participants?	Local Ski Club "Ski 4 All Wales" enables several individuals with complexed needs the ability to participate in Snowsports. As an adaptive ski instructor, I will request cooperation in person. <i>(this box should expand as you type)</i>
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	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
	<i>(this box should expand as you type)</i>			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.						
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: Interviews will be carried out in a controlled outdoor safe environment so there are no physical risks however the sharing of personal information may be overheard, similarly the information talked about could bring up painful memories and could cause emotional distress. <i>(this box should expand as you type)</i>	How you will mitigate the risk to participants: Prior to carrying out the interviews I will ensure the participant is completely aware of the situation and their ability to skip or stop at any question. <i>(this box should expand as you type)</i>				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					
	No sensitive topics included. <i>(this box should expand as you type)</i>					
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest					
	Risk to the investigator: Risk of accusation made while conducting an interview. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: Interviews will be carried out in a familiar outdoor environment where help, assistance and onlookers will be present. <i>(this box should expand as you type)</i>				
5	University/institutional risks For example: adverse publicity, financial loss, data protection					
	Risk to the University would be limited to adverse publicity if the I were to act in a disrespectful manner while representing UWTSD <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: I will ensure my work and manner are of the highest standard. <i>(this box should expand as you type)</i>				
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems					
	Risk to the environment: <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>				
Disclosure and Barring Service						

	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? Feedback will be available on request. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. All information will be verbally communicated when arranging time of interview, I will also explain that there will be a consent form needing signed prior to the interview taking place. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. Anonymity will be provided via redacting and changing any names from the transcriptions. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	x	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	Video recording will be carried out at interview stage however names will not be used. Photo evidence may be included from the participant and will be included in the consent form. <i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' –	☐	x



	(a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).		
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4			

(this box should expand as you type)

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☒	☐
6	University computers?	☐	☒
7	Private company computers?	☐	☒
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☒
10	"Cloud" storage or websites?	☒	☐
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data i.e audio recordings, transcripts and any participant information necessary will be stored within the Microsoft One drive account provided through UWTSD password protected cloud storage system. <i>(this box should expand as you type)</i>		

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒



21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	<i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	University Lecturer and I <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Michael Dougall student 0250555 <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	All stored data will have names removed. All files will be password protected and stored on a cloud based storage drive Once research is completed all data will be deleted. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	No. <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☒
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☒

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/	
1	Signature of applicant:	 Date: 04/10/24

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Maria Jose Trevino Gonzalez	Date: 08/10/24
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Appendix 6 - Participant Consent Form

Consent Form

Title of Dissertation:

An investigate into how the wellbeing of a family or care team is affected by allowing the individuals they care for to participate in an adventure sport?

Researcher: Mike Dougall

University: University of Wales Trinity Saint David

Programme: Masters in Outdoor Education

Purpose of the Research:

The aim of this research is to provide an insight into why individuals would allow someone they care for to participate in a high-risk activity. Specifically looking at the levels of stress or reward that are the outcomes for the carer. Your participation will help to provide valuable insights into my final paper allowing me to hopefully complete my master's degree.

Confidentiality and Data Protection:

- All data collected will be anonymised and stored securely.
- The information you provide will only be used for academic purposes related to this research.

Right to Withdraw:

You have the right to withdraw from this study at any time without providing a reason. If you decide to withdraw after the interview, you may do so by contacting me up to 4 weeks following this experience

Consent to Participate:

By signing this form, you indicate that you:

1. Have read and understood the information provided above.
2. Voluntarily agree to take part in the research.
3. Understand that you can withdraw from the study at any point without consequence.

If you have any questions or concerns about this research, please feel free to contact me at:
Via WhatsApp

Alternatively, you may contact my academic supervisor:
Maria Trevino Gonzalez [m.tgonzalez@uwtsd.ac.uk}

Consent:

I, confirm that I have read and understood the information provided and agree to participate in this research.

Signature: _____

Date: _____

Thank you for your participation and support in this research.

Appendix 7 - Ski4All Wales Permission



20th January 2025

To whom it may concern

On behalf of Ski4All Wales, I confirm that Mike Dougall has permission to carry out research relating to our adaptive skiing programmes in Samoëns. He is welcome to use any media shared on the group WhatsApp if needed.

Yours faithfully



Bethan Drinkall
Chair, Ski4All Wales

Appendix 8 – Photo Evidence

Image 8.1

An example of sharing an experience with peers



Image 8.2

An example of the additional equipment brought from the UK.



Image 8.3

An example of parents and siblings getting to share their adventure.



Image 8.4

An example of a mum who for those moments was no longer a carer and just out skiing with her daughter.



Image 8.5

Utilising opportunities to dance and socialise in different settings



Image 8.6

A perfect example of Shared Joy...

