2019 American Camp Association

Research Forum Abstracts

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December 8, 2018

Dear Colleagues:

This book includes 24 abstracts that will be presented at the 2019 American Camp Association (ACA) Research Forum to be held during the ACA annual conference in Nashville, TN from February 19-22, 2019. Twelve of these abstracts have been grouped into logical areas and will be verbally presented in four sessions. All abstracts will be on display as posters.

The Research Forum has grown in quantity and quality over the past decade. ACA's Committee for the Advancement of Research and Evaluation (CARE) has been instrumental in pushing this forum forward. Staff at ACA have been enthusiastically supportive including Amy Katzenberger and Melany Irvin. Sara Johnson and Mat Duerden provided peer-reviewed external evaluations for the selection of these abstracts.

We look forward to presenting these papers at the 2019 Research Forum, but also recognize that many people cannot attend the annual meeting. We hope these short abstracts will provide information for those not able to attend. Please contact the authors if you have further questions.

Best wishes,

Ann Gillard, Ph.D.
2019 ACA Research Forum Coordinator

The proper way to cite these abstracts using APA 6th edition is:

Author name(s). (2019). Title of abstract. *2019 American Camp Association Research Forum Abstracts* (pp. x – x). Retrieved from http://www.....

Example:
Bennett, T. (2019). Investigating the effects of camp program quality on outcome achievement across gender and ethnicity. *2019 American Camp Association Research Forum Abstracts* (pp. 4 - 6). Retrieved from http://www....

2019 ACA Research Forum Book of Abstracts
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MEDICAL SPECIALTY CAMPS: CAMPERS PERCEPTIONS USING THE ACA YOUTH OUTCOMES BATTERY

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Youth living with type 1 diabetes (T1D) have limited access to certain outdoor recreation experiences like summer camp, but the benefits of participation may be significant (Hill, Gagnon, Ramsing, Kennedy, & Hooker, 2015). Summer camps serve over 14 million youth annually through day and overnight resident camps (American Camp Association, 2013). A variant of traditional camp, medical specialty camps provide youth with the ability to learn, explore, build confidence, and bond with peers who share the same unique, chronic condition. Medical specialty camps that involve the campers' family in the camping experience provide an additional and unique opportunity for growth and independence (American Diabetes Association, 2015). An increase in cooperation, and responsibility, as well as a decrease in social isolation are some outcomes associated with camp participation (Hill et al., 2016; Michalski, Mishna, Worthington, & Cummings, 2003). There has been an increase in the use of non-clinical medical specialty camps to positively influence youth within unique population groups like youth with HIV/AIDS (Gillard, Witt, & Watts, 2011), cancer (e.g., Meltzer & Rourke, 2005) and diabetes (Hill et al., 2015).

Research suggests that proper maintenance and regimen adherence through good glycemic control are essential skills needed to avoid microvascular and macrovascular complications (Lind et al., 2014). Medical specialty camps (e.g., diabetes camps) generally provide an opportunity for parents to comfortably rely on medical professionals to care for their child during their absence. The diabetes camp for this current study, however, encouraged family members to actively engage in and participate throughout the experience. The American Camp Association (ACA) Youth Outcome Battery was used as a measurement framework for camper outcomes. The ACA sponsored research is salient in that it provides evidence of what many practitioners already know; organized camping is beneficial to the development of youth (American Camp Association, 2012). The purpose of this study was to determine the camper outcomes (e.g., responsibility) at a family diabetes camp.

Methods

In 2018, this volunteer-based camp provided university recreation majors a chance to program an outdoor recreation experience for 35 youth with TID and their families. The camp was designed in collaboration with a local university, a diabetes center, and the Lions Club. The camp included components of a traditional camp with the inclusion of activities (e.g., rock climbing), workshops, and parent sessions that provide families the opportunity to share common rewarding experiences, issues, and challenges that often faced by youth with diabetes and their families. The camp was designed to educate, emphasize, and challenge campers through various recreational and traditional camp activities with the intent to have youth transfer the skills they learned to persevere through the daily challenges of having diabetes.

The counselors consisted of recreation majors and faculty members, and healthcare professionals who were associated with the local diabetes center and volunteered their time at camp. This hands-on experience camp provided an opportunity for the participants to gain one-on-one support from an adult who is invested in making camp an enjoyable experience. Prior to camper evaluation, consent and assent were collected for each participant. Data were collected

through the American Camping Association's (ACA) Youth Outcome Battery-Detailed Version, specifically measuring: Perceived Confidence-Have camp experiences helped campers believe that they can be successful in the things they do? Responsibility-Have camp experiences helped campers learn to be better at taking responsibility for their own actions and mistakes? Family Citizenship-Have camp experiences helped campers become better citizens when they are with their families? The detailed version of the scales measure gains through the camp experience, plus how much of that gain was due specifically to camp. Each question has two parts. The first part is about participant. The second part, which appears just below the first part, asks the participant to think about herself before and after camp. Parents also completed the ACA Parent Perceptions to determine their views of improvement on five outcomes: friendship skills, camp connectedness, perceived competence, responsibility, and independence.

Figure 1. Example question.

I am good at taking care of myself	False	Somewhat False	A little False	A little True	Somewhat True	True
Is the above statement more or less true today than before camp?	A lot less	Somewhat Less	A little Less	A little More	Somewhat More	A lot More

Results

After consent, assents and questionnaires were matched; there were 29 usable data sets (83% response rate). The average age of participants was 8.4 years old, with 62% of them identifying as female, had diabetes for 3.5 years, and self-reported an HbA1c of 8.2. The campers were 58% Caucasian, 24% African-American, and 10% Latino. On a scale 1-10 regarding level of enjoyment, the campers' average was 8.7. The following percentage of campers felt the "I am more responsible" was at least a little more true today than before camp: 90%. The following percentage of campers felt "I am competent" was at least a little more true today than before camp: 83%. The following percentage of campers felt "I have family citizenship behavior" was at least a little more true today than before camp: 79%. Thirty-four parents completed the questionnaires on the five outcomes immediately following camp. Friendship skills had the highest observed mean score.

Discussion and Implications

Youth living with TID have a need for the camp experience. The American Diabetes Association's three-year study of diabetes camp benefits indicates improvements in self-confidence, diabetes-related stress, knowledge of diabetes management, and overall diabetes management (American Diabetes Association, 2015). Results from our current study demonstrate campers making gains in all three constructs: responsibility, competence, and family citizenship after camp. These findings are similar to the ADA study, but added the familial component, a necessity for healthy diabetes management among youth. When youth make gains in responsibility feeling competent at camp, the hope is they will continue to demonstrate that at home while taking responsibility of their diabetes. If they learn skills to become more diabetes competence at camp, youth might be more likely to transfer the skills to home, school, and while with friends (McAuliffe-Fogarty, Ramsing, & Hill 2007). The addition of the parental measures adds significant practical value. Further research is needed on the longitudinal gains once they leave camp. Females score higher than males on two of the three outcomes (responsibility and competence). Previous research at diabetes camp has demonstrated differences among gender regarding competition while at camp (Ramsing & Sibthorp, 2008), but limited research was

found to explain the personal assets again among gender (e.g., responsibility) while at camp. More research is needed to explore these gender differences. The ACA originally developed the ACA Youth Outcomes Battery (YOB) originally for non-medical camps, but the YOB (Basic and Detailed versions) can be easily applied and advantageous to medically based camps (Hill et al., 2015). As more medical specialty camps seek evidence-based practice, the ACA-YOB can provide a variety of measures to address many outcomes.

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HOW TO ENGAGE STAFF IN DATA ANALYSIS FOR PROGRAM IMPROVEMENT

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Camp professionals identified evaluation and assessment of camper outcomes as a significant issue in the American Camp Association (ACA) 2017 Emerging Issues Survey (Wilson, 2017). Many camps reported uncertainty about how to use evaluation results for improvement, or concern about negative results.

For the last three years, the California 4-H (CA4-H) Camping Advisory Committee assessed the impact of the state's 4-H camping program on youth and teen leaders. Volunteers and non-academic staff in the field informed the study design, collected data, and engaged in data interpretation through "Data Parties." Participation in the Data Parties led to their deeper understanding and buy-in to the data, and camps created action plans around their findings. This paper describes the results of the Data Party evaluation, and tools used to engage staff in understanding, owning and action planning around camp data to promote positive change.

Theoretical Foundations

There are many challenges when involving stakeholders in program evaluation including lack of interest or feeling ill-equipped to analyze or interpret data. An evaluation is valuable only if it is understood and acted upon by those who can affect what happens in the program. Involving camp staff in evaluation in a meaningful way—whether in the creation of the research questions, the collection of data, or data analysis and interpretation—can create buy-in and a sense of ownership (Fetterman, 2010; Patton, 2008).

Data Parties are a tool to facilitate stakeholders in analyzing and/or interpreting collected data (Franz, 2013). Data Parties "break down" data into manageable pieces of information. A well-orchestrated Data Party includes having the right stakeholders present, data visualization tools (i.e. posters, place mats) that summarize data, and well-thought-out questions that allow stakeholders to process findings and generate ideas for program improvement (Franz, 2018).

Methods

The California 4-H Camp Study

CA 4-H annually hosts approximately 22 resident camps, each 5-7 days long, which are locally administered by volunteers and planned and delivered by teenagers. In 2016, we began the process of evaluating our statewide camps with the intent of measuring youth outcomes and improving programs. In partnership with the Camping Advisory Committee, researchers developed two youth surveys: one measured confidence, responsibility, friendship skills, and affinity for nature (for campers and teen staff), and a second assessed leadership skills and youth-adult partnership (for teen staff). See Lewis, Bird, Wilkins, Borba, Nathanial, and Schoenfelder (2018) for details on the development of these tools.

Nine 4-H camps participated in the study in summer of 2016, 12 in 2017, and 17 in 2018. Two, day-long Data Parties took place, one for each study year, after the camp season. We invited all camps in the study to the session, emphasizing that individuals in key leadership roles (e.g. adult camp administrators, youth directors, and 4-H professional staff) should attend. Seven of nine camps participated in the 2016 Data Party (24 individuals), and five of 12 in 2017 (19 individuals). As of publication deadline, the 2018 Data Party had not taken place.

Data Party Format

We presented the data in an accessible format, creating a series of posters and place mats that each contained a digestible amount of information on a particular topic. Examples include mean difference between campers and teens on target outcomes, gender differences, or pre-post differences on teen leadership skills. The day consisted of the following activities:

- Gallery Walk of 8-10 posters featuring statewide data, done in pairs with someone from another camp, followed by discussion about observations and patterns in the data.
- Data place mats of camper data and review of qualitative camper data for each camp team, followed by large group discussion on emerging themes and hypothesis.
- Data place mats containing graphs, and word clouds created from the qualitative data, for each camp; followed by shared reflections within and between camps.
- Introduction of tools to share findings. Who do you want to share findings with? How will you share the information?

Data Party Assessment

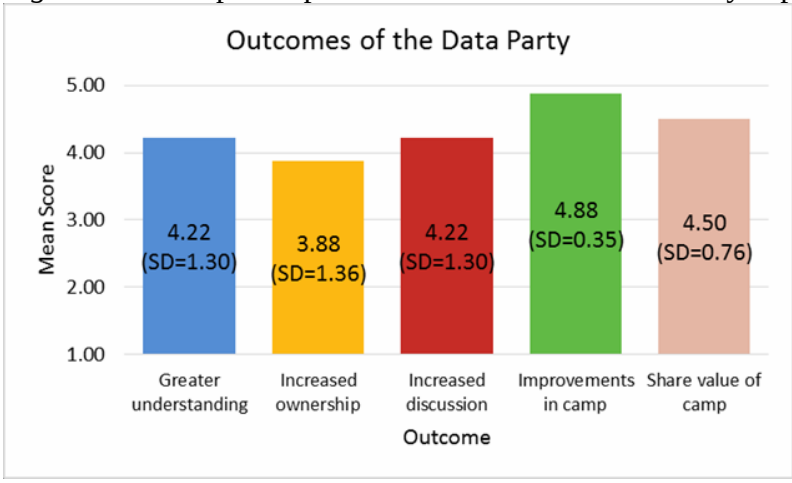
We administered an on-line follow-up survey to all Data Party participants nine months after the 2017 data session, and 18 months after the 2016 session. Through open-ended questions, we asked participants what insights they had gained from the analysis session and how they had utilized data and learnings. Nine Data Party participants completed the survey; three had attended the 2016 session only, two the 2017 session only, and four attended both. Using a 5-point Likert scale, participants rated how useful various data-sharing strategies were, as well as their understanding, ownership, and ability to communicate findings.

We entered quantitative data into an Excel spreadsheet, calculated means and standard deviation, and compared results. Qualitative responses were brief. We did not set pre-determined codes prior to reviewing responses, but they emerged as we looked for evidence for what participants found useful in the Data Parties and how they would use the data.

Findings

Participants reported positively on the Data Party. All (100%) of respondents said they gained new insights through the sessions. The majority agreed that the process led to greater understanding of the camp data and, ultimately, improvements in their camp programs (See Figure 1).

Figure 1: Participant reported outcomes of the Data Party experience.

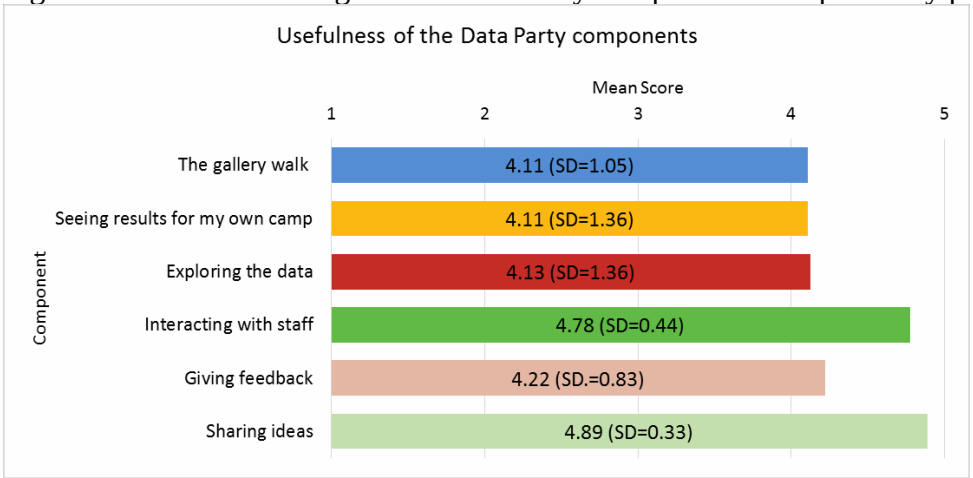


Note: SD=standard deviation.
Scale:
(1) Strongly disagree
(2) Somewhat disagree
(3) Neither agree nor disagree
(4) Somewhat agree
(5) Strongly agree

Respondents also cited different ways they utilized the findings including modifications to staff training, sharing findings with their camp staff or 4-H management board, and making specific programmatic improvements. Two-thirds indicated their camp had created improvement plans based on the data. Almost all strongly agreed that the data had led to improvements in their program.

The participants asked questions and engaged in discussions, as evidence of their engagement in the process. They valued interactions with 4-H staff knowledgeable about the data, as well as discussions with their peers (See Figure 2).

Figure 2: Usefulness ratings of the Data Party components as reported by participants.



Note: SD=standard deviation.
Scale:
(1) Not at all useful
(2) Slightly useful
(3) Moderately useful
(4) Very useful
(5) Extremely useful

Implications

Based on the survey responses and our observations, Data Parties are most effective when:

- Participants explore the data and draw their own conclusions about what it says.
- Individuals familiar with the data and how it was processed are available for questions and insights.
- Participants have ample time to discuss with peers. They value learning as much from each other as from "experts."
- Participants discuss ideas on how and with whom to share the findings. This encourages action-planning and the perception that data is useful.
- Those leading the evaluation engage participants early in the evaluation process, including their thoughts on what to measure and the evaluation design.

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A SURVEY OF SUMMER CAMP DIRECTORS ON CURRENT BEHAVIOR MANAGEMENT PRACTICES AND NEEDS

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Children attend a wide variety of summer camp programs in the United States each summer and studies show that summer camps foster significant positive growth in many domains (Cohen & Carlson, 2007; Garst, Browne, & Bialeschki, 2011; Henderson, Thurber, Schueler Whitaker, Bialeschki, & Scanlin, 2006; Henderson et al., 2007). Behavior management literature focused on school settings indicates that implementing specific class-wide and individual strategies can increase students' engagement and social emotional well-being (Emmer & Sabornie, 2015; Lewis, Mitchell, Trussell, & Newcomer, 2015). The purpose of this study is to examine current behavior management practices reported by camp directors in regard to procedures, training, and needs. This knowledge of directors' current practices can inform future practices, increasing positive summer camp outcomes for youth by highlighting implications for camp staff and best practices for those involved in the camp experience.

Theoretical Foundations

For this study, the literature on school-based behavior management was used to create a survey focused on common problem behaviors, behavior management practices, areas of training pertaining to behavior management, and additional needs and resources. It has been established that strong behavior management practices are important for success in the school setting and many behavior interventions in the school setting have been established as evidence-based practices. Therefore, a main focus of this study was to determine if differences exist between school and camp settings when evaluating (a) the problem behaviors most frequently seen and (b) the ways in which they are managed. From these foundations, this study sought to answer the following questions: (1) To what extent do camp directors' behavior management practices mirror what is known about school-based behavior management? (2) What are the problem behaviors most frequently managed in the summer camp setting? (3) What differences in problem behavior management exist based on camp characteristics? (4) To what extent do camp directors report that their staff are adequately trained to manage problem behaviors? (5) Where do summer camp directors find resources regarding behavior management?

Methods

Research was conducted in collaboration with the American Camp Association (ACA) research committee. Participants were 171 camp directors from camps accredited by the ACA recruited through e-mails distributed by the ACA. Participants also provided demographic information and data about camp programming, campers, and staff. On average, participants had 20 years of experience working at summer camp and 12 years of experience working as a camp director. A majority of participants held a bachelor's degree (49%) or master's degree (39%). Of those, 19% were in an education-related field and 15% were in a field related to mental health. In total, 58% of participants reported that they ran residential camps, while 18% ran day camps and 21% reported having both types of programming. On average, the camps where directors worked had been accredited by the ACA for 25 years, employed 86 staff, and enrolled 237 campers each week during the summer season. A majority of campers were between the ages of seven and 15.

Descriptive statistics determined frequent problem behaviors, strategies used to manage behavior, adequacy of pre-camp training, additional training needed, and sources of behavior management resources. Then, Pearson correlations explored how the number of problem

behaviors related to specific camp characteristics: years accredited by the ACA, average number of campers enrolled weekly, length of pre-camp staff training, and number of campers suspended or expelled throughout the summer. The Chi-Square Test of Independence analyzed how camp program characteristics related to the most frequently managed problem behaviors: "defiance/disrespect/disruption" and "bullying" (reported by at least half of the sample). These were evaluated based on type of camp (i.e., day, residential, or both) and whether or not campers were excluded from enrollment based on behavior concerns.

Results

Results showed several similarities between the school and camp setting, suggesting school-based interventions may translate well to the camp setting. Problem behaviors most frequently seen in the school setting based on nation-wide office discipline referral data were similar to those reported by camp directors and there were no significant differences in the rate of these behaviors when examined based on camp characteristics. Camp directors reported that their staff used many strategies also used by teachers, although camp directors reported more of an emphasis on prevention strategies and universal practices and less frequent use of specific interventions that may address more challenging behaviors. A majority of directors reported that they (77%) and their staff (69%) spend an appropriate amount of time managing problem behavior, and a majority of directors (74%) are responsible for pre-camp training. This suggests that it may be beneficial to translate commonly used behavior interventions from the school setting to the camp setting to accommodate these behavior and staff needs. Providing additional training to directors to support their staff may also be effective.

Implications

These findings have various implications in continuing to build best practices for the camp setting. Interestingly, 55% of camp directors reported excluding campers prior to the start of camp based on behavior concerns, likely impacting the rate at which problem behaviors occur. Additionally, while many directors reported receiving adequate information regarding camper behavior prior to the start of camp from families, fewer reported receiving information from schools or teachers. Further, the majority of directors who did receive information from schools or families reported it to be inadequate. Future research should explore how camps could be more inclusive of children with problem behaviors, which could be fostered by additional training of summer camp staff to grow their knowledge of evidence-based behavior management and collaboration with school personnel who are familiar with the camper's behavior and effective behavior management strategies. Regarding this, an interesting paradox emerged from the survey data. Directors overwhelmingly reported that their pre-camp training was adequate, but camp staff frequently needed to manage problem behaviors after having been trained to mitigate them. This may indicate that pre-camp training needs to take a more balanced approach to addressing both (a) best practices for preventing problem behaviors and (b) best practices for managing specific problem behaviors after they have occurred. Directors identified the ACA as a top source of information regarding behavior management, making the organization an effective tool for disseminating this information. Moving forward, the ACA can use the results of this study to build more effective collaboration between camps and schools to increase the likelihood that camp staff will enact evidence-based behavior management practices that are widespread in school contexts.

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BENEFITS OF WINTER ADVENTURE CAMP FOR MILITARY DEPENDENT YOUTH WITH AND WITHOUT DISABILITIES

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Many youth workers have adopted the model of positive youth development when engaging youth in recreational activities as a way to help them develop life-long competencies, work with diverse groups of people, and promote pro-social behavior. Although there is not one unanimously accepted definition for the idea of positive youth development, many researchers agree that it "encompasses psychological, behavioral, and social characteristics that reflect the 'Five Cs: competence, confidence, connection, character, and caring/compassion'" (Zarrett, 2008).

Youth are faced with daily challenges and pressures, most of which directly impact their positive development. Some of those pressures include performing well in school, excelling in athletics or other organized out-of-school time activities, and having to live up to the expectations of their families and/or peers (Phelan, Yu, & Davidson, 1994). Positive development can prove more difficult for specialized, and often marginalized, populations including military-dependent youth (Chandra, Lara-Cinisomo, & Jaycox, 2011; Knobloch, Pusateri, & Ebata, 2015) and youth with disabilities (Blackorby & Wagner, 1996; Coster & Khetani, 2008). Organized out-of-school time activities have long been a vital tool for developers to help youth move along the pathway to adulthood. Substantial research exists that supports the development of pro-social competencies such as teamwork, identity exploration, self-esteem, and resiliency in these contexts (Fredricks & Eccles, 2008; Hansen, Larson, & Dworkin, 2003). More specifically, and germane, to this study, the setting of summer camp has shown to provide substantial opportunities for positive development in areas such as positive identity, social skills, independence, and peer relationships (Henderson, Whitaker, Bialeschki, Scanlin, & Thurber, 2007; Thurber, Scanlin, Scheuler, & Henderson, 2007). However, limited research exists that explores the benefits of camps targeting military-dependent youth and, as of the time this abstract was submitted, the researchers were unable to find any research exploring the benefits of camp for military-dependent youth with disabilities. Therefore, the purpose of this project was to explore the benefits of a winter-adventure camp designed specifically for military-dependent youth with and without disabilities.

Methods

This project utilized a transcendental phenomenological approach where focus was placed on the descriptions of the respondents rather than the interpretations of the researchers (Moustakas, 1994). Focus groups, consisting of five to seven members, were conducted with camp participants to promote engagement by all participants and utilize their shared experiences as a primary source of data (Henderson, 2006; Kreuger, 1988). Sessions were guided by questions pertaining to their camp experience, recreation opportunities at home, outcomes associated with participation, and opportunities for program improvement. After interviews were transcribed, each researcher examined the raw data through microscopic coding to become familiar with the data and initialize thematic coding (Henderson, 2006). Next, open coding was used to identify salient elements and construct themes (Strauss & Corbin, 1998). The use of open coding techniques allowed the researchers to employ the constant comparative method (Creswell, 2007) where subsequent data was compared to existing themes to ensure data saturation, meaning as additional information was processed no new themes were emerging.

Results

The findings from the data collected showed how important it was to the participants that they had an outlet to recreate without the added pressures of being a military dependent or having a disability holding them back. Only those themes that appeared consistently were included below. While it is important to carefully consider and give credence to each individual's experience, those shown in the following section represent the strongest findings of this study.

Impact of Counselors

Counselors and staff play a vital role in the overall experience a child will have at a camp, and how well they are trained prior to the start of camp will greatly impact their efficacy. Campers consistently mentioned the positive experiences and interactions they had with the winter-adventure camp counselors. One camper's sentiment perfectly represents what many others stated, "I think they've been nice to my dad and me. They've been keeping us company and all that stuff. I think of them like family to us." In a camp setting, especially one of this nature, the counselors play a much larger role in the lives of the participants than people realize. One camper mentioned that their luggage had gotten lost at the airport so the staff at this camp bought them whatever they needed until their luggage had arrived. This kind of dedication from the counselors and staff also put many of the parents at ease and allowed them to trust that their child who was visually impaired could in-fact ski down a mountain. One mom admitted that she was the biggest factor that was holding her child back because she did not want her daughter to get hurt, so when a counselor told her that he would be taking her visually impaired daughter skiing, she couldn't say no. Sometimes it takes an outside perspective for even a mother to see the potential in their child.

Relationships

Another consistent theme mentioned by the vast majority of the campers was the relationships they built with one another in a relatively short period of time. Youth are already faced with challenges when making friends, but being a member of a military family is something that all of these kids had in common. Many participants said they "instantly connected" with other campers, with one saying, "I just needed something so I could like meet other people who were going through the same thing." Relationships start when trust is present early on, and for youth who may not have much experience with trust from their peers given their circumstances, this was the main focus for this area of study. Many of the participants said, during the interview at the end of camp, that they "felt like I could be myself" and that "it was cool having other people who are like me here". The similarities among these individuals allowed them to be more willing to share what it is like at home trying to make friends, as well as being able to forget about what it is like living with a disability or being from a military family, even if it is only for one weekend.

Takeaways from Camp

The final major finding was the takeaways, or lessons, the participants felt camp provided. Many campers said they would leave with "memories and new friendships" as well as being able "to brag about the things we got to do like ski. Other kids don't get to just do that for fun on a weekend." A few other campers mentioned the benefit of "having new experiences" and how this would help them "try new things" when they returned home. It is important that the participants are leaving camp with a positive experience, and one that will remain with them for life.

The founders of this camp took the time to know their target population, to understand their needs, and to provide the appropriate setting for these things to collide. According to the text *Basic Camp Management: An Introduction to Camp Administration*, "Assumptions should not be made about the population a camp chooses to serve" (Ball & Ball, 2012, p. 50). These findings that are listed above have been seen in numerous accounts of literature on youth development, all of which express the importance a camp setting can have in a child's life. Physical barriers, or structural constraints, are one of the greatest factors in the reduced rate for recreation services for youth with disabilities. By recognizing what those constraints are, and providing the appropriate people to staff the activities, the participants are on a good track to being successful.

Discussion and Implications

The results of this study provide information that are not only beneficial for youth researchers, but also developers who are looking to create, or improve, an existing youth serving organization, especially those seeking to serve military-dependent youth with and without disabilities. More specifically, this study reveals the vital importance of having properly trained staff to positively impact the experience of the camper and the parents, as well as the organization's reputation. Properly training staff to work with marginalized populations is essential for the overall success of that program. Neglecting to train counselors could result in a poor experience for the participant, harm to the camper, or result in termination of the program.

A second important implication for practice is the potential carryover from camp to everyday life. Many campers who were able to successfully participate in new activities mentioned the desire to try other new activities when they returned home. Many youth with disabilities are limited by constraints, whether those are intrapersonal (e.g., lack of knowledge) or structural (e.g., lack of access). Helping participants negotiate these constraints through a safe, controlled camp environment could empower campers to do the same in their everyday life.

Lastly, this research showcased the need for more programs geared towards military-dependent youth with and without disabilities. Relationships play a huge role in the development of individuals. Interacting with peers from similar backgrounds, such as military, allows for youth to openly communicate about some of their needs and concerns in a safe and fun environment. This provides them with the opportunity to develop strong and lasting social support networks, which has shown to be an important factor in promoting overall youth resiliency (Smoll, Smith, Barnett, & Everett, 1993).

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EXPLORING THE EFFECTS OF A PROGRAM-SPECIFIC CAMP ON SENSE OF COMMUNITY IN UNIVERSITY UNDERGRADUATE STUDENTS

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Transitioning into a university program can present students with several challenges as they learn to navigate new experiences (Wintre, Knoll, Pancer, Pratt, Polivy, Birnie-Lefcovitch, & Adams, 2008). During these times, students may require additional supports to optimize their mental health (Jaworska, De Somma, Fonseka, Heck, & MacQueen, 2016). One way that universities can promote students' positive mental health is by providing opportunities for students to connect with their peers to create strong social support networks (Jaworska et al., 2016). This is typically one of the goals of orientation programs and activities for new students at universities. Current university orientation programs typically take place on campus and provide students with the opportunity to learn about the programs and resources offered on campus, as well as the opportunity to meet other students and develop a sense of community within the student body (Larmar & Ingamells, 2010).

Another form of university orientation that has shown considerable benefits for students are outdoor, overnight orientation camp programs (Wolfe & Kay, 2011). At Dalhousie University in Halifax, Nova Scotia, Canada, first-year Bachelor of Science (Recreation) students have participated in a one-night orientation camp known as the Recreation Orientation for decades. This camp is planned and implemented by upper-year Recreation students and is designed to provide first-year students with an immersive recreation experience where they can get to know their peers and faculty and meet professionals who are working the field of Recreation. The purpose of evaluating this program is to explore the effects of the Recreation Orientation on sense of community for first-year Recreation students.

Methods

Data in this mixed-methods study was collected through online surveys and a follow-up audiotaped individual interview. Students attending the camp were invited to complete an online survey upon beginning their coursework (two days prior to the camp) and another follow-up survey approximately two weeks following the camp. The pre- and post-camp surveys included questions pertaining to demographic information, the Sense of Community Index (SCI) II (Chavis, Lee, & Acosta, 2008), and questions designed by the researcher as indicators of the students' social networks, such as: 'How many students in [the course] do you know by name?' Students were also given the opportunity to create a coded identifier so that their responses could be anonymously compared from the pre- to post-camp surveys. Students were able to opt in to a follow-up interview at the conclusion of the post-camp online survey.

The SCI was selected for this study, as it is one of the most effective, valid, and widely used tools for measuring sense of community (Chipuer & Pretty, 1999; Jacobs & Archie, 2008). The SCI has also been used to measure sense of community in relation to student resiliency (Jacobs & Archie, 2008). Jacobs and Archie (2008) used the SCI to evaluate sense of community in first year university students in relation to resiliency and likelihood to return to university the following year. For this program evaluation, the SCI-II was selected as it is the most updated and reliable edition of the SCI (Chavis et al., 2008). By using the SCI-II, participants' sense of community can be quantified on a four-point scale, and pre- and post-camp scores can be compared to note changes in sense of community over time. The SCI-II is measured in four

subdimensions (membership, shared emotional connection, influence, and reinforcement of needs), as well as an overall total sense of community measure.

Quantitative data were analyzed in SPSS using descriptive statistics, and changes pre- to -post camp were identified using paired t-tests. As well, Cronbach's alpha was calculated to assess the reliability of the SCI-II and each of its' subdimensions. Qualitative data from an interview was transcribed verbatim and combined with survey data for to be analyzed using thematic analysis (Braun & Clarke, 2006).

Results

Quantitative data was obtained from a population of 45 students, with a pre-camp survey sample size of $n = 44$, and a post-camp survey sample size of $n = 36$. Of the 44 participants who responded to demographic questions, 27 identified as female and 17 identified as male. As well, 70.5% of participants were between the ages of 18 to 20 years old. 59.1% of participants were first-year students, while 38.6% had some previous post-secondary experience, with the remainder responding 'other.'

As shown in Table 1, there was an increase across the Reinforcement of Needs, Membership, and Shared Emotional Connection subdimensions, as well as the Total Sense of Community as per the SCI-II that was shown to be significant at the 95% confidence interval. There was also an increase in the Influence subdimension, however it was not significant at the 95% confidence interval. As well, over 84% of participants indicated that the Recreation Orientation 'mostly' or 'completely' helped them connect with their peers, professors, and professionals in their field. 72.7% of participants indicated that the Recreation Orientation 'mostly' or 'completely' helped them feel more prepared academically.

Table 1.
Summary Description of Participants' Sense of Community

	Pre-Camp				Post-Camp				Overall	
Subscale	N	Mean	S.D.	α	N	Mean	S.D.	α	t	p
Reinforcement of Needs	28	2.69	0.46	0.81	28	3.04	0.50	0.87	-3.17	0.004
Membership	27	1.99	0.45	0.76	27	2.71	0.50	0.74	-6.62	0.000
Influence	28	2.73	0.53	0.78	28	2.92	0.55	0.75	-1.85	0.076
Shared Emotional Connection	26	2.49	0.49	0.72	26	2.97	0.63	0.82	-3.69	0.001
Total Sense of Community	27	2.48	0.42	0.91	27	2.92	0.49	0.93	-4.49	0.000

Qualitative data consisted of key themes such as connecting with peers, professors, and professionals, as well as learning more about the recreation program.

Conclusions and Next Steps

Quantitative and qualitative data is consistent and supports the goals of the recreation orientation, as participants showed increased sense of community, and indicated that the Recreation Orientation supported them in connecting with their peers, professors, and professionals. This increased social support serves as a protective factor for student mental health and well-being (CIHI, 2012). Next steps for program evaluation include on-going evaluation of

the Recreation Orientation camp to obtain a larger data set to allow for comparisons based on demographic characteristics, as well as a longitudinal study on this cohort to further examine the effects of orientation camp on university retention in the program. Next steps for practice include updating the current Recreation Orientation to address gaps such as students' sense of influence over the recreation community, as well as implementation of camp-styled orientations for other academic programs.

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POSITIVE OUTCOMES IN YOUTH CAMPERS WITH HEMOPHILIA AND OTHER INHERITED BLEEDING DISORDERS

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This poster presents findings from a residential camp for youth with hemophilia or other inherited bleeding disorders, Camp Wannaklot. Participants completed a subset of scales from the American Camp Association's Camp Youth Outcomes Battery. Results were compared with average scores from our host camp facility, Camp Twin Lakes, and with ACA benchmark scores for Friendship Skills, Independence, and Responsibility. We present evidence that Camp Wannaklot provides substantial benefits to youth with hemophilia or other inherited bleeding disorders.

Proposal

Therapeutic and recreational camp programs are an established means of providing rest and enjoyment for children and families living with chronic illnesses. There is also a great deal of evidence that the social support, education, and skills training these camps provide are beneficial to both the psychological and physical well-being of individuals facing chronic illnesses. Thus far, researchers across the fields of medicine, public health, and psychology have established that specialized camp programs provide substantial benefits to people with chronic illness.

Camps as Intervention for Chronic Illness

Camps designed to provide a fun, relaxing, and educational experience for individuals with chronic illness have been used across many settings, countries, and types of chronic illness. In general, camps that are aimed at facilitating adaptation to chronic illness provide a number of positive outcomes for participants, including increases in self-management, treatment behaviors, knowledge of disease and treatment options, positive coping strategies, positive identity, social support and social skills, feelings of community, positive values and spirituality, collective efficacy, self-efficacy, self-esteem, and even decreased anxiety, depression, and physical symptoms (Bluebond-Langner, Perkel, Goertzel, Nelson, & McGeary, 1990; Moola, et al., 2014; Thurber, et al., 2007). This is critically important because people with chronic illnesses, and children in particular, are at increased risk for negative psychological outcomes like social difficulties, adjustment problems, low self-esteem, depression, and anxiety (Lavigne & Faier-Routman, 1992). Apart from clear improvements in social support, anxiety, affect, and self-esteem, camp programs seem to also produce improvements in practically-oriented cognitive and behavioral outcomes.

Camps as Intervention for Hemophilia

Benefits of camp programs for children with chronic illness are generally experienced by children with hemophilia. Evidence suggests increases in perceived social support, self-worth, and self-esteem are among the most commonly reported benefits of attending a hemophilia camp. In some of the first evaluations of camps for children with hemophilia, Seeler and colleagues found that the experience of being around other children with hemophilia was a major contributor to camp's benefits. Through camp, participants found that other children faced the same daily struggles and challenges and that they could bond with each other and form a community using these shared experiences. As a result, participants reported higher levels of self-esteem after they attended camp than before (Seeler, Ashenhurst, & Miller, 1975; Seeler, Ashenhurst, & Langehennig, 1977). Other research has also corroborated that a feeling of

belonging, a sense of community, and a high level of social support are powerful agents of positive change in hemophilia camp programs (Mehta, et al., 1991). The high level of social interaction, encouragement, and support at hemophilia camps leads to increases in self-esteem and perceived self-worth (Thomas & Gaslin, 2001).

The independence experienced by participants at hemophilia camps also contributes greatly to camps' positive outcomes. Thomas and Gaslin (2001) describe that at camp, children with hemophilia have more opportunities to perform age-appropriate roles and tasks than they do outside of camp. Unsurprisingly, children with hemophilia report decreased levels of self-pity when they leave camp (Seeler, et al., 1977). Camp settings also provide education on hemophilia and its treatment, and as a result, individuals leaving camp consistently report improvements in their self-management and treatment skills (Juarez-Sierra, Marin-Palomares, Duenas-Gonzalez, Monteros-Rincon, & Osorio-Guzman, 2013). These increases in hemophilia-related knowledge, responsibility of treatment, and level of self-sufficiency for managing one's hemophilia contribute to participants' self-esteem and self-efficacy.

Background

Camp Wannaklot (CW), a week-long residential summer camp, is the only camp in Georgia that provides children who have hemophilia or other inherited bleeding disorders the opportunity to enjoy a traditional camp experience. During this fun-filled week campers make new friends, learn about their bleeding disorders, and share new experiences.

CW is a partner camp of Camp Twin Lakes (CTL). The staff of CTL lead the activities and participate as cabin buddies with our campers. CTL offers training seminars during the camp off-season for CW volunteers and staff. CTL also provides a subsidy of 80% of the cost of hosting the camp program. As an ACA accredited camp, CTL has standards for every aspect of camp that every camp partner must meet. These standards help CW run a safe and effective camp program.

CW campers are divided into two age groups: Junior Camp (7-12 years old) and Teen Camp (13-17 years old). All campers participate in a wide variety of recreational activities including biking, archery, and tennis.

CW is designed to give children inherited bleeding disorders a safe place to have fun while developing the skills to manage their bleeding disorder. CW focuses on promoting the development of self-esteem, self-reliance, and self-efficacy in an environment that supports each child's unique medical and emotional needs.

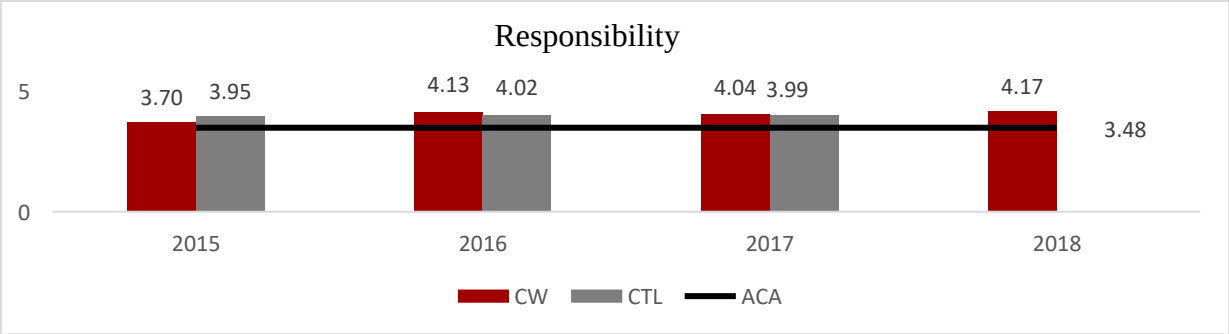
Methods

CTL provides a camp experience for 31 different camps for children and youth with serious illness, disabilities and other life challenges in three locations in Georgia. CW, a camp for children and youth with hemophilia, is held annually at the Rutledge, Georgia facility.

CTL campers, including CW participants, complete select subscales of the ACA Youth Outcomes Battery at the completion of each camp experience. Subscales included in this analysis include Friendship, Independence, and Responsibility. Results were compared against an average of all CTL camps and the ACA benchmarks. Data from CW participants from 2015 - 2018 were included in this analysis. Responses were scored on a 5-point Likert Scale with 1 indicating "decreased" and 5 indicating "Increased a lot, I am sure."

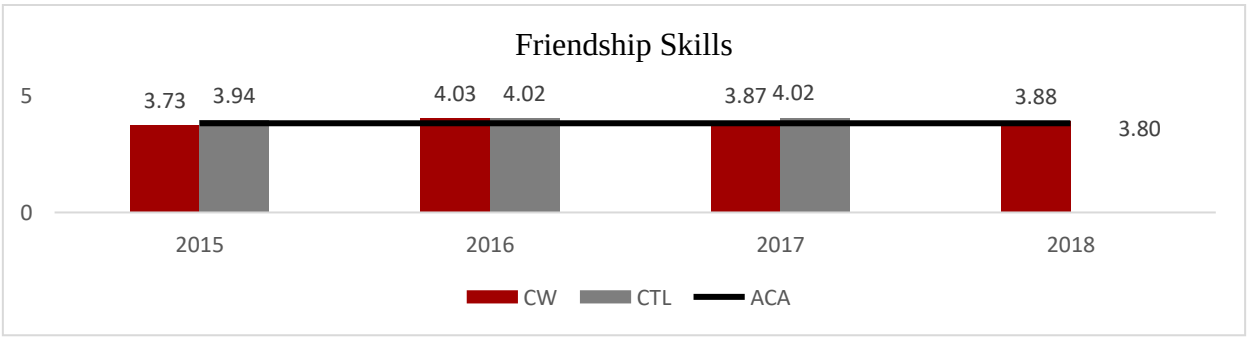
Findings

This analysis includes youth ages 10 and up who attended CW from 2015-2018 (N=223). 2018 CTL data is not yet available.



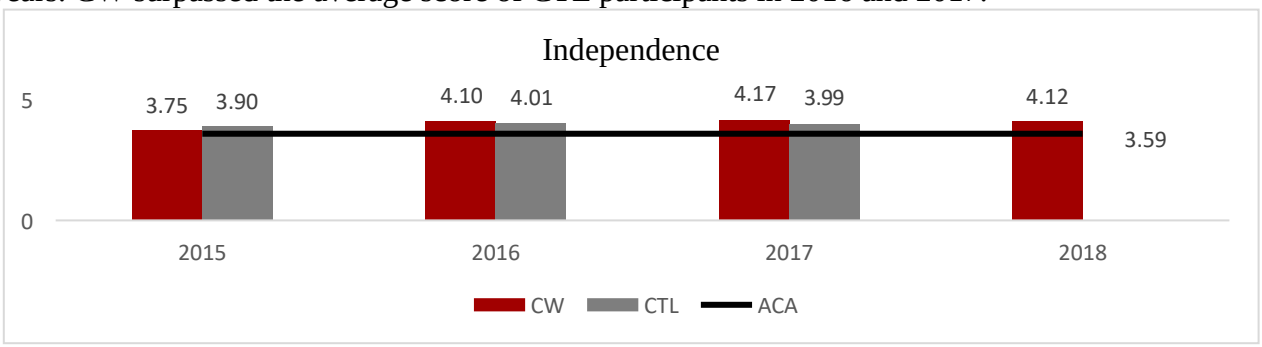
Friendship Scale

CW participants scored above the ACA benchmark for the Friendship Scale for all years (2016, 2017, and 2018) except 2015. CW scores were relatively equal to the average scores of CTL participants in 2016 and were lower than the average of CTL scores in 2015.



Independence Scale

CW participants scored above the ACA benchmark for the Independence Scale for all years. CW surpassed the average score of CTL participants in 2016 and 2017.



Responsibility Scale

CW participants scored above the ACA benchmark for the Responsibility Scale for all years. CW scores were higher than the average of CTL participants in 2016 and 2017. The CW score was lower than the average of CTL participants in 2015.

Discussion

Camp Wannaklot promotes the healthy development of youth and empowers them to manage their bleeding disorder. In addition to learning how to manage their bleeding disorder, Camp Wannaklot campers are also provided with the building blocks to develop self-esteem, self-

reliance, and healthy relationships. Partnering with Camp Twin Lakes, an ACA accredited camp allows for the development of programming and goals that support the development of skills in youth. Both the host campsite and the organization have shared goals and standards that can be evaluated using a validated measure which allows for monitoring and the development of a quality improvement process that lead to positive outcomes.

The administration of the ACA evaluation measure has proven that camp specific goals are met. Future recommendation includes the evaluation of the role that the training provided by both CTL and CW to camp counselors plays in the youth development and empowerment education that occurs at camp.

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CIT/LIT Program Prevalence and Characteristics in Residential Camp Settings

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Leader-in-training (LIT) or counselor-in-training (CIT) programs have been around for over 50 years in camps across the country. Most previous writing on these programs has been related to rationales for such programs and recommended practices. Yet in this time there has been little empirical research conducted on LIT/CIT programs. The most prominent and substantial research on LIT/CIT programs is a three-year study (Bialeschki, 2017) currently being conducted by the American Camping Association (ACA). The initial findings from this project looked at how LIT/CIT programs relate to career and college readiness (Bialeschki, Sibthorp, & Riley, 2018).

The current study intends to fill gaps not addressed by this larger project; namely, to assess the current prevalence of LIT/CIT programs, to determine the characteristics of camps most likely to offer them, and to describe the state of existing LIT/CIT programs. The earliest known attempt to broadly describe the range of LIT/CIT program practices was in 1960 (ACA, 1964). This early project seemingly gathered data from the full population of ACA resident camps. Where possible, we seek to update our findings and compare current practices to the original data from over 50 years prior.

Methods

A random sample of 200 camps was gathered using the ACA's website. Criteria for participation included resident camps that are accredited. An online survey was created and distributed to camp directors. The survey consisted of two sets of questions that focused on general camp characteristics and characteristics of the LIT/CIT programs, respectively. Thirty-one (15.5%) camps provided complete responses to the survey.

Results

The majority of camps that responded to the survey were non-profit (74%) and were independent of an external organization (52%). The typical camp offered no programs longer than a week (65%) and served a coed population (87%).The median cost to enroll was between $101-150/day with a median ratio of 2.0 campers per staff.

A majority (81%) of the camps reported offering an LIT/CIT program. There was no statistical relationship between any of the basic characteristics of the camps and whether or not they offer LIT/CIT programs. Of the six camps that did not currently offer an LIT/CIT program, two camps previously offered them but have stopped. One camp had previously considered starting a CIT/LIT program.

Of the camps that currently offer LIT/CIT programs, most (85%) were considered mature programs having existed for longer than five years. Most (70%) programs served youth in a one- or two-year age range with the youngest LIT/CIT participants served ranging from 13 to 17 years of age and the oldest from 15 to 18 years of age. A little over half of the LIT/CIT programs were between two to four weeks in length. The most common financial model was for participants to pay for initial training and not receive any pay. Camps were also quite varied in how they split LIT/CIT participant's time between training and application with the average being slightly more time in training. Finally, the average LIT/CIT program was more focused on Positive Youth Development (PYD) than on Human Resource Development (HRD).

Sixty percent of the camps noted that they had at least a 50% conversion rate of LIT/CIT participants returning as normal summer staff in future summers. Unsurprisingly, programs that had longer durations and programs that emphasized HRD over PYD had higher conversion rates.

The qualitative data revealed that most of the camps focused on a wide set of themes related to PYD and HRD. The data also showed that there were other relevant outcomes for LIT/CIT programs such as professional development, bonding or community, and even language skills. Finally, the qualitative data showed that opportunities for application of training in an LIT/CIT program focused mainly around Shadowing, On-the-Job Training, and Planning/Running activities.

Conclusions

This research attempted to determine the current state of LIT/CIT programs in accredited, overnight camps in the United States. The findings suggest that these programs are offered by the vast majority of camps; a rate that has almost doubled since 1960 when only 43% of camps had such programs. While the prevalence of such programs has grown, they remain to be found in a wide variety of camp settings. While widespread in use, the specific format and objectives for these programs varied greatly by camp. This was evident in the original findings from 1960 and remains true today. The reported training content, goals/outcomes, and ages of LIT/CIT are eerily similar despite the lengthy gap between the two studies.

This diversity of LIT/CIT program structure highlights the need to work towards a broader community of practice to support sharing of information and ongoing program improvement as highlighted by Bialeschki (2017). Such a community can provide ways for camps to investigate if strategies that were prevalent in 1960 are effective today.

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"UNFREEZING" YEAR-ROUND PROGRAMMING: A CASE STUDY OF ORGANIZATIONAL CHANGE IN SUMMER CAMPS

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The term *summer camp* may not immediately bring to mind images of kids tobogganing, ice skating, and building snowshoes, yet increasingly, summer camps are running year-round programs. There are many benefits to summer camps that choose to expand their programming year-round. These benefits include additional marketing for the summer camp program (Schenck, 2017), serving new populations that would not be reached through the summer program (Yeager, 2002), and the opportunity to create deeper and more genuine relationships with community members (Davies et al., 2013). There are also challenges for summer camps that transition into year-round programs. These include not only the initial financial capital to ensure the site of the camp is physically able to support campers throughout the year, but also building program sustainability (Maguire & Gunton, 2000; Miner & Erpelding-Welch, 2012), as well as other practical issues such as finding trained staff to run programs (Parry, 2011; Speelman & Wagstaff, 2015).

Generally, there is a paucity of research relevant to how summer camps approach the transition to year-round programming. This study aimed to fill the gap by examining both the formation and process of creating year-round programming within summer camps in Ontario, Canada. The two primary research questions were: (1) in what ways have camps become year-round programs? and (2) what has been learned by individuals involved in creating year-round programming?

Theoretical Framework

In light of the purpose and research questions, the study was theoretically framed within the organizational change literature. Kurt Lewin is often seen as the founder of the organizational change discipline (Burnes, 2012). Lewin created a three-step model for organizations to follow when they wanted to enact planned change. The first step is termed "unfreezing" and involves an organization's equilibrium being destabilized (Burnes, 2012). The second step is the "changing" phase, when the actual change occurs. This is a period of instability for the organization. The final phase is called "refreezing" and is the restabilization of the organization after this period of uncertainty.

Methods

The study employed descriptive case study methodology. Yin (2014) describes a case study as an "empirical inquiry that investigates a contemporary phenomenon (the 'case') in-depth and within its real-world context" (p. 16). Furthermore, the descriptive aspect of a case study is defined as a "detailed account of the subject of study" (Savin-Baden & Major, 2013, p. 155). In line with that methodology, the study purposefully sampled from 26 camps in Ontario, Canada, based on the criteria that the camp had created year-round programming. Of the 26 camps, six agreed to participate in the study. The participants of the study included one camp director from each camp totaling six participants. Four of the participants identified as male and two participants identified as female.

In-depth interviews with camp directors were conducted and recorded on an audio device and transcribed into Word documents. The transcription was deductively coded using NVivo, a computer assisted qualitative data analysis software. As Lapadat (2010) states, "identification of themes can be done deductively" (p. 926) by using research questions or theory-driven categories

as a start list for coding documents within case study research. The coding process began with themes categorized from the literature review, placing sections of data into themes such as "planning" or "correctly the first time." As coding continued, inductive approaches were then used. Lapadat (2010) also notes inductive approaches are appropriate for case studies as themes are often grounded in the data itself.

Results

Eight themes emerged from the coding process. The "inherited or donated" theme speaks to the importance of having large aspects of capital inherited by the camp, or large financial donations given to the camp which often tremendously helped the winterizing process. The theme of "planning" was deemed relevant by every participant. Most participants were thankful that things had been done "correctly the first time," with a few participants regretting certain decisions that were made. "Marketing" was a concept that camps approached differently but in general contributed to the success of the year-round program. Creating and maintaining "relationships" was an additional theme that participants mentioned as being extremely important. The concept of "staffing" was one that participants struggled with the most in terms of how to approach it suitably. "Benefits to other seasons" were unforeseen benefits that arose throughout the winterizing process. "Financial justification" was the answer to the question of "is it financially feasible to be open year-round?"

The "inherited or donated" and "planning" themes were a part of the "unfreezing" stage of Lewin's model, "correctly the first time" was deemed to reside in the "changing" phase and the themes of "marketing," "relationships," and "staffing" were characterized into the "unfreezing" stage. The final themes of "benefits to other seasons" and "financial justification" did not fit into a stage, but were deemed relevant nonetheless.

Implications

These thematic results provide insights into the ways in which the model of organizational change can inform summer camp directors and staff on "best practices" for quality programming and inform decisions about creating year-round programming. For example, although it may seem beneficial to use volunteer labour to construct facilities, one camp found that they regret their decision as things were not constructed to the highest quality and now there is no one to turn back to in relation to the issues. The camp wishes they had done things "correctly the first time." A major benefit of being open year-round noted by many camp directors was the opportunity to have salaries in place for positions such as a kitchen manager and maintenance person. This keeps the staff coming back year after year and is a place the staff can invest time and effort in, as opposed to just being hired for two months as is the case with typical summer camps.

This presentation will present the literature that informed the study, the study results and discussion of the ways in which camps may apply the model of planned change to improve current programming and to inform decisions about whether or not to create year-round programming in their own summer camps.

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SHERWOOD FOREST BOOK CLUB: PROMOTING INTRINSIC MOTIVATION FOR LIFE LONG LEARNING

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Sherwood Forest is a non-profit organization that provides year around programming for at-risk youth in Missouri and Illinois, anchored by a month-long summer camp program intended to compact "summer slide." All third graders participate in "Book Club," a reading program intended to foster a love of learning and demonstrate the applicability of learned skills in life outside of camp. This year, Sherwood sought to assess the program's efficacy and update the curriculum, beginning with Book Club during the Girls session. Over the course of Book Club, 50% of campers saw an increase in intrinsic motivation, and all the campers shared enthusiastic for the new book and their application of learned skills during observations of the program.

The Power of Literacy

There is a growing body of research that discusses the importance of curriculum specifically for students who are not well represented in mainstream literature and curriculum, specifically low-income children and children of color (Bell & Clark, 1998; Bishop, 2012; Brooks & McNair, 2009; Garth-McCullough, 2008; Heffline & Barksdale-Ladd, 2001; Style, 1996; Tschida, Ryan & Ticknor, 2014). Sherwood's Book Club seeks to demonstrate the power of reading to cultivate knowledge based on lived experience. This is a skillset that will last campers far beyond their summers at Sherwood and can continue to be reinforced both at camp and at home. We hope the increased access to knowledge via literature and the applied skills of problem solving, analyzing, and transferability of outdoor education, will give them the confidence to advocate for their realities at Sherwood and beyond (Brooks & McNair, 2009; Garth-McCullough, 2008).

Methods

The MRQ is an evaluation tool that measures both intrinsic and extrinsic motivation through 11 constructs of reading motivation. The distinction between intrinsic and extrinsic motivations provides significant insight into the effectiveness of curriculum design and potential follow-up programming for students to maintain gains in intrinsic motivation and strategy use (Becker, McElvany & Kortenbruck, 2010; Guthrie, Hoa, Wigfield, Tonks & Perencevich, 2006; Guthrie, Wigfield & Vonsecker, 2000). Higher levels of intrinsic motivation to read have been shown to result in higher levels of literacy long-term (Becker, McElvany & Kortenbruck, 2010). An adapted MRQ measuring five constructs (reading efficacy, reading challenge, reading curiosity, reading involvement, importance of reading), totaling 22 questions was used to measure intrinsic motivation to read. In place of a numbered Likert scale, four options with a corresponding face were provided for each question.

Results

- 50% of campers saw an increase in intrinsic motivation to read over the course of the summer.
- 7% maintained their level of intrinsic motivation to read over the course of the summer.
- Average intrinsic motivation to read went down by less than one point.

Discussion

At one point a camper correctly identified a broadleaf plantain leaf, added water, and provided it to a counselor to ease the itching of a recent bug bite. Campers also discussed their identification of other plants and animals, increased swimming skills, and shelter building and

fire building expertise. The excitement and pride were palpable. The use of a book that resonates with the campers and the development of deeply embedded curriculum, is contributing to meaningful skills development that can be transferrable to life away from camp.

However, there are additional changes that could be made to provide supports and skills for instructors and to set the tone for a more recreational reading environment. Additionally, there was no discussion of the importance of the struggle Zahrah has with her hair and its perceived "otherness," this is an important element of African American culture (Lindsey, 2013) and should have been included both in the curriculum and the discussions that followed. This highlights the importance of increased training for reading instruction staff, as well as increased curriculum refinement.

Limitations

The data were collected by several individuals and at different times throughout the day. There were several instances of staff turnover within the reading program over the summer that contributed to changes in the structure and implementation of the program. Consistency in instruction and data collection may improve responses and overall impact.

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"I FELT LIKE I WAS IN A STORY": EFFECT OF THE THEME, LIVED EXPERIENCE OF THEME, AND ACTIVITY ON QUALITY OF STRUCTURED EXPERIENCES OF 4-H CAMPERS

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Camp professionals use a variety of strategies to promote quality experiences and succeed in their increasingly competitive industry (McCormack, 2016). They recruit talented staff, provide exciting activities, and they ensure camper comfort, safety, and voice (Smith & Holman, 2005; Witt & Caldwell, 2018). Many camps also use experience-structuring strategies shared with organizations in tourism and the leisure industries (e.g., Pine & Gilmore, 2011; Ellis, Lacanienta, & Freeman, 2018). Theming is prominent among these strategies (Merhige, 2014). Theming introduces an imaginary a time, context, and story-line, along with associated props and cues, into the activity context. Extensive anecdotal evidence suggests that themes elevate experience quality, but research on theming is in its infancy. From a behavioral science perspective, little is known about the lived experience of participating in a themed activity or the strategies camp professionals can most efficiently and effectively use to plan and implement themes.

A 2017 field experiment tested the effect of theming on quality of camper experiences. Lacanienta and his colleagues (Lacanienta, Ellis, Taggart, Wilder, & Carroll, 2018) systematically applied and withheld themes for each of eight "core" camp activities during three sessions of a summer 4-H camp. Theme was operationalized as an objective phenomenon: "a set of props and cues suggesting a story; a different place, time, and/or set of circumstances." During the themed challenge-course activity, for example, props and cues invited campers to "become" part of a story about gold miners. The story-line established that miners had successfully extracted a large pot of gold, but bandits were in hot pursuit. The miners had to climb a steep bluff (cargo net) and descend the opposite side via ropes (zip-line) to escape. A significant activity-by-theme interaction effect was found; theming had a stronger effect for some activities than others. Further, the presence of a theme was contraindicative to experience quality in two of the eight activities (rifle shooting and fishing).

This interaction effect was unanticipated; the experience industry literature (e.g., Pine & Gilmore, 2011) implies that theme has a main effect on experience quality. Results thus indicate a need for further inquiry into conceptualization and operationalization of "theme." The objective approach to operationalizing theme used by Lacanienta and his colleagues provides insight into effects of props and cues providers may introduce to the activity context, but it does not capture campers' subjective, lived experiences in a themed story. Campers may choose to co-create (e.g., Prahalad & Ramaswamy, 2004) a lived experience in any way they choose. Campers may spontaneously interact with other participants to create themed stories, or they may independently create their own imaginary stories. Thus, a camper standing in firing position at the archery range might spontaneously imagine that she or he is shooting arrows at a terrible beast intent on destroying the earth. Rich opportunities for co-creation are at hand during a camp session due to the immediate presence of other campers who have similar ages, shared interests, and shared experiences. Through secondary analysis of the Lacanienta at al. data, we examined the effects of objective theme, lived experience theme (LET), activity, and their interactions on

three measures of quality of immediate experience: perceived value of time spent in the activity, delight, and prevalence of deep experience.

Methods

Sample

Experience observations (*n*=1,847*)* were collected from 231, 8-17 year-old campers in three contiguous sessions of a 4-H summer camp. Four hundred seventy-one of the observations were from activities during a camp session in which activities were not themed (59 campers). Three hundred ninety-two observations were collected from a camp session in which activities were partially themed (49 campers), and 984 observations were collected from a camp session in which activity sessions were fully themed (123 campers). The sessions included both girls and boys, but the majority (61.5%) were girls.

Measurement

Campers received questionnaire booklets containing immediate experience quality and LET measures for each of the eight core activities. Immediate experience quality measures were a) perceived value of time spent, b) delight, and c) prevalence of deep experience during the activity (Ellis, Freeman, Jiang, & Lacanienta, 2018). LET was measured through an approach used by a leading international theme park provider. Campers rated the assertion, "I felt like I was inside a story" on a 10-point scale.

Procedure

Campers in each session rotated through eight core activities: challenge course, archery, rifle shooting, kayaking, fishing, crafts, swimming, and dance. For one of the three camp sessions, each activity session was fully themed, including unique props and a story-line for each activity session. A second camp session was partially themed. That camp session included the same story-lines for each activity, but did not include props. The activity sessions in the third camp were not themed. Activity specialists designed the themes, with assistance from the research team. Campers completed the questionnaires measuring LET and experience quality immediately after each activity session concluded.

Data Analysis

Data were analyzed through a two-factor (camp session-by-core activity) repeated measures (within campers) design. Linear mixed modeling was used to test hypotheses.

Results

The distribution of deep structured experience prevalence had slight skewness -.70) and kurtosis (-.054). Skewness and kurtosis for the distribution of perceived value of time spent were -1.50 and 1.73, respectively. For delight, skewness was -1.41 and kurtosis was1.67. Hypothesis tests revealed a strong and statistically significant effect of the three-factor interaction of theme, lived experience of theme, and activity. R^2_{PRE} values were substantial, .39, .45, and .56 for the linear models of deep experience, perceived value, and delight, respectively. To facilitate interpretation of the very complex three-factor interaction (24 conditions and a continuous variable), means were calculated, per activity, for the extreme, polar opposite conditions: where both objective theme and lived experience theme were high vs. low. Very substantial differences existed between the means of these extreme groups, and substantial variation in effect size across the core activities was evident. The smallest difference was 15.6% (archery, perceived value) and the largest was 115.7% (challenge course, deep experience). The average increase across all activities and all three outcome variables was 45.9% (SD=22.3%).

Discussion

The independent and joint effects of objective theme, lived experience theme, and activity on each of three measures of experience quality were investigated. The three factors were found to interact and the impact of their interaction was substantial. Thus, theme can be a powerful tool for elevating experience quality, but details of its implementation are of central importance. Activities, co-creation, and attention to a story-line are very important in determining the efficacy of an attempt to integrate a theme. Continuing research is needed. What elements of an objective theme are most impactful in securing camper engagement? For what types of activities is theme best suited? What actions can leaders take to invite participants to co-create their experiences by engaging with an imaginary story-line? Can continuing engagement be facilitated through emphasis on stages of a story sequence (e.g., Campbell, 2008; Freytag, 1898, Propp, 1968)? Future research should address such questions.

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WHEN OVERPARENTING IS REGULAR PARENTING: THE RELATIONSHIP BETWEEN CHILD DISABILITY AND OVERPARENTING

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An emerging parental style, coined overparenting (i.e., helicopter parenting), has become increasingly concerning to camp professionals (Gagnon & Garst, 2018). Defined as a group of appropriate and well-intended behaviors taken to an excessive degree, *overparents* attempt to facilitate the best possible short- and long-term outcomes for their child (Segrin, Wozidlo, Givertz, Bauer, & Taylor-Murphy, 2012). Despite the good intentions underpinning overparenting behaviors, they often have the opposite developmental effects on children. An emerging body of evidence suggests overparented children are less resilient, engage in greater levels of substance use, have poorer relationships, have higher levels of anxiety, greater rates of depression, and lower levels of self-esteem than children whose parents do not exhibit overparenting behaviors (LeMoyne & Buchanan, 2011; Schiffrin et al., 2014). Further, when displayed within the context of camp, overparenting behaviors can require significant administrative resources in terms of time and attention (Garst, Gagnon, & Bennett, 2016).

While our understanding of overparenting and its consequences is rapidly developing, the contexts and categories where overparenting may manifest at higher levels are only just beginning to be understood. By and large, most overparenting research reflects children that could be considered "advantaged" in terms of their socioeconomic status and opportunities (Gagnon & Garst, 2018; Segrin et al., 2012), illustrating a potential gap in our understanding of overparenting among less-researched groups. Further, parents may exhibit overparenting behaviors for different reasons. Behaviors that seem "overparent-like" within one family context may be adaptive in another family context. For instance, while research regarding behaviors of parent of children with disabilities is only just emerging (Craig et al., 2016; Phillips, Conners & Curtner-Smith, 2017), some evidence suggests parental approaches which may be considered excessive among children without disabilities are normative and adaptive among parents of children with disabilities (Phillips et al., 2017). Although there may be many explanations why overparenting is more normative among parents of children with disabilities, they may boil down to a relatively simple rationale—these parents want their child to merely have the same opportunities to grow into a successful and contributing member of society. However, due to challenges associated with their child's disability, these parents feel they must advocate for their child at greater levels to ensure they have the same opportunities available to their child's peers without disabilities (Gau et al., 2008).

Thus, to better understand overparenting within the context of families inclusive of a child with a disability, this study compares overparenting across parents of children groups *with* and *without* disabilities. Specifically, this study examines the prevalence of overparenting and its commonly studied covariates, autonomy support and affect management (Gagnon & Garst, 2018; Segrin et al., 2012). If, as hypothesized, *overparenting and its covariates are present at greater levels in parents of children with disabilities,* administrators charged with interacting with parents may need to deploy additional resources to mitigate by these "well-intended but excessive" parents and their potentially unique concerns.

Methods

Data were collected from parents of campers attending a one-week residential camp hosted by organization A (serving children with disabilities[1]; $n = 584$) and organization B (serving children without disabilities $n = 421$), one week after the completion of their child's camp experience through response to an email from the camp administrators, leading to a 47.58% response rate to the questionnaire. Parental respondents were primary female (83%), white (84.8%), and educated (74.6% reporting at least a bachelor's degree).

Results

Prior to exploring the study hypothesis, the measurement properties of the three-factor scale were examined through confirmatory factor analysis (CFA) which demonstrated acceptable model fit [$S/B\chi^2(85) = 376.561$, $p \leq .001$, N-NFI = .930, CFI = .943, RMSEA = .061 (90%, CI .055 - .068)], reliability ($\alpha = .680$ - .842), and convergent validity ($\lambda = .530$ to .873). Next, the study hypotheses were tested through structural equation modelling (SEM), which indicated parents of children attending a medical specialty camp tended to score higher in overparenting ($\beta = .364$, $p \leq .001$) and autonomy support ($\beta = -.154$, $p \leq .001$), but there were no differences in affect management level ($\beta = .153$, $p = .497$) across sites.

Discussion and Implications

This exploratory study explored the effect of child disability on overparenting, autonomy support, and affect management. The preliminary results indicate overparenting is present at greater levels in a sample of parents of children with disabilities as compared to a sample of parents of children without disabilities. Further, the study results also suggest parents of children with disabilities also provision significantly less autonomy supportive behaviors, than parents of children without disabilities. Taken together, these findings suggest children with disabilities may be at even greater risk of the ill-effects of overparenting (e.g., low resilience, depression). However, this study only presents only one dimension of the overparenting puzzle. If the children of these parents demonstrate similar levels of resilience, self-esteem, and other adaptive behaviors as their peers without disabilities, then the consequences of overparenting, albeit at higher level than parents of children without disabilities, may be inconsequential. This is not meant to discount the ill-effects experienced by others interacting with these overparents. More simply, the children might be "okay," but those responsible for providing camp programs and services may experience additional strain when serving these groups (Garst et al., 2016). Additional research exploring the differential effects of overparenting across sites should examine the developmental outcomes associated with the camp experience and the influence of overparents on staff experiences. Further, the preliminary study was intentionally limited in scope to children with non-cognitive disabilities; as indicated in research of children with Down Syndrome (e.g., Gau et al., 2008) and neurological disorders (e.g., Autism Spectrum Disorder; Craig et al., 2016), excessive parenting may be even more "excessive" in these groups, highlighting another area in need of exploration as camps continue to reach out to increasingly diverse constituencies.

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BUILDING ORGANIZATIONAL AFFINITY: THE RELATIONSHIP BETWEEN AFFINITY FOR COLLEGE AND YOUTH OUTCOMES WITHIN THE CONTEXT OF UNIVERSITY-BASED SUMMER CAMPS

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Although organized camp experiences have been offered to youth for more than 125 years (Van Slyck, 2006), a trend in within the camp industry is the emergence of college and university-based (CUB) camps. Often denoted as 'camps on campus' (American Camp Association, 2018), these camp experiences generally target outcomes that include: enhancing college aspirations and preparedness (Kirk & Day, 2011), developing academic knowledge and skills [e.g., science and technology, see Fields (2009)], augmenting social-emotional skills, particularly those related to relationship skills and team-based collaborative learning (Bourdeau et al., 2014; Fields, 2009), and influencing career choices (Bhattacharyya et al., 2011). In addition to building competencies in these areas, CUB camps often seek to identify and cultivate future student interest, in other words to encourage youth to develop an affinity for the college or university hosting the camp (Walsh et al., 2016). For example, Fields (2009) discussed CUB camps as affinity spaces grounded in shared knowledge and experiences. Further, these camps also target and model many of the same outcomes of more traditional residential camp experiences (e.g., the development of communication skills and self-regulation; Garst & Gagnon, 2016). Put differently, many CUB camps target both macro-level outcomes (e.g., engaging and recruiting future students) as well as individual-level outcomes, reflecting the traditional camp experience while also providing a higher-education 'taste-test' for potential future students.

While some non-camp research suggests activities like CUB camps may influence perceptions of a university or college brand (Walsh et al., 2016), such 'organizational affinity' has not been deeply explored within the context of CUB camps. Thus, the purpose of this study was to examine the relationship between organizational affinity associated with a short-duration CUB camp and the development of outcomes frequently associated with the camp experience. Informed by the extant literature, the construct 'affinity for college' (i.e., feelings of attraction or attachment toward a college or university institution; see Oberecker et al., 2008) was theorized to reflect two factors: *college brand awareness* (Walsh et al, 2016) and *college relational expectations* (Fields, 2009). Through the development of a measure of affinity for college, this study examines: (1) if CUB camps featured in this study meet their mission of developing affinity for a particular college, and (2) if these camps achieve their parallel intent, the development of socioemotional skills targeted by the program sites. Specifically, this study examines the relationships between repeated attendance, the development of affinity for college, and socioemotional skill development.

Methods

The study took place in the summer of 2017 in partnership with two large public universities, which operated multiple one-week CUB camp sessions. Camp sessions were intentionally designed to expose youth to the college experience and provide access to science and technology-related subject matter through interaction with university faculty and other instructors. Further, the camps used traditional activities (e.g., rock climbing, swimming, archery) to facilitate the development of autonomy, relatedness, and competence. At the completion of their one-week experience, 635 youth completed an online questionnaire on the

last day of the CUB camp that measured their demographics, their levels of basic psychological *need satisfaction* and *need frustration* (Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS); i.e., autonomy, relatedness, and competence; Chen et al., 2015). Sample BPNSFS items included "*I feel a sense of choice and freedom in the things I undertake*" (autonomy satisfaction) and "*Most of the things I do feel like I have to"* (autonomy frustration). Youth also completed a measure of affinity for college reflecting: (1) *college brand awareness* (Walsh et al., 2016) and (2) *college relational expectations* (Shoffner et al., 2015). Study respondents tended to be female (51%), white (68%), were an average 15.37 years old (*SD* = 1.32) and had attended a CUB camp at the study site for an average 1.33 years (*SD* = .857).

Results

The three-factor model exhibited acceptable measurement model fit [$S/B\chi^2(549) = 1704.751$, $p \leq .001$, CFI = .880, RMSEA = .057 (90%, CI .054 - .061)], reliability ($\alpha = .896$ to .928), and convergent validity ($\lambda = .820$ to .930). After acceptable model fit was established through confirmatory factor analysis (CFA), the relationships between repeated attendance, the development of affinity, and socioemotional skill development were examined through structural equation modelling (SEM). The SEM results indicated affinity for college was positively affected by greater levels of attendance ($\beta = .149$, $p \leq .001$) and need satisfaction ($\beta = .480$, $p \leq .001$).

Discussion and Implications

This study validated the theoretical 'affinity for college' construct within a large sample of CUB camp youth, supporting a two-factor model comprised of college brand awareness and college relational expectations. Further, the SEM supported the relationship between affinity for college and increases in autonomy, relatedness, and competence. This finding is consistent with Field's (2009) and Gee's (2018) discussion of the role of out-of-school time experiences (such as CUB camps) as affinity spaces that foster positive youth outcomes and further validates research suggesting camp experiences may enhance basic psychological needs (Hill et al., 2015). Findings from this study are important for both research and practice. First, this study provides methodological confirmation that affinity for college can be measured within the context of CUB camps, offering another way that such camps may be evaluated. Specifically, the possible relationship between affinity for college and other dimensions of the camp experience (e.g., customer satisfaction, retention over time) can now be explored using the measure validated in this study. Second, CUB camp providers can use the results of this study to better articulate how their programs might impact adolescent decision-making related to college, as well as inform how CUB camp providers intentionally create affinity spaces that maximize the dimensions of college brand awareness and college relational expectations. Third, CUB camp practitioners interested in determining how their targeted outcomes may be influenced by affinity for college can use the results of this study (specifically, the relationship between affinity for college and autonomy, relatedness, and competence) as a starting point in mapping intentional outcomes to programmatic components.

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PARENTAL ANXIETY ASSOCIATED WITH SUMMER CAMP: A COMPARATIVE ANALYSIS ACROSS CAMP STAFFING MODELS

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Although parents recognize involving their children in out-of-school time (OST) experiences may provide important developmental benefits (Henderson, Whitaker, Bialeschki, Scanlin, & Thurber, 2007), such experiences may also be a source of anxiety (Prezza, Alparone, Cristallo, & Luigi, 2006). Anxiety has been studied within the context of OST experiences, but these studies have examined anxiety within a narrow framework (Kingery, Peneston, Rice, & Wormuth, 2012) or have explored anxiety from the perspective of practitioners and not parents (Garst, Gagnon, & Bennett, 2016). Greater awareness of the range of factors that may contribute to parental anxiety associated with OST experiences can empower practitioners to better serve parents as well as inform future parent anxiety research.

This exploratory study collected responses about causes of parent anxiety associated with summer camp experiences from parents whose children attended camp representing two different staffing models—one staffed by volunteers and the other staffed by employees. The primary purpose of the study was to identify salient categories of anxiety and to examine if anxiety differed based on staffing model. The secondary purpose was to inform the development of a camp-related parent anxiety measure as an intentional future direction following the model provided by Kunz and Grych (2013).

Method

Data were analyzed from an open-ended question included on a post-camp online parent questionnaire distributed to parents whose children attended camp sessions staffed using either a volunteer or employee staffing model. The camp sessions were associated with two different universities located in different U.S. regions, and parents were recruited by the administrators of the camp sessions. Out of 2,191 emails distributed to parents, 656 parents responded to the open-ended question for a 29.9% response rate. Participants tended to be female (80.2%), White (89.6%), married (79.4%), well-educated with either a Bachelor's (36.6%) or Master's degree (27.4%), and have annual incomes between $100,001-$150,000. Although a third of participants (33.5%) never attended camp, 21.8% attended camp one or two years.

To measure parent anxiety associated with camp, parents were asked, "What are reasons why parents feel worried about their child attending camp?" An inductive approach (Maxwell, 2013) to content analysis was used advancing from codes to categories to themes (Hsieh & Shannon, 2005). Multiple coders strengthened the validity of the interpretation of the data analysis and reduced investigator bias (Creswell & Miller, 2000). Across three coders intercoder agreement was .99 (McHugh, 2012). Salient codes were identified based on frequency, and categories of parent anxiety were determined based on conceptual similarities across salient codes. After salient categories of parent anxiety were identified, a multinomial logistic regression was conducted comparing camps staffed by volunteers and camps staffed by employees to determine if response to the open-ended question was conditioned on camp staffing model.

Results

The first research question (R1) was, "What sources of anxiety do parents associate with their child's summer camp experience?" Eleven categories of parent worries emerged through the content analysis process, including (in order of salience): separation and loss of

communication; not worried or an alternate response; safety and concerns about peers/bullying; lack of trust in camp staff and administrators; lack of parent control and overprotection; child's adaptability for camp and their behavior at camp; child's social needs and enjoyment; lack of parent/child understanding of, and preparedness for, camp; child's health, medical, and physical needs; fear influenced by media and society; and nature-related worry.

The second research question (R2) was, "Does camp-related parent anxiety differ based on camp administration model?" We found no significant difference between camps staffed by volunteers and camps staffed by employees based on anxiety response category: $\chi 2(9) = 14.911$, $p = .093$. Parents were no more likely to perceive anxiety associated with camp when the camp was staffed with volunteers as they were when the camp was staffed by employees.

This study also sought to inform the development of a parent anxiety measure associated with OST experiences. Based on the emergent themes, a set of factors was identified with items developed (or adapted from validated measures) to reflect the categorical themes. These factors include separation; safety (adapted from Fisak, Holderfield, Douglas-Osborn, & Cartwright-Hatton, 2012); trust in staff; overparenting (Gagnon & Garst, 2018); child adaptability and behavior; social support and enjoyment; preparedness; health, medical, and physical needs; media-induced fear (adapted from Bennetts et al., 2018); and nature (Gagnon & Garst, 2018).

Discussion and Implications

The prominence of separation and loss of communication as a primary source of camp-related parent anxiety is consistent with prior literature (Simons et al., 2007), yet few camp studies outside of the homesickness literature (Kingery et al., 2012) have examined camp-related separation. Several of the emergent categories of parent anxiety were consistent with those identified by Fisak et al. (2012), and differences may be explained by the uniqueness of the summer camp (Olsen, Powell, Garst, & Bixler, 2018) when compared with other settings more familiar to parents. Notably, this study found almost no evidence of nature-related anxiety, which is surprising considering literature suggesting parents are fearful of their child's contact with the outdoors (Beyer et al., 2015).

The lack of a statistically significant difference between sources of anxiety based on staffing model (i.e., volunteers vs. employees) is interesting as prior literature suggests volunteers and employees might be viewed differently due to perceptions of trust between parents and staff (Metz, Roza, Meijs, van Baren, & Hoogervorst, 2017) as well as outcomes parents associate with staff (Tomlinson, Sherr, Macedo, Hunt, & Skeen, 2017). This finding is encouraging as it suggests staff performance may be consistent across staffing models, at least within the targeted camps. Thus, this study may offer an empirical rebuttal to the conventional wisdom that employees are better equipped than volunteers when it comes to the provision of quality camp experiences and supports the "interchangeability" of volunteers and employees as suggested by Handy and Mook (2008).

This study can inform parent communication, education, and orientation strategies, particularly for camps and similar OST programs involving overnight separation from parents and interaction with novel people, settings, or experiences. Specifically, this study identifies common sources of anxiety for parents who send their children to summer camp, and practitioners should use the study findings to guide the development of targeted messaging that helps parents better understand successful separation between parents and children; administrative practices supporting youth physical and emotional safety; and procedures for staff screening, training, and supervision. Indeed, many of the study findings represent actionable concerns.

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POSSIBILITIES AND LIMITATIONS OF SUMMER CAMPS TO ADDRESS SUMMER LEARNING LOSS: A MIXED METHOD STUDY

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Summer learning loss, which refers to the drop in academic scores between the end of one school year and start of the next, is a factor of educational inequity. Every summer, under-resourced youth lose two more month's learning than their peers with better access to resources (e.g., books, tutoring, museums) even though they were comparable in academic gain during the semesters (Cooper et al., 2000).

Theoretical Foundations

Various interventions were attempted to remediate summer learning loss including summer camp (Borman & Boulay, 2004). Unlike school-based remedial summer classes, which are often associated with sense of punishment, summer camps tend to be more informal and enjoyable, hence conducive to learning.

The purpose of the current study was to evaluate the academic impact of Camp Phoenix (CP) 2018, a three-week sleepaway camp that served 73 low-income middle schoolers from the greater Oakland, CA area. Half of the campers self-identified as Latino/a, 20% as multiracial, and 15% as African American. Campers received math and English 'brainfeeding' (classes) each for eighty minutes daily, in addition to a forty-minute workshop that was tailored to individual progress. One 'brainfeeder' (teacher) instructed 10-12 campers with aid from two counselors. Instruction was activity-based and located outdoors (Figure 1).

Figure 1. Hands-on activities with nature as the classrooms.

Campers in the 'Hatchet' reading class built a hut like the protagonist did in the book

'Solar oven' project of the surface area & volume math class

A reading teacher took campers to learn about different kinds of plants on the camp ground

'Kitchen math': campers learned easy recipes and practiced adding/multiplying fraction in the process

A typical reading class

'Invisible ink' project of the ratio table & unit rate math class: sunlight was a crucial ingredient

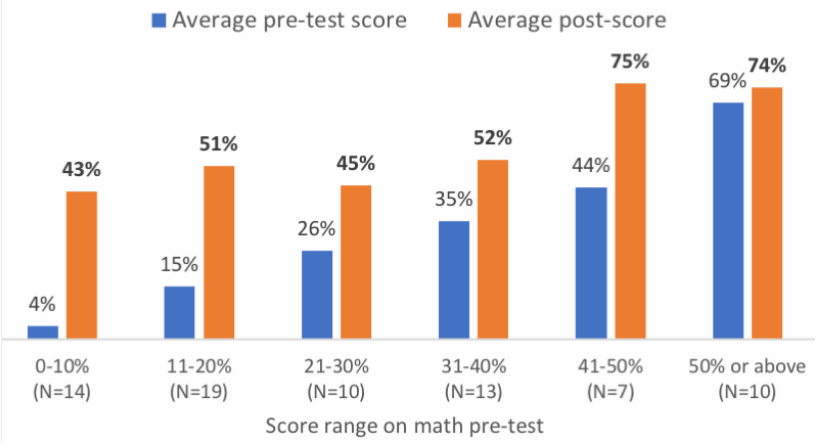
Methods

Multiple sources of data were triangulated to evaluate the academic impact of CP. First, all campers completed reading (passage comprehension and sentence completion) and math (fraction, two-digit division, unit rate, etc.) assessments at the beginning and end of camp. Secondly, to capture growth that might not manifest in terms of test scores, the first author was immersed as a participant observer and taught all 73 campers as one of the math brainfeeders. Additionally, the first author interviewed all other six brainfeeders at the beginning and end of camp, totaling to 180 minutes of interview data. Lastly, all campers completed a survey on the last day of camp. Responses related to academic learning were used to support findings.

Results

On average, campers improved 26% from their pre to post math assessment; the growth was statistically significant ($t = 10.40$, $p < .001$, effect size $r = .77$). As shown in Figure 2, campers were more leveled on math score at the end of camp than when they came in. That is, campers who had lower pre-score showed greater growth in math. In regard to reading, campers on average improved 10.3% ($t = 12.36$, $p < .001$, effect size $r = .82$), which approximates to 2 months of learning after adjusting for individual camper's age (Pearson Education, 2018). Growth in reading was evident in both passage comprehension ($t = 5.12$, $p < .001$, effect size $r = .53$), and sentence completion ($t = 4.01$, $p < .001$, effect size $r = .44$). Sixty-five percent of the campers showed growth in both reading and math; all but one of the remaining campers showed growth in either math and/or reading.

Figure 2. Math growth by pre-score range.



Eight successful strategies and three challenges emerged from brainfeeders' interviews and campers' survey responses (Figure 3). Direct quotes and more actionable recommendations will be shown in the full presentation.

Figure 3. Strategies (green) and challenges (red) with actionable recommendations.

Hands-on, fun, & relevant curriculum	E.g., cooking, building huts from tree branches, making recycled paper. Adapt instruction to fit the grander theme of camp (e.g., calculate energy consumption using real camp data) and reflect campers' cultural diversity.
Benefits of nature outweigh distraction	Encourage immersion e.g., night hikes, camp outs, no-phone policy. By moving into nature (instead of classrooms), campers put their guards down and show more positive work habits.

High adult-camper ratio (1:4)	Allocate funding generously for recruiting and training staff. Ask staff to take on multiple roles (e.g., counselors as teacher's aids).
Camper-centered instruction	Individualized mastery tracker with specific math and English skill areas – campers move up upon completing practices/quizzes correctly.
Constant learning, practice!	Make academic component a camp routine, weave it into other components of camp: e.g., double points during field games if campers answer a pop quiz correctly.
Camp staff as role models instead of authority figures	Most staff and campers come from the same neighborhoods-- facilitated conversations that both validate struggles and promote resiliency (e.g., through story sharing, pen-pal activity).
"Camp Phoenix is social justice"	CP only costs $14/week. Fundraise to lessen camper families' financial burden. Remove barriers to participation e.g., provide transportation & camping gears, reach out to families through Title 1 schools, bilingual staff & translated materials.
Mixed-ability	"Floaters" staff work 1-on-1 with specific campers, utilize peer teaching.
Empower camper takes time	Emphasize individualized goals are for growth not judgement. Realize camp is not a panacea-- especially if campers had predominantly negative experiences in school.
Communication	Utilize all-staff meeting and use group message or walkie talkie to update everyone.

Implications

Given that we serve low-income youths, our findings speak to outdoor-based summer camp as a potential space to remediate summer learning loss. Keys to our success include fun and relevant curriculum, high adult-camper ratio, leveraging nature as classroom, structured practices, and camper-centered instructions. Some challenges identified include mixed ability class, difficulty conveying sense of autonomy to campers, and communication among staff. On a broader level, CP's positive academic impact and the fact that it is affordable to an underserved population could be examined as an act of social justice.

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MINDFUL REFLECTION ON DAILY STRUCTURED EXPERIENCES: EVALUATION OF A STRATEGY FOR ENHANCING LEARNING AT RESIDENTIAL CAMPS, TRAVEL CAMPS, AND RELATED PROGRAMS FOR YOUTH

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The "most prominent" theories on human development share a common theme: "young people have tremendous potential for growth…They have natural dispositions to learn and grow from challenging activities" (Larson & Walker, 2018, p. 156). A major function of out-of-school time programs, then, is to structure challenging and rewarding experiences yielding opportunity for learning and growth. Residential camps and travel camps provide a wealth of daily challenges, each carrying a unique learning opportunity. Learning outcomes from these diverse activities range from developing specific activity skills to learning complex abilities essential to "thriving" (i.e., progressing toward fulfilling one's full potential; Caldwell & Witt, 2018; Bundick, Yeager, King, & Damon, 2010).

Yet, not all challenges encountered during a day at camp are equal in learning potential. The manner in which a given challenge is structured can have a pivotal impact on the depth and significance of what is learned. During her career spanning over four decades, Harvard psychologist Ellen Langer demonstrated the potency of "mindfulness" and "mindful" learning strategies. "Mindfulness," Langer explains, "is a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context" (Langer, 2000, p. 220). Mindful teaching strategies, then, are those that invite active exploration of the object of learning, regardless of whether that object is a mathematical equation or the ecosystem of which a particular delicate plant is a part. A mindful approach to teaching about that plant would include comments encouraging learners to notice its many colors, its aroma, its shape, the composition of the soil in which it is growing, and the plant's position among other nearby natural and built features. Learners would be invited to explore the plant through questions such as, "why might this plant have grown in this particular location?", "what are some of the different colors can you detect on the plant?", "what function might those colors serve?" In contrast, a "mindless" approach involves communication limited to precise instructions and factual information. Learners exposed to mindless instruction might be told the name of the plant and why it thrives in particular conditions of soil, shade, and water. Mindful learning can be very powerful, particularly if learners are consistently exposed to mindful teaching strategies. A learned disposition toward mindfulness yields benefits that are "vast and often profound…Mindfulness results in an increase in competence; a decrease in accidents; an increase in memory, creativity, and positive affect; a decrease in stress; and an increase in health and longevity" (Langer, 2000, p. 220).

Given the extensive body of theory, research, and application exuding the benefits of mindfulness (e.g., Burk, 2014; Hyland, 2011; le, Ngnoumen, & Langer, 2014), this investigation was directed at developing and evaluating an end-of-the day structured mindfulness activity to facilitate learning from daily activities in a 4-H travel camp. Our evaluation was largely descriptive, primarily directed at evaluating Langer's assertion that structured mindfulness experiences are absorbing. Mindful learning yields pleasing emotions and a sense of value of time spent.

Methods

Structured Mindfulness Experiences

Structured mindfulness experiences were reflection activities that concluded each of seven days of a 4-H travel camp to Argentina. The structured mindfulness experiences occurred in hotel rooms, empty sections of restaurants, or other public spaces. Each session began with a brief period of silence. Participants were asked to relax and reflect on their experiences during that day. Next, a slideshow of photographs taken by adult leaders during the day were projected to a wall or make-shift screen. Consistent with mindfulness learning practice, participants were asked to view the images and reflect on their experiences at each location depicted by each image. Periodically, the facilitator shared comments about something unique that he noticed during the students' encounter at the site depicted in the images. The structured experience was considered to be mindful learning because both the reflection and the teacher's modeling encouraged students to notice a greater variety of features of each site and recall features of the site more broadly. Each structured experience lasted approximately 15 minutes.

Participants

Nineteen youth, ages 17-19, participated, but not all youth were present for every session. Fourteen (74%) were female.

Measurement of Quality of Experience

Mindfulness is a foundation for the definition of subjective state of "absorption" in the theory of structured experience (TSE; Ellis, Freeman, Jamal, & Jiang, 2017). Accordingly, absorption and three additional theoretically related concepts were measured to evaluate participants' reaction to the structured mindfulness experience: deep structured experience prevalence (DSEp), perceived value of time spent (PV), and delight. Reliability and validity information about these measures is published in the leisure studies and youth development literature (Ellis, Taggart, Martz, Lepley, & Jamal, 2016; Ellis, Freeman, Jiang, & Lacanienta, 2018).

Data Analysis

Analysis consisted of two phases. We were primarily interested in the quality of experience of participants. Based on Langer's (2000) assertion that mindful learning yields motivation and pleasing states of emotion, we anticipated negatively skewed (scores largely clustered toward the highest end of the scale) and leptokurtic (i.e., more "peaked" than the normal curve) distributions with very high measures of central tendency and limited variation. Secondarily, we sought to confirm the validity of our measures. TSE propositions assert that all of the indicators of experience quality should have significant, positive, and moderate to strong correlations. Relations among the measures were estimated using linear mixed modeling procedures.

Results

Distributions of the four variables were consistent with predictions. Distributions showed substantial negative skewness, ranging from -1.44 (absorption) to -3.41 (PV). They were also leptokurtic, with values ranging from 1.41 (absorption) to 12.06 (PV). The means and medians, respectively, expressed as percentages of the highest possible scores were as follows absorption, 89% and 95%; PV, 97% and 100%; DSEp, 90% and 95%; and delight, 96% and 100%. Coefficients of variation (standard deviation per unit of mean) reflected substantial consistency in ratings. Values were .16, .16, .09, and .09 for absorption, DSEp, PV, and delight, respectively. Qualitative observations of adult trip leaders affirm these numeric findings. Bivariate

standardized coefficients among the measures were all significant, positive, and moderate-to-strong in association.

Discussion

Results suggest that we accomplished our goal of crafting an absorbing, mindful learning activity suitable for structured, end-of-day reflection experiences in travel camps. Our evaluation, though, was limited to examination of the quality of the immediate experience. Additional inquiry could be directed at identifying "best practices" in reflection facilitation. What strategies might camp leaders use to most effectively facilitate mindful learning (Langer, 2016) in camp settings? Such research has unique potential to elevate the quality of immediate experiences of campers while also promoting the habit of mindful learning. As Langer (2000) points out, a learned disposition toward mindfulness yields benefits that are "vast and often profound" (Langer, 2000, p. 220). Contextual approaches to inquiry about mindfulness experiences at camp might also used in future research. Phenomenological inquiry can reveal insights into the lived experiences of individual participants, and may also yield generalizable insight into effectiveness of different strategies for facilitating mindful learning.

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TRANSFORMATIONAL EDUCATION THROUGH POVERTY SIMULATIONS: CAMP ACTIVITIES FOR TEAM BUILDING AND EMPATHY DEVELOPMENT

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The world is increasingly interdependent. We interact locally and globally on a daily basis, often crossing lines of social, cultural, economic and racial differences. Knowledge of the cultures and lifestyles of others may lead to greater acceptance and understanding. GLOBE (Global Leadership Opportunities Beyond Education), is a 2-year 4-H program for youth in grades 6-12 through which youth learn about cultures, poverty, sustainable agriculture and sustainable communities. GLOBE learning is facilitated through a series of online webinars and a "Global Challenge" simulation at Heifer Ranch in Perryville, Arkansas. Heifer Ranch engages youth in role-play three days of living in Guatemala, Thailand, a Refugee Camp, Appalachia, an Urban Slum or Zambia. Heifer Ranch is designed to be an "engaged learning" experience. Students actually contend with vital issues, "…reflecting on concepts [and] applying concepts to real-life situations" (Nagda, Gurin, & Lopez, 2003). At Heifer Ranch, the role-play experiences engage students in active learning over a period of 22 hours.

Engaged learning breeds transformative learning; the kind of learning that lasts. Engaged learning thereby changes who we are and how we interact with others (Mezirow, 2000). We conducted an evaluation of the effectiveness of the processes and outcomes of Heifer Ranch's poverty-simulation camp experience. We were interested in the quality of youth experiences and the potential of the engaged learning to transform youth toward greater understanding of poverty and greater empathy for people who live in diverse and impoverished conditions in different world cultures.

Methods

Participants

Forty-eight Texas 4-H members in grades 6-12, representing a variety of communities and backgrounds participated in the Heifer Ranch engaged learning experience. Texas A&M AgriLife Extension Service personnel provided leadership.

Measurement

Learning outcomes were measured through Hett's Global Mindedness Survey (Hett, 1993). That instrument yields scores on cultural pluralism, feelings of responsibility and efficacy for making a difference. Each domain has five questions.

Experience quality was also measured. A team of four youth judges evaluated the quality of experience for six activities. Absorption and three additional theoretically related concepts measure the participants' reaction to the Heifer Ranch experience: deep structured experience prevalence (DSEp), perceived value of time spent (PV), and delight. Reliability and validity information about these measures is published in the leisure studies and youth development literature (Ellis, Taggart, Martz, Lepley, & Jamal, 2016; Ellis, Freeman, Jiang, & Lacanienta, 2018).

Program

Prior to the Heifer Ranch experience, three online webinars were presented. These webinars allowed participants to meet one another virtually, through sharing of photos and discussions. Webinar topics included culture, poverty, power structures, sustainable agriculture practices and service learning.

The webinars were followed by six phases of an on-site experience at Heifer Ranch: welcome, introduction to Heifer, ranch tour, overnight in the village, breakfast and chores. Heifer Ranch's "Global Challenge" is a three-day, two-night camp experience. It introduces participants to issues associated with global hunger, poverty, environmental sustainability, and resource consumption. The on-site experience occurs in two phases: team building and simulation.

Team-building activities were designed around Heifer International's twelve cornerstones of community development. In one activity, youth were assigned to one of four teams. Each team was assigned to retrieve as many "resources" (represented by a variety of small toys) as possible from a centralized Hula Hoop. Each team gathered as many items as possible. The facilitator encouraged youth to consider how their team could obtain more resources. The activity repeats; still no one team successfully has all of the items. Eventually the youth realize that working together they can obtain more by stacking the individual hoops around all of the resources. The underlying goal is for youth to understand the concept of "if there's enough for everyone, why doesn't everyone have enough?" In another team-building exercise, youth were blind-folded and led into a maze. They were challenged to find their way out of the maze without removing the blindfold. Facilitators repeatedly offered, "if you need help, just ask." Youth wandered the maze, ordinarily following the same paths repeatedly. The instant they asked for help, though, a staff member led them out of the maze and removed the blindfold. Through this exercise, youth are assumed to develop deeper understanding of how difficult it can be to simply ask for help. Youth also share and reflect on their own homes, communities, traditions, daily habits, sense of family and examine what they have in the way of material possessions. Are they expected to go to school? Do they go to school? Do they have a mom or dad, or both? Are grandparents in the picture? Through this exercise, the youth see a myriad of cultural differences.

The simulation phase began with youth being randomly assigned to one of six communities. Participants were also randomly assigned to families within each community and some were assigned illnesses or disabilities to role-play. One person within each family was assigned to care for an infant (represented by a water balloon and sling). Each family received an allotment of resources before returning to their respective communities to prepare evening meals. Power structures in place included Guatemala controlling all the water resources and Appalachia controlling firewood resources. The following morning, all participants gather in the "Urban Slums" and collectively prepare a breakfast of (very bland tasting) porridge. Following breakfast, the youth completed various chores as the final stage of the Global Village challenge. It is worthwhile to note temperatures were in the high 90s Fahrenheit. The Heifer staff provided a debriefing and discussion to reflect on the 22-hour experience.

Results

Seventy-four percent ($n = 47$) of the youth strongly agreed that "Everyone can learn something of value from all different cultures." In response to "It is important that schools provide clubs and activities designed to promote understanding among students of different ethnic and cultural backgrounds," 60% strongly agreed.

Thirty-six percent of the youth participants strongly agreed and 55% agreed (91% total), they …" felt a responsibility to do something when considering the conditions people are living in throughout the world." Thirty four percent strongly agreed and 40% agreed that they "sometimes try to imagine how a person who is always hungry must feel" (empathy).

Sixty-one percent strongly disagreed with the statement, "Really, there is nothing I can do about the problems of the world." Fifty-five percent of the participants strongly disagreed

with the statement, “generally, an individual’s actions are too small to have a significant effect on the ecosystem.”

The quality of experience analysis was directed at understanding participants’ subjective experiences at different phases of the simulation. The Introduction and Tour phase received the highest ratings for the measure of experience quality. The overnight in the village phase scores were lower, but were greater than the group breakfast and chores. Youth showed a very low proclivity to promote the chores experience. The overnight experience was also rated low in experience quality.

A mean of 81.52 was reported for “recommending the [overall Heifer Ranch] activity to others” (scale of 10-100%). Using a scale of 1 to 9 determined Perceived Value of Time Investment; a mean of 7.27 with standard deviation of 1.98 was recorded.

Implications

The data on the learning objectives reflects youth having compassion, empathy, and a desire to help others. From a camp or program perspective, the Quality of Experience evaluation method pointed out items within the Global Challenge experience that youth valued and other activities they would not recommend to others. That data could prove useful to Heifer Ranch or other camps as they develop experientially based or simulation experiences.

Youths’ “intention to recommend” the group breakfast is low. The simple breakfast of porridge provides minimal calorie intake and satiation. Youth also showed very low proclivity to promote the “chores” after breakfast. These low ratings suggest that this part of the program does not have the intended impact and a different approach may yield higher ratings. Perhaps students would experience a *sample* of the breakfast along with savoring techniques to help elevate their experience with that food. The savoring experience might be followed up with a breakfast that is more consistent with students’ backgrounds and expectations. The deprivation of breakfast does not yield intention to recommend. The chores activity might benefit from a more engaging and impactful assignment.

The overnight experience in the village also produced consistently low scores on the measures of experience quality. As this is the cornerstone of the program, managers would want participants to recommend that experience to others. Suggestions to improve the experience might include having top-quality interpretation of living quarters, perhaps through a role-play of residents in each country represented.

The youth did go away with feelings of empathy and a sense that they had responsibility to help others. They valued the tour and learning about the cultures in the six villages. The deprivation model, however, was not received as well and indicates that Heifer Ranch (and others) may want to examine the learning experiences that are part of the program.

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AUTONOMY, COMPETENCE, AND RELATEDNESS AMONG RESIDENTIAL SUMMER CAMP STAFF: USING SELF DETERMINATION THEORY TO UNDERSTAND THE RELATIONSHIP BETWEEN BASIC NEED FULFILLMENT AND STAFF RETENTION

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In the United States, summer camps hire around 1.5 million staff for a variety of roles (ACA Compensation and Benefits Report, 2016). Camps typically employ a handful of year-round staff and must rely on seasonal employees to run the majority of their programs. Seasonal staff are predominantly emerging adults, ages 18-25 (Arnett, 2000). As they experience this developmental stage of life, staff face identity exploration, seeking out possibilities, and instability (Arnett, 2000). As emerging adults mature, retaining them as camp employees becomes increasingly difficult. In fact, hiring and retaining this demographic continues to be a top issue among camp directors (ACA, 2017). Over the past 40 years, there has been a significant decrease in the percentage of teens working in the summer labor force. In 1978 there was an all-time high of 71.8% of teens working in the summer labor force. In 2017, that number was 43.2% (U.S. Bureau of Labor Statistics, 2017). Young workers are pursuing opportunities such as internships, instead of a traditional summer job (U.S. Bureau of Labor Statistics, 2017). In a recent American Camp Association (ACA) survey, training and recruitment of qualified seasonal staff was the number two (of seven) emerging issues among camp professionals, and 65% of camps reported having trouble retaining staff (ACA, 2017). Low retention is problematic because recruitment and training of new employees is expensive and consumes precious time and organizational resources. In order to address retention, camp administrators may need to look at more nuanced staff factors such as motivation and camp experiences. Understanding motivation may help administrators support the basic needs of staff throughout the summer (DeGraaf, 1996; Ryan & Deci, 2000). Using Self Determination Theory (SDT), as a framework, the purpose of this study was to investigate how basic need fulfillment and camp experience variables influence a staff members intention to return to work the following summer.

Theoretical Foundation

SDT explains overall motivation and need fulfillment in relation to a person's willingness to be engaged and self-regulate positive behavior (Ryan & Deci, 2000). Motivation is described as an "energizing state" and relates to proactive or disengaged behavior related to human needs (Niv, Joel, & Dayan, 2006; Dickinson & Balleine, 2002). A sub-theory of SDT, Basic Needs Theory (BNT), posits that autonomy, competence, and relatedness are innate and universal needs, and through their fulfillment, people have supportive feelings of intrinsic motivation, proactive behavior, and engagement, rather than being passive or distant (Deci & Ryan, 2000; Ryan & Deci, 2000). People who feel connected or cared for feel related and self-determined in their choices and work, and behaviors appear to come from within rather than being controlled externally (Ramsing & Sibthorp, 2008; Williams, Freedman, & Deci, 1998). If one or two of the needs are not fulfilled, then psychological health and well-being will suffer (Deci & Ryan, 2000). Ryan and Deci (2000) explain basic psychological needs as: autonomy feeling freedom and independence, competence feeling capable and needed, and relatedness feeling warmth and care. Research questions included: 1) Which psychological needs are significant predictors of

staff retention? 2) Which camp experience variables are significant predictors of staff retention? 3) Do camp experience predictors relate to basic needs or retention?

Methods

Due to the lack of control group, a quasi-experimental design was used for the current study. Baseline responses (i.e. pre-test) for W-BNS items (autonomy, relatedness, and competence), dosage (weeks worked), camper years, counselor years, and plan to return to work at camp were compared to post-test responses using independent sample t-tests and analysis of variance. Multiple regression analysis developed the final model to understand predictors for the dependent variable of staff retention. Data were collected at one traditional co-ed residential summer camp. A total of 113 staff (Mean age = 20.5, *SD*=2.07) participated in the study. The 21 item Work Basic Needs Satisfaction Scale (W-BNS) was administered to understand the fulfillment of autonomy, competence, and relatedness. Example items include: '*There are not many people at work that I am close to'* (sense of relatedness) and '*I am free to express my ideas and opinions on the job*' (sense of autonomy).

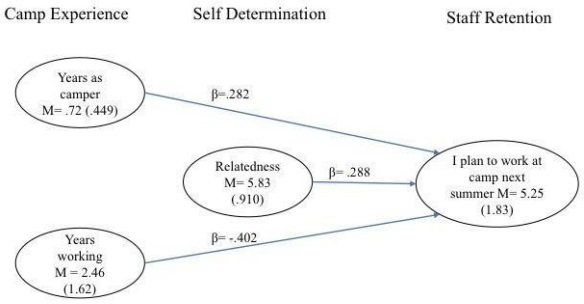
Results

Camp experience predictors included number of years working at camp, amount of camper years, and dosage (weeks). Results indicated that on average camp staff worked 3.5 weeks (out of a possible 9), 72% of staff had been campers, and current staff had worked an average of 2.5 years. Dosage was not a significant predictor of retention, meaning number of weeks a staff member worked did not influence a counselor's intention to return the following summer. Number of years working at camp negatively related to staff retention (β = -.402), meaning the longer a staff member worked the less likely they intended to return the following summer. Camper years positively predicted retention (β = .282), which meant staff who were campers were more likely to indicate they wanted to return. In terms of SDT variables, relatedness (not autonomy or competence) was the most salient predictor related to staff retention (β = .288). Camp experience variables and W-BNS measures were independent and distinct predictors of staff retention. Meaning, SDT and camp experience variables ought to be considered as distinct features among staff.

Implications

This study expands upon a model for understanding overall need fulfillment and motivation (Browne & D'Eloia, 2016). Camp directors should focus camp culture on supporting relatedness (warmth, care, respect), which could aid staff during the exploratory stage of emerging adulthood (Niemiec & Ryan, 2009). *Warmth:* Understanding that staff make mistakes and create mechanisms for support. Implementing appropriate mentorship programs between younger and older staff may aid in feelings of connection and relatedness. *Care*: Explicit time for self-maintenance, breaks, and signs of approval. Enacted by incorporating logical breaks throughout the day, providing personalized perks and incentives. Less experienced staff may have different needs in terms of approval and self-care. *Respect:* Restraining judgment and meeting people as if they are on the same level. Training should incorporate methods of deeper understanding and connection between staff; beyond ice breakers and 'get to know you games.' Ask both older and younger staff to lead trainings or initiatives throughout the summer.

Regression Final Model



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CREATING RESILIENT YOUTH THROUGH TRIATHLON: A COLLEGE CAMPUS PILOT STUDY

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The adolescent population has grown to over 40 million and represents a more racial and ethnic diverse group than the general population (National Adolescent Health Information Center, 2003). During this developmental stage many youth struggle with identity and life purpose, along with an increased risk of psychopathology and mental health issues (Silk, Steinberg, & Morris, 2003). This can lead to relational aggression and other detrimental social behaviors. Out of School Time (OST) can foster resiliency by allowing youth opportunities to overcome life obstacles. Resiliency theory literature supports promoting such assets as competence, creating and maintaining friendships, and problem solving (Hill, Milliken, Goff, & Gregory, 2013). This theoretical framework for positive youth development is an evolving model focused on transforming youth into positive assets for society (Hill, Holt, Ramsing, & Goff, 2016). Using the Outcome-Focused Programming (OFP) model, the approach included four action steps: (1) outcome oriented, program goals should be identified and meaningful to the agency, participants, and other stakeholders, (2) theory-based program components should be intentionally structured to address the stated goals, (3) progress toward desired goals must be assessed, and (4) an organization must publicize its outcomes (Brown, Hill, Shellman, & Gómez, 2012; Hill et al., 2013).

Children need guidance and support on their path to adulthood. The guidance and support received comes from various groups of people and organizations that influence children's perception and worldly views. Day camps allow youth to engage with various individuals (e.g., college students) who provide support generally related to academics or other essential life skills. Day camps provide essential services to families through academic support, mentorship, and a safe environment; which is key throughout the OST as youth transition through developmental stages (Hill et al., 2016).

OST-like youth camps can serve as natural interventions where campers develop healthy relational skills and encounter positive, life-changing moments and activities. Youth triathlon is a multisport that combines swimming, biking, and running into one event. Youth triathletes develop physical and social skills while developing positive, healthy behavior that extends into their daily lives (Hill, Morgan, & Hopper, 2018). Offering triathlon within camp experiences is a novel approach to help campers develop physical, mental and social skills that can transcend developmental stages. Therefore the purpose of this pilot study was to examine the impact of a five day youth triathlon summer camp on teamwork, problem solving skills, and competence.

Methods

Children ages 7-12 participated in the day camp which took place from 8:30am-1:00pm. Each day, campers arrived and was met by a camp staff member (college student or staff) who escorted them to the scheduled triathlon activities. Daily activities consisted of swimming, cycling, and running activities, nutrition (from a Registered Dietician), and exercises which were pulled from the USAT Splash, Spin, Sprint Camp Manual (Morris & Duncan, 2017). The camp also focused on teaching bike maintenance and bike handling skills. In addition, the camp included traditional camp like indoor rock climbing, participation on a challenge course, and crafts. The week culminated with a mini triathlon where campers selected distances in which to

compete. Camp counselors administered the 22-item questionnaire created from the Youth Outcomes Battery (Basic Version) on the last day of camp. The questions were scored on a 5-point Likert scale ranging from 1 = Decreased to 5 = Increased a lot, I am Sure. Each item (e.g., becoming better at thinking of new things to do in my free time) was prefaced by, "How much if any, has your experience as a camper in this camp changed you in each of the following ways?"

As recommended by the American Camp Association instructions, camp staff sat in a quiet area, in groups of 4-5 campers, and administered the questionnaire. After providing an example question to the campers, the questionnaire was orally administered to small groups of 4-5 campers. Data were entered into a spreadsheet (available free from ACA at www.ACAcamps.org/members /outcomes/tools). Calculated percentages were produced for each scale about changes at camp.

Results

Three outcomes (i.e., Teamwork, Problem Solving Confidence, and Perceived Competence) of the ACA-Youth Outcome Battery Basic Version were used. Twenty of the 22 campers (one parent did not consent to the study and one camper left before the last day) completed the questionnaire. The average age of participants was 9.7 years old, with 60% of them identifying as male. Thirty-five percent identified as Caucasian, 35% identified as African-American, and the remaining campers identified as Asian, Latino or American Indian. Over 60% of the campers indicated that Triathlon Camp was one of the most fun camps ever attended. Eighty percent of the campers indicated they now want to do a triathlon and 95% shared they will tell their friends about the sport of triathlon. Results of the study revealed that campers demonstrated a significant change in perceived competence, problem solving competence, and teamwork. More specifically, 85% of the campers indicated a change in their perceived competence, while 65% and 88% demonstrated change in problem solving competence and teamwork, respectively, as a result of Triathlon Camp. These findings are higher than other camps using the ACA-YOB in similar settings (Hill, Holt, Ramsing, & Goff, 2016).

Conclusions and Implications

University day camp programs have the potential to positively impact youth. In fact, university camps are more actively seeking ACA accreditation. The findings of this study provide evidence-based practices for a very diverse population, on the learning outcomes of different types of camps (e.g., triathlon camp). In addition to exposing campers to college, it highlights the importance of physical activity through nontraditional sports like triathlon, and aligned with the 2014 induction of women's triathlon as an NCAA sport. However, little research exists on triathlons or triathlon camps held on college campuses. The results from the study support the desired outcomes for this type of camp, and with USA Triathlon support, other camps can use this model to replicate in their OST setting. Outcome-focused programming allowed for deliberate outcomes, and results support the expectations that this camp positively impacted teamwork, competence and problem solving skills than lead to more resilient youth.

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CLASSIFICATION OF CAMPS BASED THE LEVELS OF NOVELTY WHEN STRANGERS COME TOGETHER, TO DO STRANGE THINGS, IN A STRANGE PLACE.

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Camps currently have been classified by the amount of time one spends at camp, traditional versus specialty programming, and/or business model (Ball & Ball, 2012). These classifications do not silo camps from other camps but rather each camp identifies with all of these current classifications, making it harder to distinguish themselves from other camps.

When people describe camp, their answers often vary. While the answers vary, there is an undercurrent of similarity of the experience that captures a commonality, even though the experiences may vary widely. All camps can be accurately classified using the current classification systems, but a new system of classifications, based on degree of novelty, can provide camp professionals an additional tool to describe how their camps differ from other camps and other youth development programs, and to understand how the components they offer relate to their outcomes.

The purpose of this study is to create a classification system for camps so that camp staff will be able to better articulate what makes their program unique. This study will be accomplished through the development of a series of typologies based on the various degrees of novelty found within the structures of physical setting, social milieu and activity offerings. As a result of this study, researchers and professionals may come to a better understanding of the mechanisms of the "black box" in summer camps. Outcomes have been well documented as a result from the summer camp experience, but there is a less understanding of how and why these outcomes occur. Therefore, this study will allow for the ability to design programs that will help camps achieve more desired outcomes. Camps will be able to examine their operations with a new lens to look for connections and modifications that could increase desired outcome achievement.

Literature Review

Novelty theory looks at the degree of newness, strangeness, and unfamiliarity that motivates growth with creativity as a key principle. As the novelty of something increases, so does the complexity, making the brain pay attention to the newness. The more novel the experience is, the less familiar someone has with it (McKenna, 1987). When novelty is sought after, the present perception of the experience is contrasted with a past experience (Greenberger, Woldman, & Yourshaw, 1967; Pearson, 1970).

At camp, there are varying degrees of novelty and to better understand where novelty has variation, it is helpful to explore an example. For physical setting at one camp, campers sleep in tents, but at another, campers sleep in residence halls on a college campus. In comparison to home environment, these two sleeping arrangements illustrate two ends of a continuum – one very foreign to a typical youth and the other more familiar, because one is more exposed to nature and the other is climate controlled.

Three areas identified in this study where varying degree of novelty is present are the structures of the physical setting, social milieu, and activity offerings. The varying degree of novelty among these three structures make this study critical in understanding how and why things work in summer camp. Physical setting, social milieu and the activities offered at summer camp all vary along a continuum of unfamiliarity for campers. Identifying the degree of novelty

for summer camps has the potential to lead to a better understanding of how and why outcomes are happening.

Methods

This study is to develop an index of camp structures of physical setting, social milieu and activities offerings based on their degree of novelty. The creation of an index follows four steps: generation of items, identifying the theoretical underpinning, scoring, and validation (Babbie, 2015). Secondary data from the American Camp Association (ACA) assisted in the first stepping stone to understand if there is an initial variation of activity offerings. Out of the 3,686 camps identified, this analysis only identified residential summer camps (n = 1618). A removal of 562 camps were done due to the camp not indicating any activities offered (n = 1,056).

A hierarchical cluster analysis was used to cluster camps based on the camps self-reported activities offered. A total of 165 activity options were available to report as present or not. Pre-identified activity categories by the ACA were classified as academic, adventure, arts, environmental, sports, or water.

Results

Initial preliminary results indicate that there is significant variance within camps by the activities offered. Table 1 illustrates three cluster groups identified as high availability, medium availability and low availability. Results indicated if a camp offers activities high in arts and sports, they offered less activities in adventure and water and even less activities in academics and environmental.

Table 1: Analysis of variance for cluster means of activities.

4 Clusters (*n* = 1056)	**High Availability**	**Medium Availability**	**Low Availability**	***F* value**	***p***
Academics			Medium 2.50*	50.899	.001
Adventure		Medium 4.21*		42.431	.001
Arts	High 9.67*			141.105	.001
Environmental			Low 3.01*	65.793	.001
Sports	High 8.81*			198.322	.001
Water		Medium 3.9*		80.858	.001

*Mean score

This first step in this study identified that there is variance of activity offerings among camps, therefore illustrating that creating an index to identify the degree of novelty in the physical setting, social milieu and activity offerings is the next step in this study. Creating an index will be done by generating items, providing theoretical underpinnings, developing a scoring system, and validating the index. Creating a series of typologies will provide an illustration of the variation that camps offer.

Conclusion

The purpose of this study is to indicate an additional classification system based on the degree of novelty in the physical setting, social milieu, and activity offerings at camp. These three structures identified provide a continuum of variation that camps offer. Initial preliminary results indicate that each camp, exclusively based on self-reported activities as present or non-present, vary among camps, illustrating that a new classification system can lend to explaining the uniqueness of each camp and potentially the understanding how and why outcomes occur.

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USING MINDFULNESS EXERCISES TO BUILD COUNSELOR SELF-AWARENESS, SELF-MANAGEMENT, AND RESPONSIBLE DECISION-MAKING

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Camps magically create positive, memorable experiences for campers. Counselors teach and role model skills we hope campers will learn at camp. The process to serving as a positive role model while designing quality activities can be challenging. Most counselors and campers are simultaneously immersed in development (Duerden et al., 2014), but counselors may need enhanced skills to navigate aspects of their position including managing interpersonal relationships, one's mental health, or juggling multiple responsibilities (Gillard et al, 2011).

The social-emotional learning (SEL) competencies of self-awareness, self-management, and responsible decision-making reflect personal awareness and response to one's emotions (CASEL, 2015). SEL skills are developed over time through interactions with others and working through challenges (CASEL, 2013). The practice of mindfulness can enable a person to regulate their attention and emotions, create body awareness, and promote a change in self-perspective (Holzel et al., 2011). Counselors may enhance SEL after practicing mindfulness techniques that focus on managing emotions, thoughts, or personal control (Gillard et al., 2011). Some programs designed to help educators reduce stress levels include mindfulness lessons (Roeser et al, 2012). Techniques such as mindful breathing, listening, and being attentive to emotions may help counselors adapt to stressful or overwhelming situations (Race & Pique, 2015). Daily reflections or guided meditations are two approaches for learning such techniques. The provision of mindfulness exercises may enhance a counselor's SEL. The purpose of this study was to explore two approaches to developing counselor mindfulness at residential camp.

Methods

A quasi-experimental design was employed to explore counselor self-awareness, self-management, and responsible decision-making skills. The study involved three volunteer-led camps that operated 5-7 days for youth ages 8-16 in the Mid-Atlantic region. The co-ed camps provided traditional activities such as waterfront, crafts, and shooting sports. Twelve counselors (n = 12), aged 18-19, participated in the study. Counselors were recruited and provided consent on-site. Counselors were randomly assigned to two groups during each camp: written journaling or video meditation/journaling. All counselors responded to four prompts each day: (1) describe one good and challenging experience; (2) describe your reaction to the challenging situation; (3) how does your body feel after this exercise; and (4) indicate if this feeling differs from before starting the exercise. Counselors in the written journaling group only responded to the questions in their journal whereas the video meditation/journaling group used iPads to video record responses to questions 1-2, complete a 10-minute video meditation, then video record responses to questions 3-4. Two online meditation videos were selected based on: (1) 10-minute length, (2) present awareness and breathing, and (3) basic mindfulness lesson. Each counselor received a key to a corresponding lock box containing study materials (ex: spiral notebook or iPad) on day one then returned the key to the director on the final camp day. Lock boxes were stored onsite then retrieved by the researchers after camp concluded. Written journal and video-recorded entries were transcribed verbatim with verbal and visual cues noted on the video transcriptions. Analysis followed a phenomenological approach of multiple readings, identification of meaning

units and clustering central themes, with a final comparison of central themes across the data (Giorgi, 1997; Hycner, 1985).

Results

The results revealed two primary sources of counselors' happiness and stress across both treatment groups: campers and programming. Counselors enjoyed playing with campers or witnessing campers collaborate with peers. Conversely, campers' misbehavior or poor choices amplified counselors' stress. Counselors felt accomplished after leading successful programs, but the planning process was quite stressful. Counselors felt tense, nervous, or stressed when preparing the largest all-camp program: council fire.

The results illuminated counselors' self-awareness, self-management practices, and responsible decision-making during challenges. Some counselors recalled a change in their tone of voice, clenching their teeth, feeling tension in their body, or feeling "on edge." Some counselors employed management strategies such as napping, venting to peers, focusing on the task, or remaining positive. The weather presented counselors with decision-making opportunities. For instance, camp happens "rain or shine" and counselors learned to adjust plans or personal attitudes during inclement weather. Furthermore, other counselors realized some things are "out of their control," which enabled them to be flexible.

Both mindfulness exercises appeared to facilitate a deeper contemplation of the counselors' day. However, between group differences were apparent. Counselors that only wrote their daily experiences fluctuated between experiencing no change to feeling somewhat relaxed after their hand-written exercise. Some counselors in this group experienced increased or a recurrence of tension after writing about their daily experiences. Whereas, counselors from the other treatment group generally felt calmer, relaxed, or energized after completing their online meditation. Listening to calm music or guided instructions appeared to create a reprieve from daily stress.

Discussion

This study explored the influence of two mindfulness exercises on counselors' self-awareness, self-management, and responsible decision-making. The analysis revealed that campers and programming appeared to contribute to counselors' happiness and stress. Counselors may become stressed with the numerous responsibilities associated with their position (Paisley & Powell, 2007). This stress may affect the counselors' awareness and attention. The journaling exercises encouraged counselors to reflect and process situations encountered that day. Mainieri (2016) found counselors nurtured perspective-taking abilities through daily journaling. Few counselors felt the written journal improved their mood in this study, as several counselors reported the return of tension in their body. Conversely, the counselors that completed the 10-minute online meditation generally felt calm, relaxed, or energized afterward. Meditation is a technique or practice incorporated in some teacher mindfulness-based programs (e.g., SMART-in-education), which may benefit counselors (Edwards, Henderson, & Campbell, 2013; Race & Pique, 2015; Shealy & Dye, 2017). Mindfulness exercises may have the potential to increase counselors' awareness of their emotions and actions (Gillard et al., 2011; Holzel et al., 2011).

Implications

Counselors can experience stress related to campers and leading programs. Counselors' ability to positively engage with campers and serve as a role model is difficult when feeling stressed. Administrators may consider creating quiet spaces, encouraging mindfulness exercises (e.g., guided meditation), or group discussion opportunities (e.g., staff meeting). These exercises

may support intra-personal SEL skills. Camps seeking counselors that are aware and attentive to their emotions and surroundings could benefit from opportunities to practice mindfulness.

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EXAMINING ADOLESCENT SMARTPHONE USE AND SEPARATION ANXIETY AT RESIDENTIAL SUMMER CAMP

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Over recent years smart phone use has become more prominent for all members of society, including adolescents. The Pew Research Center (2015) collected data on teen internet and social media use and found that 92% of teens 13-17 go online daily, with 24% reporting "almost constant" online use. Nearly three-quarters of participants had access to a smartphone, which provides internet and social media connectivity. Skierkowski and Wood (2012) found emerging adults reported increased anxiety when separated from their devices during an experimental study, while Uhls and colleagues (2014) found that youth who did not have access to their devices for a five-day period during an overnight outdoor education experience displayed increases in understanding social cues. Together, these studies provide evidence that separation from smartphones may be linked to changes in anxiety, and that overnight experiences without technology may promote positive outcomes for youth. This phenomenon remains underexamined in a summer camp context, and should be investigated.

Conceptual Framework

The rise of technology and in particular, social media, has brought forth new concepts of 'nomophobia' (King, Valenca, Silva, Baczynski, Carvalho, & Nardi, 2013) and the fear of missing out (FoMO) (Przybylski, Murayama, DeHaan, & Gladwell, 2013). Nomophobia refers to an individual feeling discomfort or anxiety due to being separated from their smartphone and being unable to check social media (King et al., 2013; Rosen, Carrier, & Cheever, 2013a; Rosen, Whaling, Rab, Carrier, & Cheever, 2013b). FoMO refers to "a pervasive apprehension that others might be having rewarding experiences from which one is absent" (Przybylski et al., 2013, p. 1841) and is characterized by an individual's desire to be constantly connected with what others are doing. Adolescents may continually check their smartphones when experiencing FoMO. These concepts have implications for the camp industry, as youth are commonly separated from their phones at camp and may experience nomophobia or FoMO. It is unclear whether attending camp with a mandatory separation from phones triggers or helps mitigate negative emotions associated with nomophobia or FoMO. Therefore, the aim of this study was to explore the phenomena of smartphone use among adolescents and the potential impact separation from smartphones during an overnight/residential summer camp experience may have on participants' anxiety levels.

Methods

Participants were enrolled in the senior camper program at a residential summer camp, and were asked to take part in the study if they were attending camp for a minimum of two weeks. A total of 45 youth participated in this study. Participants included 23 males (51.1%) and 22 females (48.9%) between 15-17 (M = 15.86 yrs, SD = 0.84). Participants ranged in their years of experience at camp, from one to 10 (M = 4.69, SD = 2.51).

This study used a mixed methods approach as participants completed pre- and post-test surveys and participated in a short interview during their final days at camp. The pre-test survey occurred on camper arrival day, and questions included indicators of participant phone use and the activities campers did while on their phone. Participants reported initial anxiety levels upon separation from their smartphone as well as expected level of difficulty of the camp experience while separated from their smartphone. The end-of-camp survey asked the same questions

regarding smartphone separation anxiety, and asked participants to reflect on their expectations of the difficulty of being separated from their devices. Semi-structured interviews included broad prompting questions such as: (1) "Tell me about your experience at camp without your smartphone" and (2) "How would camp be different if smartphones were allowed?"

Quantitative data were analyzed using correlational and paired samples t-tests. Interviews were transcribed and an inductive coding approach (Patton, 2002) was employed. Content and thematic analyses (Braun & Clarke, 2006) were conducted, thus identifying main themes.

Results

Correlational analyses revealed that the number of years participants were at camp was moderately correlated with their expectations of ease of being separated from their phone while at camp (r = .351, p = .018). In addition, youth who spent more time on their phone expected the separation to be more difficult (r = -.462, p = .001). Paired samples t-test analyses indicated that when reflecting on this experience, while campers anticipated it would be somewhat easy to be separated from their smartphones (M = 4.09, SD = 1.06), the data show it was significantly easier than campers expected (M = 4.49, SD = .69); $t(44)$ = -2.79, p = .008. Although the composite anxiety measure showed decreases in mean anxiety ratings at the end-of-camp experience, there was not a significant difference.

Preliminary analyses of the interview data revealed that, overall, campers did not miss their smartphones while at camp. Participants recalled the first few days of camp as being most challenging because they 'felt like something was missing.' Many described a habit of reaching to their pockets for their phone before realizing they were at camp. In addition, youth did not describe feelings of nomophobia or FoMO and many actually described camp as "a nice break from the pressures" of smartphones and social media. Most participants felt camp would be "worse" if smartphones were allowed as campers would not interact with others as much, taking away from "the real camp experience."

Discussion

Data from this study may help to inform camp professionals' practices regarding smartphone restrictions while at camp. Although campers may initially protest that they are unable to access their devices, upon reflecting on their experiences, the participants in this study were less anxious regarding their smartphones at the end of the camp experience. The promising results of this study may be beneficial to camp professionals for marketing purposes. As youth report these positive experiences, camps may position themselves as unique contexts for temporary anxiety relief for attendees. In addition, camps may consider the impact "no phone" policies may have on indicators of mental health and overall well-being in campers. Although there may not be substantial decreases in these measures, any relief from the stressors of technology and social media use may be beneficial for youth.

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'COLLEGE FOR KIDS' 2018 SUMMER CAMP: IMPROVING PERCEPTIONS OF SCIENCE AND SHAPING LIFESTYLE CHOICES

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College for Kids is a day camp, organized annually at the Central Arizona College's Aravaipa campus. Over two weeks of the summer, it provides children an educational full-day program from Monday to Thursday. The camp serves a diverse population from a local community, with many students attending it on a full or partial scholarship. During the camp, transportation, all supplies, daily snacks, and warm lunches are provided for participants. College for Kids' theme for the summer 2018 was human anatomy. The topic was chosen to support biological science classes at students' own schools, introduce locals to the college's campus and promote healthy lifestyle choices through education.

It has been previously shown (American Camp Association, 2018) that attending camps provides transferrable skills, increases college readiness, and develops interpersonal abilities. We wanted to quantify the effectiveness of a two-week summer camp in shaping participants' attitudes towards science subjects and assess students' self-reported transferability of study material into the daily lives of their families.

Methods

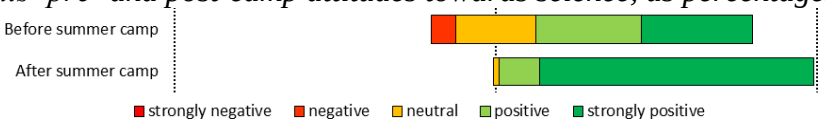
Fifty students (grades 2-6) and 12 group leaders (grade≥7) participated in seven anatomy laboratory sessions. Each session lasted 40 minutes, had 16-18 students and four group leaders per class. Sessions were delivered in a science laboratory by a college biology professor and three volunteer helpers. Major body systems were discussed using a mixture of activities. Each student received a 19 inch tall plastic model of a human skeleton, to which structures were added using modeling clay. Supplementary hands-on experiments included: handling living animals, performing chemical reactions, testing samples, studying real animal/human organs, investigating anatomical models and completing student workbook activities.

Pre- (n = 52) and post-course survey (n = 55) assessed participants' perceptions of a question: 'What do you think of science?' Answers were collected using a five-step LIKERT scale designed for children (Kuttner & LePage, 1989). Written feedback about laboratory sessions (n = 55) was collected on the last day of classes, with a question: 'What was your favorite part of laboratory sessions?' Retention and transferability of material covered was assessed with student workbook (n = 45) questions: 'What did your clay model learn during the camp?' and 'What can your clay model teach to your family?' All responses were collected and analyzed anonymously. Quantitative data was assessed as measures of central tendencies and evaluated using Mann-Whitney test. Qualitative answers were processed as themed analyses of the written responses.

Results

Figure 1 illustrates that the participants' impressions of studying sciences ('pre' mean ranks: 39) improved during the summer camp ('post' mean ranks: 68.2), $U = 650$, $p < 0.001$.

Figure 1: Participants' pre- and post-camp attitudes towards science, as percentages.



Students reported building a clay model (mentioned by 21 students) as their favorite activity (Table 1). Getting to handle real organs (20 students), in particular a demonstration of the ventilated healthy vs. smoker's lungs, was also well received. Other common answers included a general happiness with all of the activities and liking the instructor.

Table 1: Participants' feedback on: 'What was your favorite part of laboratory sessions?'

Response (including an example answer)	# of mentions
• clay model (*'making my clay [model] skeleton'*)	21
• real organs (*'all real [body] parts we got to touch,' 'touching stuff'*)	20
ventilated pig lungs: healthy vs. smoker	7
sheep heart	4
sheep brain	2
cow eye	2
• everything/general happiness (*'I liked everything'*)	8
• instructor (*'our teacher,' 'seeing Mr. Sam, he is so much fun'*)	7
• making an ultraviolet bead bracelet (*'beads and sunscreen [lotion]'*)	6
• human bones (*'touching bones'*)	5
• chemistry experiment: making 'blood vessels' with sodium alginate and calcium chloride (*'creating blood v[e]ssels'*)	5
• anatomical models (*'plastic [models] of everything'*)	4
• cockroaches (*'holding the cockroaches'*)	4
• drawing anatomical structures to an apron (*'making the apr[o]n'*)	3

Responses to workbook questions (Table 2) demonstrated an understanding of both the anatomy (structure) and physiology (function) of a human body. Negative effects of smoking (mentioned by 12 students) and importance of avoiding excessive sun exposure (11 students) were topics that most students intended to share with their families. Answers also indicated participants having developed and recognized the importance of interpersonal skills (6 and 5 students, respectively) and appreciating the process of 'learning through play' (3 students).

Table 2: Student feedback on: 'What did your human body model learn during the camp?' and 'What can your human body model teach to your family?'

	# of mentions	
Response (including an example answer)	**'learned during camp'**	**'can teach to own family'**
Generic answers		
• not specifying anything particular (*'a lot of things'*)	-	1
Anatomy and physiology of human body		
• human body's structure (*'how inside of body look'*)	27	22
• how human body works (*'you need [systems] to stay alive,' 'every [system] in your body has a purpose'*)	18	12
Body systems		
• respiratory (*'smokers will have black lungs'*)	13	12
• integumentary (*'you need to protect your skin from too much sun,' 'my three layers [of skin]'*)	11	11
• skeletal (*'different bones,' 'baby has more bones'*)	8	8
• muscular (*'where,' 'how muscles work and grow'*)	7	8
• cardiovascular (*'where blood vessels are'*)	7	2
• nervous (*'the brain,' 'use [of] all senses'*)	6	2
• digestive (*'small and large intestine'*)	3	2
• urinary (*'kidneys and bladd[er]'*)	2	1
Teamwork and study skills		
• team work skills (*'to play with others,' 'to be nice'*)	4	5
• flexibility (*'to be flexible'*)	2	-
• learning through play (*'[that] you can learn and have fun at the same time'*)	3	-

Discussion

The main findings were: a summer camp improved student's attitudes towards science and students perceived their favorite laboratory activities as being most transferrable to their

families' daily life. Increased interest in science can be attributed to the positive learning experiences, better understanding of the subject matter, and developing participants' practical skillset. Building clay models capitalized on the concept of 'learning through play' in early education. Benefits of play extend beyond the learning content, including also developmental, social and emotional growth (Smith & Pellegrini, 2008). Educating students about positive lifestyle choices, and noting how this information transfers to the day-to-day lives of their own families, was especially important as children's health and development are more susceptible for environmental threats. Activities, such as handling living cockroaches, provided participants opportunities to overcome their fears and grow self-confidence in a safe classroom environment.

The summer camp improved students' abilities to interact and communicate with others. Answers show an increased understanding of the importance of teamwork and being flexible in a group setting. This was supported by instructor's classroom observations.

Implications

We encourage camp organizers to be creative with their resources; our supplies (e.g., clay model) were affordable adaptations from college materials. Since most of our participants come from a socioeconomically underserved area, College for Kids focuses on making science accessible and fun for all early learners, by using novel activities and challenging preconceived notions. Developing girls' interest in science is especially important as women represent only 15-25% of the field (National Girls Collaborative, 2018); Sadler and colleagues (2012) have shown that early educational experiences reduce this discrepancy. Our findings suggest that educating children can improve entire families' lifestyle choices, which has been confirmed elsewhere (e.g., Wickrama, Conger, Wallace & Elder, 1999). Finally, camps educate far beyond the topic matter; our students reported learning also leadership skills and developing interpersonal abilities.

Acknowledgements

We would like to thank SaddleBrooke Community Outreach, Salt River Project, Arizona Public Service, Winkelman Natural Resource Conservation District and other donors. We are grateful for the volunteers, families and campus staff for making the camp a success.

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EMPLOYMENT MOTIVATIONS AND BARRIERS FOR SEASONAL SUMMER CAMP STAFF

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Retaining quality employees remains a challenge for many seasonal industries, including summer camps (Kusluvan, Kusluvan, Ilhan, & Buyruk, 2010). Indeed, many summer camps need to replace more than 40% of its seasonal staff each year (American Camp Association, 2016). Staff turnover affects both financial and organizational performance – organizations must spend additional funds to recruit, select and train new staff while also compensating for the loss of valuable institutional knowledge and its impact on customer service and organizational efficiency (Hancock, Allen, Bosco, McDaniel, & Pierce, 2013). While some turnover is necessary or even healthy, summer camps need to be able to understand what motivates employees to return in order to do a better job of recruiting and retaining the staff they desire.

Research in human resource management identifies several drivers that influence employee retention and turnover. Selden and Sowa (2015) summarized eight key factors: a) staff selection and management, b) compensation and nonmonetary rewards, c) training and development, d) performance appraisals, e) information sharing, f) employee participation g) employee security, and h) relations between employees and between employees and managers. Allen, Bryant, and Vardaman (2010) offered similar factors but also emphasized the importance of individual job satisfaction and engagement along an individual's commitment to an organization (i.e., embeddedness). The authors note that there are alternative paths to voluntary turnover other than job dissatisfaction. These alternative paths include more attractive alternatives, life scripts or plans (e.g., graduation, marriage, kids), and impulsive quits by employees (Allen et al., 2010).

While there is some research on staff outcomes related to retention and turnover with seasonal summer camp staff, many focused on a single camp and did not collect quantitative data (e.g., DeGraff & Glover, 2003; Duerden et al., 2014). However, these studies did identify key drivers of turnover that are especially relevant to summer camp staff: the threat of burnout and the centrality of camp staff relations to job satisfaction. There is clearly a need to build upon this research. Therefore, the purpose of this study was to identify the primary drivers of retention and turnover from a nationally representative sample of returning summer camp staff.

Methods

We collected survey data from 1,001 respondents identified as returning camp staff before the summer of 2018. Participants were recruited from 45 geographically diverse camps in the United States through assistance of the American Camp Association (ACA) with the goal of representing the ACA's breadth of camps and participant groups. The sample included overnight camps, day camps, non-profit and for-profit camps, single gender and co-ed camps, as well as camps for kids with special needs or medical conditions. Approximately 64% of the respondents identified as female and 1% identified as gender non-conforming. Respondents identified as White (85.2%), Hispanic or Latino/a (5.6%), Black or African American (3.5%), Multi-Racial (3.0%), Asian (1.4%) and other (1.1%). The average age was 22.8 years.

Respondents completed an online survey that included a 40-item questionnaire measuring staff motivations to return to camp. Questions on motivation for returning were based on drivers identified in the literature (sample item: "I returned to a job at camp because…I am paid well.").

Responses ranged from “Very False” (1) to “Very True” (10). Respondents also completed two open-ended questions: “What do you think are the top three reasons camp staff don't return to summer camp employment?” and “What are three things that you won't be able to do because you are working at camp this summer that might also be important to you?” to capture other reasons that may influence employment decisions.

After data screening and cleaning, exploratory factor analysis was used to identify the structure of staff responses (Field, 2013). Means were then calculated for each factor. Open-ended questions were analyzed using descriptive, axial and focused coding to narrow down response themes (Miles, Huberman, & Saldana, 2014).

Results

A principal axis factor analysis (FA) was conducted on the 40 items with oblique rotation (direct oblim). The Kaiser-Meyer-Olkin measure verified an adequate sample size, *KMO* = .953. Eight factors had eigenvalues over 1 and in sum explained over 64.12% of the variance. Eight factors were maintained based on the literature. Item clusters suggest that factor 1 represents job engagement, factor 2 represents management and supervision, factor 3 represents camp embeddedness, factor 4 represents job impact, factor 5 represents staff development, factor 6 represents compensation, factor 7 represents value fit, and factor 8 represents experience fit. Each scale representing factors 1-8 had a Cronbach’s alpha between .748 and .906. Factor 4 (Job Impact, *M* = 9.20), factor 1 (Job Engagement, *M* = 9.18) had the highest mean scores and factor 6 (Compensation, Job Impact, *M* = 7.18) had the lowest mean score. Table 1 summarizes mean scores for each factor. Analysis of the open-ended questions revealed that compensation, career opportunities, and poor job fit are the top reasons respondents might not return to jobs at camp. When asked about what they are missing while working at camp, spending time with friends, vacation, other employment, and education opportunities were the top responses.

Table 1: Key motivations for returning camp staff (*N* = 1,001).

Factor	M	Cronbach’s alpha
Job Impact (Factor 4)	9.202	.899
Job Engagement (Factor 1)	9.179	.895
Value Fit (Factor 7)	8.910	.900
Staff Development (Factor 5)	8.829	.840
Management and Supervision (Factor 2)	8.770	.906
Camp Embeddedness (Factor 3)	8.622	.793
Experience Fit (Factor 8)	8.066	.748
Compensation (Factor 6)	7.176	.853

Discussion

This study provides important insight on what motivates staff to return to a job at summer camp as well as factors that may drive turnover from a nationally representative sample of senior camp staff. Drivers related to retention and turnover roughly aligned with those identified in management literature (cf. Allen, Bryant, & Vardaman, 2010; Selden & Sowa, 2015). However, these data show that perceptions of job impact (factor 4) and job engagement (factor 1) are especially powerful motivators while paid and unpaid compensation are not (factor 6). Camp administrators may be able to use this information to continue highlight how camp work is fun and engaging and that staff make a real impact on campers. Findings from the qualitative data confirm what other camp studies have shown anecdotally (e.g., Duerden et al., 2014)—that pay, other job opportunities, and poor job fit lead to voluntary turnover and camp staff miss out on other developmental and personal opportunities while working at camp. Future research should

build on these findings, perhaps following camp staff over time, to determine when particular drivers of retention and turnover emerge and how they influence job choice.

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SUMMER CAMP AS AN ADVANTAGEOUS SETTING FOR LONG-LASTING YOUTH DEVELOPMENT: A NATIONAL RETROSPECTIVE STUDY

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Summer camps have been linked with a variety of important developmental outcomes for youth ranging from literacy (Foster & Shiel-Rolle, 2011) to spirituality (Henderson, Whitaker, Bialeschki, Scanlin, & Thurber, 2007) and physical activity (Hickerson & Henderson, 2014). There is strong evidence that camps *can* foster development in many forms. However, most of these studies rely on data from specific camps rather than organized camping as a whole. In addition, many studies use data collected immediately post camp. To address these limitations, we collected data from a broad cross-section of former campers years after camp participation to inform two primary research questions: 1) What outcomes are most distinctly associated with summer camp as a setting? 2) Which of these outcomes are viewed by former campers as most important in their daily lives years after camp ends?

Methods

Based on past research (Sibthorp et al., 2018; Wilson & Sibthorp, 2018), 18 outcomes attributed to summer camps that were still useful years after camp were identified and used to create a retrospective questionnaire. The questionnaire was piloted with 173 undergraduate students and consisted of three sections: (1) a ten-point scale that measured the importance of summer camp's role in developing these learning outcomes; (2) a ten-point scale that measured the importance of these learning outcomes in daily life; and (3) a series of questions where participants indicated the primary setting responsible for developing each learning outcome.

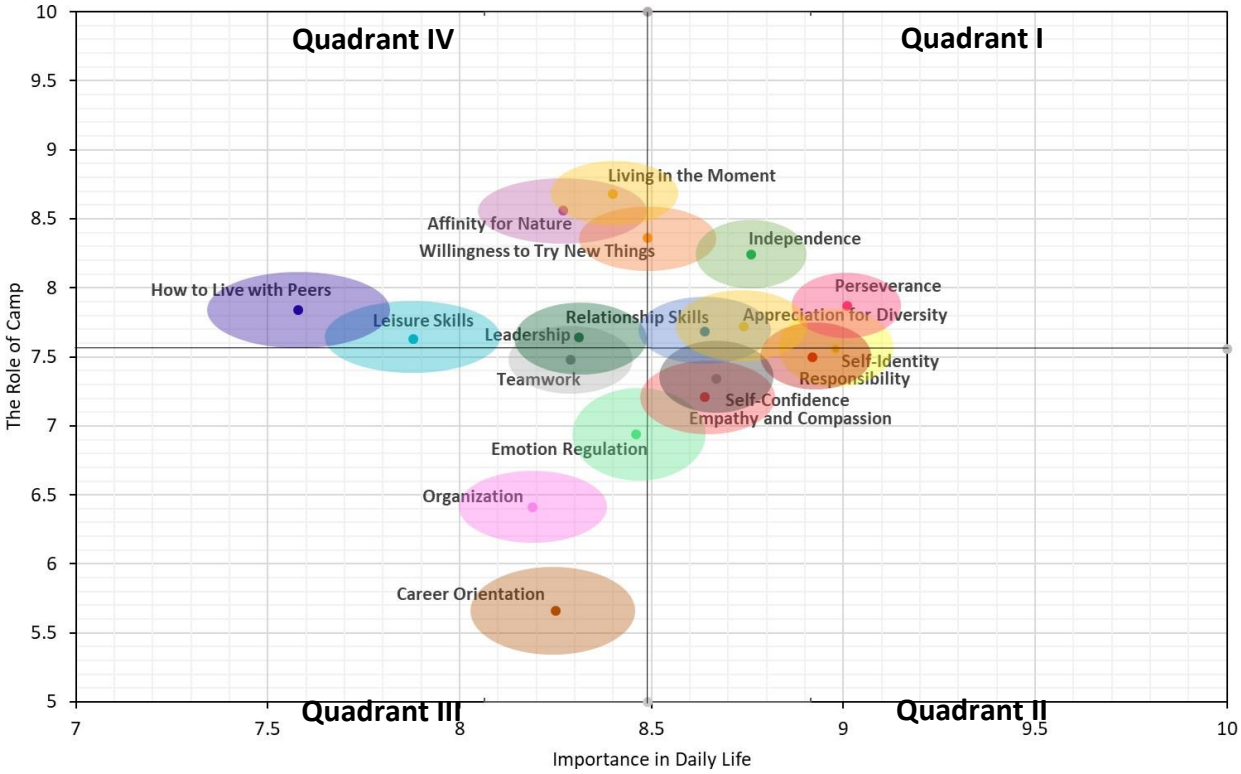
Two hundred and eighty-six former campers between the age of 18 and 25 completed the questionnaire. Each participant had attended camp in the United States as a camper for at least three weeks during childhood and had not previously worked at a summer camp. All participants were recruited from an intentionally stratified sample of camps accredited by the American Camp Association as applicants for camp employment[2]. Participants were recruited from 61 camps and their camp experiences ranged based on a variety of factors such as type of camp (e.g., day/overnight), affiliation, geographical location, weeks spent as a camper, and years since attended camp. Study participants who indicated that camp was highly critical in their development of any of the 18 outcomes (i.e., reported a 9 or 10 on the 10-point scale) were subsequently asked to compare camp's role as a setting to those of other settings, including organized sports, school, home, church, and work.

Results

The mean score for each of the 18 learning outcomes (for camp's critical role in developing and the importance in daily life) were graphed on a scatterplot (see Figure 1). The grand means of all learning outcomes for camp's critical role and importance in daily life were placed on the plot to divide the scatterplot into four quadrants. Quadrant I includes outcomes that were, on average, more attributed to camp and more important in daily life. Quadrant II includes outcomes less attributed to camp but still important in daily life. Quadrant III includes outcomes that were less attributed to camp and were less important in daily life than the other outcomes. Lastly, Quadrant IV includes outcomes identified as distinctive to camp but that were less important in daily life than other outcomes.

[2] A main limitation of this study was that participants were positively biased toward camp because they were future camp staff.

Figure 1. Camps' role in developing transferable learning outcomes.



Note. The translucent circle surrounding each point on the scatterplot represents the confidence interval for each learning outcome (95%). If a confidence interval for any outcome includes the mean of another outcome, they are not statistically different.

Examination of Figure 1 leads to five major conclusions:

1. Participants acknowledged independence, perseverance, appreciation for diversity, and relationship skills as learning outcomes most attributed to camp and most important in daily life (Quadrant I). The means for each of these learning outcomes (for the role of camp and daily importance) were higher than the average mean for both axes.
2. Camp was less attributed to developing self-confidence, responsibility, self-identity, and empathy and compassion which participants considered important in daily life (Quadrant II).
3. Camp was less central to participants' development of teamwork, emotion regulation, organization, and career orientation. These outcomes were also considered less important to individuals' daily lives compared to other outcomes (Quadrant III).
4. Camp was a critical setting for developing leadership, leisure skills, how to live with peers, affinity for nature, willingness to try new things, and living in the moment, but these outcomes were identified as less important in daily life relative to other outcomes (Quadrant IV).
5. Camp seems especially well suited to foster an appreciation for living in the moment, an affinity for nature, a willingness to try new things, and a sense of independence. These four outcomes were identified as the most distinct to summer camp experiences ($p < .05$).

When a participant indicated that camp was highly critical to the development of an outcome (by scoring a 9 or 10 on a ten-point scale), a question prompted them to compare alternative settings where the outcome was developed. Some outcomes were primarily learned in other settings. Even after rating camp as highly critical, when pushed, perseverance and organization were learned primarily at school, and responsibility was learned more at home.

Discussion

This study supports the premise that some of the outcomes learned at summer camp remain relevant over the long-term; independence, perseverance, appreciation for diversity, and relationship skills were rated as more important than average to daily life and also identified as more attributed to camp. Though, when participants were pressed to identify the primary setting where they learned perseverance, school was more influential. The support for these outcomes in the literature is robust. Independence, appreciation of diverse people and learning to work with others who are different than themselves, and social skills (e.g., Garst, Franz, Baughman, Smith, & Peters, 2009; Henderson, Whitaker, Bialeschki, Scanlin, & Thurber, 2007; Thurber, Scanlin, Scheuler, & Henderson, 2007) are commonly reported outcomes of camp. This study offers support that fostering these learnings is a distinct strength of camps compared to other settings and illustrates the long-term utility of these lessons in everyday life long after camp ends.

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