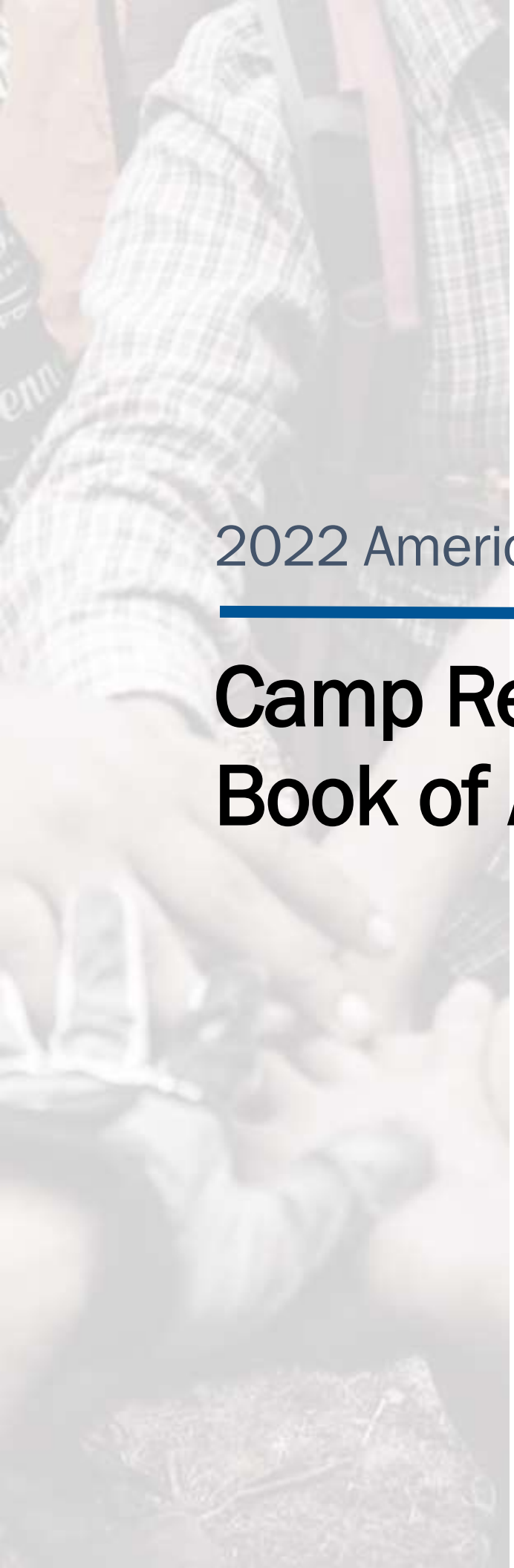

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2022 American Camp Association

Camp Research Forum Book of Abstracts

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January 3, 2022

Dear Colleagues:

This book includes 19 abstracts that will be presented at the 2022 American Camp Association (ACA) Research Forum to be held during the ACA annual conference from February 8-11, 2022 in Portland, OR. This year's Camp Research Forum features a panel session on managing camps for justice, equity, diversity, and inclusion, moderated by Victor Rivera. Abstracts have been grouped into similar areas and will be verbally presented in four sessions. All abstracts will be on display as posters.

The Camp 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, especially Dr. Laurie Browne and Melany Irvin. Two external reviewers provided peer-reviewed evaluations for the selection of these abstracts.

We look forward to presenting these papers at the 2022 Camp Research Forum, but also recognize that many people cannot attend the annual meeting. We hope these short, three-page 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.
2022 ACA Research Forum Coordinator

The proper way to cite these abstracts using APA 7th edition is:
Author name(s). (2022, February 8-11). Title of abstract. In A. Gillard (Chair), *ACA Camp Research Forum Book of Abstracts* [Symposium]. American Camp Association's 2022 Camp Research Forum, United States.

Reference list example:
Chevannes, D., Williams, K., & Kleeberger, K. (2022, February 8-11). It takes more than medicine: Building self- efficacy in families of patients with hemophilia and other inherited bleeding disorders. In A. Gillard (Chair), *ACA Camp Research Forum Book of Abstracts* [Symposium]. American Camp Association's 2022 Camp Research Forum, United States.

Parenthetical citation: (Chevannes, et al., 2022)
Narrative citation: Chevannes, et al. (2022)

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FAMILY DIABETES CAMP DURING COVID: IMPACT AND OUTCOMES

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[1]Old Dominion University [2] Western Kentucky University

Contact: Eddie Hill, ehill(at)odu.edu

Medical specialty camps provide specialized programming for high-risk populations, like youth living with disabilities and chronic illnesses (Butlas et al., 2015; Hill et al., 2015; Hill et al., 2019). Family diabetes camp offers recreational and educational opportunities to youth living with type 1 diabetes (T1D), in addition to their parents and siblings. Within the context of camp, youth and their families can learn and grow with one another, while sharing experiences specific to their diagnoses that others may not understand (Collins et al., 2021). COVID-19 has brought a period of isolation for many people, especially children and families that rely on camp for connection and community. The pandemic has significantly increased the adversity youth face daily. Youth need to be more resilient (Collins et al., 2021) and motivated (Hill et al., 2019) for effective diabetes management. Studies have used a variety of theoretical frameworks to assist in engineered recreation experiences for specific outcomes within diabetes camps (e.g., Collins et al., 2021). Self-determination theory (SDT) has been commonly used as a framework since it is grounded in helping to internalize healthy behaviors (e.g., Allen et al., 2021; Hill et al., 2015; Ramsing & Sibthorp, 2008; Taylor et al., 2012). Understanding the impact of camp is critical as we continue to develop innovative ways to program and evaluate the recreation experience. More specifically, adapting to the current changing landscape of youth and medical specialty camps is essential. Evidence of successful partnerships of diabetes camps between the Lions Club, universities, and hospitals provide a model for other camps (Collins et al., 2021). Guided by the SDT, the purpose of this study was to (1) evaluate the impact of a medical specialty camp on camper outcomes of independence and perceived competence, and (2) examine family feedback on evolving program changes amidst COVID-19.

Methods

Data were collected at a Mid-Atlantic medical specialty day camp for youth with T1D during the summer of 2021. Fifty-five campers and parents participated in the camp from 9-5pm. Nine cohorts of campers rotated through five activities throughout the day including horseback riding, archery, tie-dye, fishing, rock-climbing, and a choice block. The choice block was offered to support autonomy within SDT. Many campers were trying activities for the first time and offered practice to become competent. Relatedness, a psychological need within SDT, organically happened as campers met others who struggle with the same chronic illness. For one day, they were not the minority regarding diabetes. Time at camp was afforded to talk with other campers and counselors about living with diabetes. Five parent-centered educational programs grounded in autonomy supportive environments were offered, including educational sessions titled: *Recreating with Diabetes, Parenting A Child with Diabetes, Ask a Diabetes Educator, Ask the Registered Dietician, and Ask the Exercise Physiologist*. These educational sessions were used as choices for parents to offer autonomy as well as relatedness within the camp. Post-test questionaries were administered to campers and parents via paper and electronic submission.

Independence and perceived competence were measured using the ACA-Youth Outcomes Battery Basic Version. The ACA-YOB has been validated with strong psychometric

properties (Sibthorp et al., 2013). After camp, parents were sent an electronic questionnaire inquiring about their experiences. Example questions from the youth questionnaire include "How much, if any, has your experience as a camper in this camp changed you in each of the following ways?: Needing less help from adults." The parent questionnaire included questions targeted at their experience at camp, including COVID-19 policy, spatial data, and parental educational sessions. Grounded in SDT, parent survey questions included "How helpful was the camp at increasing diabetes competence (for you)?", "What was your biggest takeaway from the parent sessions?", and "What connections did you make at camp?". Descriptive statistics were run using Excel, and qualitative data from the open-ended questions were coded using direct content analysis and cross-referenced with the researchers as a method of research validity.

Results

A total of 37 youth and 22 parents provided insight into their experience at camp. Youth participants were 45% female. Campers were asked how their independence and perceived competence changed because of camp. From the ACA-YOB quantitative data, 32% of campers felt their independence "increased a little bit" and 71% of campers felt their perceived competence "increased a little bit." The two most favored activities indicated by campers was horseback riding and rock-climbing. If given the opportunity, 95% of campers indicated they would return to camp.

Parent data showed that 81% of the families were satisfied with the camp and programming offered. Over 95% of respondents felt that camp was helpful at increasing diabetes education. The most enjoyed parent session indicates was a new addition, "Ask a Diabetes Educator" session, which 41% of participants indicated as their most valued session. Although a majority of parents felt the sessions helpful, 60% of parents are in preference of returning to prior year's two educational-workshop format. Lastly, 95% of parents agreed that camp was well organized and 76% were in favor of the mask mandate.

Both campers and parents found value in being around other individuals living with T1D. Parents who did participate in the parent educational session gained insightful knowledge through the sharing of personal experiences and strategies for better navigating the chronic illness. The small, intimate group setting encouraged parents to ask questions with session facilitators and one another. Meeting and connecting with other youth living with T1D was important to families, including the activities and staff offered through camp.

Discussion and Implications

Medical specialty camps serve as a unique environment that combines the benefits of camp while under the safety and supervision of medical professionals. Management of T1D can bring additional barriers and stress for individuals, including family members. Our findings indicate a need for programming within the community due to its uniqueness and centering of diabetes management. More specifically, counselor and parent training should promote autonomy supportive environments to align with effective internalized behavior change (e.g., Allen et al., 2021; Hill et al., 2015). Participation in camp and continuous opportunities to discuss diabetes management is highly valued by both parents and campers alike and a compliment to health services (Butlas et al., 2015). Self-determination theory has been used in several medical specialty camps and supports the need for competence, autonomy, and relatedness (e.g., Allen et al., 2021; Hill et al., 2015), but little research exists on using as a framework for family medical camps. Access to a community built through camp was a reoccurring theme in parent response feedback, identifying key

components that contributed to their overall experience, including learning opportunities from other families, volunteers, and medical professionals on the premises.

Despite the ongoing pandemic impacting the implementation of youth programs and camps, continuing to create community environments is vital for the ongoing resilience of the community. This study demonstrated the potential for family-based medical specialty camps to facilitate community-building within high-risk populations. Findings surrounding the parent education sessions are helpful for camp directors managing family camps. Specifically, the findings from this study affirm the need for more diabetes-centered youth programming and opportunities for families to participate. Based on the quantitative and qualitative findings, campers and parents alike gained an increase of competence regarding diabetes education. The inclusion of parents creates additional opportunities through unique programming. Other studies suggest parent involvement in out-of-school programming can be beneficial (Collins et al., 2021; Hill et al., 2019.

This study has implications for both the practitioner and researcher from the theoretical underpinnings. Although autonomy is needed to encourage self-determined behavior necessary for managing chronic illness, positive support systems play an important role in overall diabetes management. This concept falls under autonomy supportive environments with the SDT. Further studies should explore the role parents can contribute based on SDT. Family diabetes camp can provide both medical and relational supports needed within the adjustment period following diagnosis and continued through life (Allen et al., 2021). Although the sample sizes used in this current study are small and significance interpreted with caution, implications of this study encourage further exploration of this programming model for diabetes management.

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Family Diabetes Camp During COVID: Impact and Outcomes

Bethany Arrington, Rowan Williams, Eddie Hill, Ron Ramsing, Kalleigh West, Karrie Hobbs, Justin Haegele & Laura Hill
Contact: Eddie Hill (ehill@odu.edu)

INTRO

- Medical specialty camps provide specialized programming for high-risk populations, like youth living with disabilities and chronic illnesses (Butlas et al., 2015; Hill et al., 2015; Hill et al., 2019).
- Family diabetes camp offers recreational and educational opportunities to youth living with type 1 diabetes, in addition to their parents and siblings.
- Self-determination theory (SDT) has been argued most appropriate as a framework since it is grounded in helping to internalize healthy behaviors (e.g., Allen et al., 2021; Hill et al., 2015; Hill & Sibthorp, 2006; Taylor et al., 2012).
- Guided by the SDT, the purpose of this study was to (1) evaluate the impact of a medical specialty camp on camper outcomes of independence and perceived competence, and (2) examine family feedback on evolving program changes amidst COVID-19.

METHODS

- Quantitative and qualitative data collected at a diabetes day camp in summer of 2021.
- Counselors trained in autonomy supportive environments.
- 55 campers and parents participated in the camp from 9-5pm.
- 9 cohorts of campers rotated through activities throughout the day such as horseback riding, archery, fishing, rock-climbing, and a choice block (autonomy).
- 5 parent-centered educational programs were offered simultaneously, including educational sessions (competence, autonomy & relatedness).
- Post-test questionnaires were administered to campers and parents.
- Independence and perceived competence of youth were measured using the ACA-YOB Basic Version.

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Based on the quantitative and qualitative findings, campers and parents alike gained an increase of competence regarding diabetes education.

RESULTS

- Usable data obtained from 37 youth and 22 parents.
- Youth participants were 45% female and 55% male.
- For campers, 32% felt their independence "increased a little bit" and 71% felt their perceived competence "increased a little bit."
- Most popular activities: horseback riding and rock-climbing.
- The majority of campers (95%) indicated they would return to camp.
- Families were satisfied - 81% were pleased with the camp and programming offered.
- Diabetes education - 95% of respondents felt that camp was helpful at increasing diabetes knowledge.
- Most enjoyed parent session indicates was a new addition, "Ask a Diabetes Educator" session.
- 95% of parents agreed that camp was well organized and 76% were in favor of the mask mandate.

DISCUSSION AND IMPLICATIONS

- Medical specialty camps serve as a unique environment that combines the benefits of camp while under the safety and supervision of medical professionals.
- Findings indicate a need for our program within the community due to its uniqueness and centering of diabetes management.
- Other studies demonstrate similar findings using self-determination theory in medical camp studies, but few studies have explored the familial impact using SDT (Hill et al., 2015).
- This study has implications for both practitioner and researcher.
- The inclusion of parents creates additional opportunities and can add value through unique programming (Collins et al., 2021; Hill et al., 2019).
- Although autonomy is needed to encourage self-determined behavior necessary for managing chronic illness, positive support systems play an important role in overall diabetes management.

CAMP HEALTH CARE PRACTICES AND ADAPTATIONS ASSOCIATED WITH COVID-19 IN THE SUMMER OF 2021

Authors: Ali Dubin, Association of Camp Nursing; Barry Garst, Clemson University; Tracey Gaslin, & Beth Schultz, Association of Camp Nursing.

Contact: Barry A. Garst, bgarst(at)clemson.edu

The ongoing COVID-19 pandemic has continued to present camps with significant operational and health care challenges, with documented cases of COVID-19 transmission within out of school time settings such as summer camp (Garst et al., In Press; Szablewski et al., 2020). While the summer of 2020 saw successful communicable disease prevention and management within the camp community, many camps closed or ran alternate family or virtual programming (Association of Camp Nursing, 2020). Many more camps offered more typical summer camp programming in the summer of 2021, with camp leaders and health care providers balancing organizational needs with the delivery of appropriate, COVID-19-conscious care to staff and campers.

COVID-19 transmission mitigation strategies in summer camps have changed the landscape of disease prevention since 2020. Camps have implemented a variety of non-pharmacological interventions (NPI's), such as masking, social distancing, and increased hand washing to reduce the spread of illness, resulting in healthier camp communities.

This study was theoretically grounded in McFarlane's (Anderson & McFarlane, 2010) Community as Partner model. This model is population-focused and places attention on the community rather than an individual, with the focus on promoting community health condition. Additionally, the Community as Partner model requires collaboration between the healthcare provider and the community in decisions and actions that influence the health of the community (Anderson & McFarlane, 2010). For example, a camp healthcare provider (e.g., camp nurse, physician, EMT) would design social distancing rules, but the effective implementation requires participation and cooperation of staff and campers in adhering to social distancing protocols.

This study examined camp health care practices during the summer of 2021 to inform future communicable disease response planning. The following research questions were explored: (1) What were the rates of positive COVID-19 cases in camps? (2) How did camp providers apply COVID-19 screening procedures to campers and staff? (3) What were camp providers' vaccination expectations for campers and staff? (4) What nonpharmaceutical interventions (NPIs) were most common in camps? (5) What health care practice adaptations were most frequently used in response to COVID-19?

Method

This study was approved by Clemson University's Institutional Review Board. Data were collected in the fall of 2021 from 321 camp health care providers and camp leaders in collaboration with the Association of Camp Nursing (ACN) via a Qualtrics survey. Descriptive statistics were calculated using SPSS version 26 to investigate the targeted research questions. Thematic coding of open-ended responses was also used to explore the research questions. Respondents included 137 camp directors or other camp leadership, and 175 health care providers. Healthcare providers were primarily nurses (143) with a small number of NP's (14), LPN/LVN's (5) and other medical staff (13). Respondents were a geographically diverse sample, with 43 states represented.

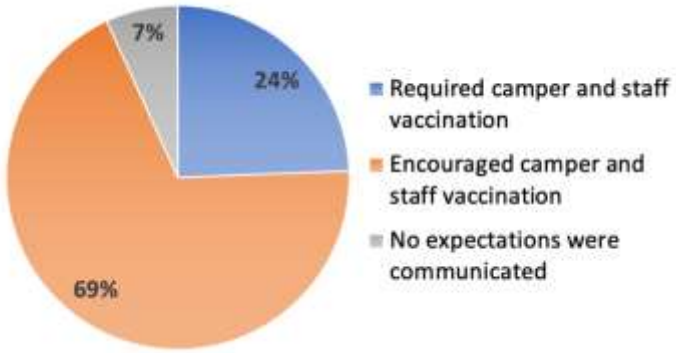
Results

Preliminary analyses suggest that while 21-29% of day and resident camps had at least one positive case of COVID-19, infection rates among the total population of campers were less than 1% (i.e., 279 youth infected with COVID-19 out of 255,918 youth served). COVID-19 infections rates were similarly low for staff at less than 1% (i.e., 188 staff infected out of 29,221 staff hired).

Screening procedures included at-home symptom screening and testing, symptom screening and testing on arrival at camp, and routine screening. Routine testing was far less common than other screening procedures. Testing of campers did, however, increase dramatically from 2020 to 2021, with 25% of campers tested in 2020 and 75% of campers tested in 2021. Camps largely supported vaccination as a COVID-19 mitigation strategy, with 93% of camps either requiring or encouraging vaccination for staff (24% requiring, 60% encouraging) and 70% requiring or encouraging vaccination for eligible campers (1% requiring, 68% encouraging) (See Figure 1). Camps also relied on vaccination cards to document vaccination, with 67.8% requiring vaccinated individuals to submit vaccination cards.

Figure 1

COVID-19 Vaccination Expectations for Campers and Staff



Camps used a variety of NPI's in layered approaches, with most camps using numerous NPI's simultaneously. Most frequently used were enhanced cleaning procedures (93%), cohorting (91.1%), social distancing (90.7%), increased ventilation (85.5%), scheduled hand hygiene (85%), and use of face masks when indoors (79.1%), which camps found effective at mitigating disease spread. Weak positive correlations were found between having no positive COVID-19 cases during camp and (1) decreasing the number of youth in camp (r_s = .125) and (2) staff being vaccinated (r_s = .147).

Camp leaders and health care providers reported that many of the adaptations made for COVID-19 transmission prevention may be maintained, such as the emphasis on outdoor activities, especially health triage and dining, increased cleaning and handwashing, cohorting, and the drive-through camper drop off process. Camp leaders and health care providers further reported that while a small number of parents voiced opposition to screening, testing, and/or masking procedures, the vast majority of parents were very excited for their children to have the opportunity to attend camp, and therefore were cooperative regarding COVID-19 mitigation strategies.

Discussion and Implications

The study findings provide evidence that camp providers following recommended COVID-19 mitigation strategies were highly successful in maintaining safe and healthy camp communities of youth and staff, with very low positive cases among both populations. Furthermore, while a layered approach to NPI's should be used, these findings suggest that special consideration should be given to reducing the number of children at camp, and thereby increasing the ability for camp participants to practice social distancing, as well as staff vaccination as critical steps to take to reduce COVID-19 at camp.

Camp providers can use the results of this study to directly inform, through self-assessment, a camp's approach for responding to COVID-19 and other potential communicable illnesses. This study can also inform camp Communicable Disease Prevention (CDP) plans, which are recommended for all camps (Erceg & Gaslin, 2020). While camp risk mitigation plans may have already undergone updates to include various NPI's for disease mitigation, camp immunization policies may also be updated to include COVID-19 vaccination to promote wellness in the community. It is important to note that vaccination policies can be difficult to implement in camp settings due to issues in collecting accurate vaccine information, as well as the resources required to monitor compliance (Garst et al., 2021). Thus, the finding that camps that either required or encouraged COVID-19 vaccination of staff were correlated with no COVID-19 cases is promising for camps that may not be able to enforce vaccine policies.

Future directions informed by recent literature include examining organizational vaccination policy implementation within the context of COVID-19 (Garst et al., 2021), exploring parental vaccine hesitancy with camp families (Garst et al., 2020; Morgan et al., 2021), and emphasizing the mental, emotional, and social health (MESH) needs of both campers and staff following the onset of COVID-19 (Owens et al., 2021).

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Camp Health Care Practices and Adaptations Associated with COVID-19 in the Summer of 2021

Camps with <u>NO cases of COVID-19</u> were most likely to use the following mitigation strategies:

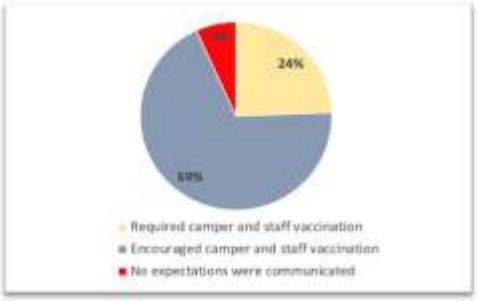
Staff Vaccination

Fewer Campers

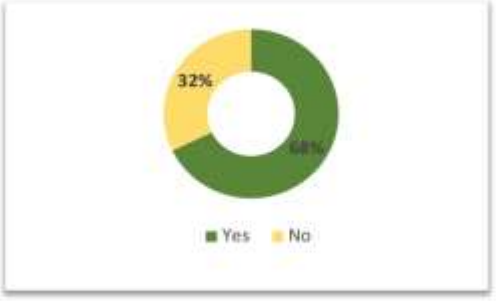
<u>Less than 1%</u> of campers and staff tested positive for COVID-19 in the summer of 2021

Methods: 312 respondents associated with ACN surveyed via Qualtrics. Respondents represented 43 states across the US.

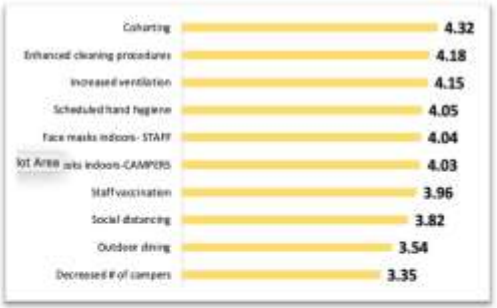
Expectations for camper and staff vaccination



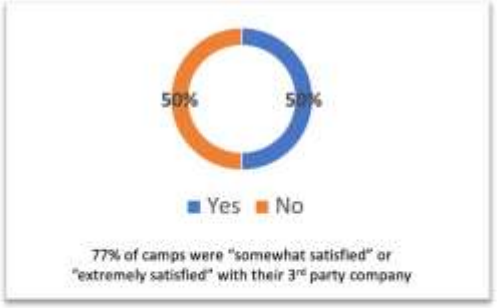
Required proof of vaccination



Frequency of non-pharmaceutical interventions (Scale= 1 "never" to 5 "always"



Use of third-party company for testing/screening



Ali Dubin & Barry A. Garst, PhD: Clemson University
Beth Schultz, PhD: Association of Camp Nursing

Scan for more

PEAK, END, AND ALL OTHER MOMENTS: CHARACTERIZING THE EXPERIENCE JOURNEYS OF CAMPERS DURING STRUCTURED CAMP ACTIVITIES

Authors: Gary Ellis, Kaylee Janes, Jingxian Jiang, & Darlene Locke, Texas A&M University

Contact: Gary Ellis, gary.ellis(at)agnet.tamu.edu

During the 2018 ACA conference, keynote speaker Dan Heath stressed the importance of understanding the intensity of participants' immersion during specific "moments" of participation in activities. Extrapolating from laboratory research by Kahneman and his colleagues on the "peak-end rule" (Redelmeier et al., 2003; Kahneman et al., 1993), Heath stressed that intensity of immersion during "peak" and "end" moments are the most salient, memorable, and impactful moments of structured experiences, such as camp activity sessions (Heath & Heath, 2017). Experience design professionals also stress the importance of moments during activities, by advocating construction of "experience journey maps" (e.g., Howard, 2014). Experience journey maps are two-dimensional diagrams (x,y) that plot the ebbs and flows of participants' subjective experiences as an activity unfolds (Stickdorn et al., 2018). The horizontal axis (abscissa, x) represents time passage, with starting point on the left and ending point on the right. The vertical axis (ordinate, y) represents behaviors (i.e., what the customer and provider are doing) and subjective experiences (i.e., what the customer should be feeling) at sequential moments over the course of an activity. Additionally, temporal dynamics (changes in degrees of dispersion and pattern of the experience journey), influence the evaluation and memory of experiences (Cojuharenco & Ryvkin, 2008; Chang & Inoue, 2021; Strijbosch et al., 2021).

In contrast, camp activities are usually evaluated through post-hoc satisfaction methods (Mannell & Iso Ahola, 1987). Questionnaires are passed out at the end of an activity (or an entire camp session) and participants make sweeping generalizations about their satisfaction across the entire period of activity participation. As Heath and Heath (2017) point out, post-hoc satisfaction approaches fail to model important differences in lived-experiences among participants. A camper who begins an activity session with deep immersion and ends with no immersion could report a global immersion level equal to that of a participant whose experience journey was exactly opposite. Yet, these two campers had very different experiences. The former would probably not want to repeat the activity, nor would they recommend the activity to friends (e.g., Reicheld, 2003). The response of the latter would likely be opposite. The purpose of this study, then, was to identify immersion experience journeys of campers and examine relations between proclivity to recommend, enjoyment, and select experience journey characteristics (global summaries, peak end averages, dispersion, and pattern) within eight camp activity sessions: swimming, kayaking, fishing, riflery, archery, crafts, dance, and climbing. We addressed the following research questions:

- RQ1: What experience journey types occur within different camp activities?
- RQ2: Are experience journey types related to intent to recommend and enjoyment?

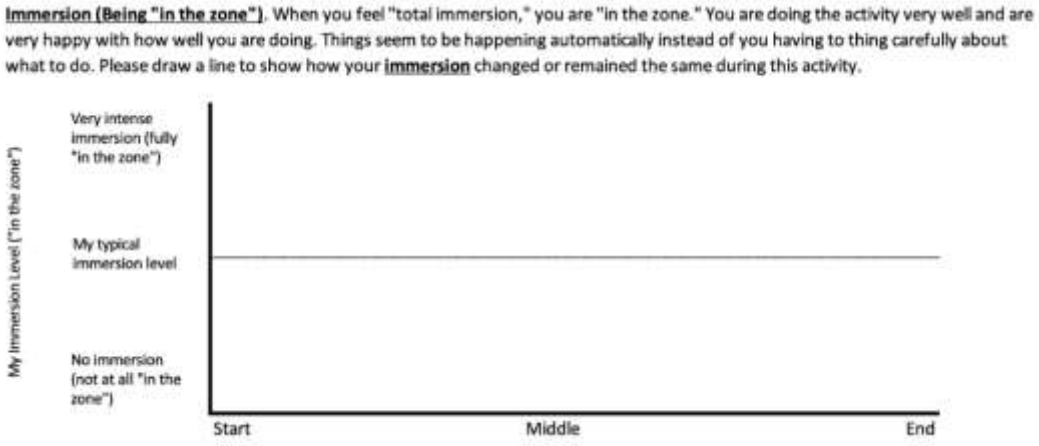
Method

Campers (*N* = 150, ages 9-14, 63% female) in a residential 4-H summer camp completed questionnaires following each of eight structured camp activities. One section

provided a definition of immersion, followed by a two-dimensional space. The abscissa represented sequential moments of participation, from start to finish. The ordinate represented intensity of immersion. Campers drew lines across the two-dimensional space to show their immersion journeys during the activity (Figure 1). We measured, in millimeters, the distance between the abscissa and the drawn lines at each of 12 equidistant points. Campers also reported how likely it was that they would recommend the activity to their best friend and the prevalence of their enjoyment during the activity. Immersion experience journeys were identified through cluster analysis (RQ1). We chose the number of clusters (experience journeys) to interpret using Ward's (1963) information-loss criterion and our subjective criterion that all journeys must include at least 10 campers. Relations between experience journeys (clusters) and the criterion variables (proclivity to recommend and enjoyment; RQ2) were evaluated using analysis of variance.

Figure 1

Immersion Journey Map



Results

Experience journeys were identified within each activity (Table 1). Journey numbers ranged from four to six, and included journeys with substantive differences and similarities.

Table 1

Immersion Experience Journey Types

Activity	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6
Swimming	Vh-Vh(48%)	Vh↓H(22%)	M↓M(20%)	M↑Vh(10%)		
Crafts	Vh-Vh(27%)	H↑Vh(22%)	M-M(40%)	Vl↑↓Vl(10%)		
Dancing	Vh↓Vh(30%)	H↑Vh(20%)	M↑M(36%)	L↑L(14%)		
Fishing	VhUH(17%)	Vh↑Vh(43%)	L↑M(20%)	L↓Vl(20%)		
Kayaking	Vh-Vh(34%)	H↓L(10%)	H↑H(35%)	M↑M(21%)		
Riflery	Vh-Vh(22%)	Vh↓M(12%)	H↑Vh(14%)	M-M(34%)	L↑Vh(8%)	Vl↓Vl(10%)

Climbing	Vh-Vh(23%)	Vh∪Vh(7%)	H↑Vh(23%)	M∩L(10%)	M↓Vl(15%)	M↑M(22%)
Archery	Vh-Vh(19%)	Vh-Vh(30%)	H↑↓H(21%)	M↑Vh(12%)	L↑M(11%)	L↓Vl(7%)

Note. Vh: Very High, H: High; M: Moderate; L: Low; Vl: Very Low; Increased: ↑ ; Decreased: ↓: U-shaped: ∪; Inverted U-shaped: ∩; remained stable: -

Analysis of variance confirmed the importance of experience journeys in promoting proclivity to recommend the activity and enjoyment of the activity. Patterns of means were consistent with hypotheses, without exception. Experience journeys consistently high in immersion had significantly greater proclivity to recommend and enjoyment ratings than other experience journey types. All *F* ratios were significant ($p < .01$), and eta-squared ranged from .21 to .55.

Discussion and Implications

Substantive differences were evident in experience journeys across the eight camp activities. Thus, as Heath (2018) and experience design professionals emphasize, the flow of moments is important. Moments can be easily quantified for research and evaluation. Questionnaires might ask, "Which of the following describes your enjoyment during this activity?" Campers could check the box best showing their experience journey, e.g., "I was very excited throughout!" or "I was excited to start, but lost interest." The percentage of responses per category indicate the quality of participants' experiences. Experimentation could reveal strategies for optimizing moments. Verbal feedback, modeling, performance accomplishments, and placating psychological needs (Reeve, 2018) are particularly rich in potential as a basis for these strategies.

Results also have important theoretical implications. Recent research is revealing the pivotal importance of temporal dynamics of experiences as activities unfold (Strijbosch et al., 2021). This research underscores the need for theory development on temporal dynamics, while also indicating the potential quality improvements that may be identified if camp managers begin to monitor the flow of experience during activities.

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Peak, End, and All Other Moments: Characterizing the Experience Journeys of Campers During structured Camp Activities

Authors: Kaylee Janes, Gary Ellis, Jingxian Jiang, & Darlene Locke

Study Aim/Purpose

1. What experience journey types occur within different camp activities?
2. Are experience journey types related to intent to recommend and enjoyment?

Methods

1. Campers (N=150, ages 9-14, 63% female) in a residential 4-H summer camp completed questionnaires following each of eight structured camp activities: Climbing, kayaking, fishing, swimming, crafts, dance, archery, riflery. Measures: Experience journey, enjoyment, and proclivity to recommend

2. Data analyses: cluster analysis and analysis of variance

Immersion (Being "in the zone"). When you feel "total immersion," you are "in the zone." You are doing the activity very well and are very happy with how well you are doing. Things seem to be happening automatically instead of you having to think carefully about what to do. Please draw a line to show how your **immersion** changed or remained the same during this

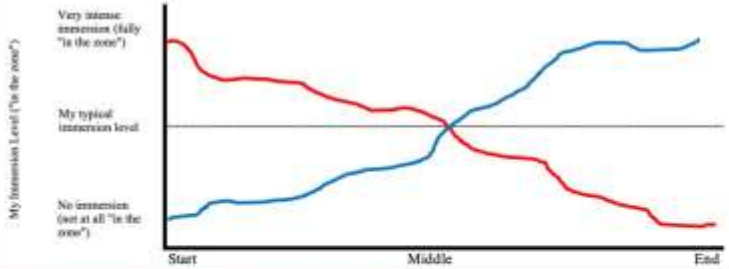

Table 1. Immersion Experience Journey Types

Activity	Type 1	Type 2	Type 3	Type 4	Type 5	Type 6
Swimming	Vh-Vh(48%)	Vh↓H(22%)	M↓M(20%)	M↑Vh(10%)		
Crafts	Vh-Vh(27%)	H↑Vh(22%)	M-M(40%)	Vl↑↓Vh(10%)		
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Fishing	Vh∩H(17%)	Vh↑Vh(43%)	L↑M(20%)	L↓Vl(20%)		
Kayaking	Vh-Vh(34%)	H↓L(10%)	H↑H(35%)	M↑M(21%)		
Riflery	Vh-Vh(22%)	Vh↓M(12%)	H↑Vh(14%)	M-M(34%)	L↑Vh(8%)	Vl↓Vl(10%)
Climbing	Vh-Vh(23%)	Vh∩Vh(7%)	H↑Vh(23%)	M∩L(10%)	M↓Vl(15%)	M↑M(22%)
Archery	Vh-Vh(19%)	Vh-Vh(30%)	H↑↓H(21%)	M↑Vh(12%)	L↑M(11%)	L↓Vl(7%)

Notes: Vh: Very High, H: High; M: Moderate; L: Low; Vl: Very Low; Increased: ↑; Decreased: ↓; U-shaped: ∪; Inverted U-shaped: ∩; remained stable: -

Implications for Practitioners

1. The experience journey provides camp personnel with insight into how campers actually experience activity sessions. Quality improvement can follow.

2. Experience journeys can easily be measured with a line drawing or a multiple choice item.

Contact: Kaylee Janes, Research Assistant, Texas A&M University, kaylee4@tamu.edu

MOVING TOWARD ANTI-RACISM: STAFF PERSPECTIVES ON RACIAL INJUSTICE AT SUMMER CAMP

Authors: Michael Froehly[1], Victoria Povilaitis[2], Robert Paul Warner[1], [1]University of Utah, [2]Tim Hortons Foundation Camps

Contact: Michael Froehly, Michael.froehly(at)utah.edu

Summer camps can provide developmental opportunities for youth (e.g., Garst et al., 2011). Although camp has been viewed as a bubble (Baker, 2018) it is not impervious to systems of oppression and injustice (Browne et al., 2019). For example, Perry (2018) noted that camp professionals largely avoided directly addressing issues of racism. All frameworks of injustice describe three or four levels of race-based oppression, including: interpersonal, institutional, structural (systemic). Interpersonal racism is between individuals and involves biases, stereotypes, or discriminatory acts (Seider et al., 2019). Institutional racism exists within organizations (e.g., schools) and includes discrimination, biased policies, and inequitable opportunities (Zambrana et al., 2017). Structural racism is a systemic issue of inequalities that come from—and are reinforced by—discrimination, policies, values, and unequal distribution of resources (McGee, 2020). We argue that camp professionals need to work toward an anti-racist approach to programming and management at these three levels of injustice.

Browne et al. (2019) called for scholars to investigate how racism occurs at camp. Similarly, Outley and Blyth (2020) advocated for practitioners to "engage in changing the institutional, systemic, and cultural practices that prevent equal access and opportunity for youth throughout society" (p. 4–5). They call for White individuals to speak out against racism and racial injustice in the youth development field and address the system-wide, multi-level injustices that occur. Becoming aware of and recognizing injustices is the first step; addressing them at various levels follows (Freire, 1993). Framed by Whiteness Studies (Feagin, 2013) and Critical Race Theory (Delgado & Stefancic, 2001), the purpose of this study was to understand racial injustice at camp from the perspective of White staff. The following research questions guided our study: 1) How do staff see racial injustice manifesting at summer camp? 2) How do staff think camps are currently addressing racial injustices? 3) How do staff think camps can address racial injustice in the future?

Methods

During Fall 2020, we interviewed a sample of 21–28-year-old White camp staff (n = 58) who had worked at least one summer at an American Camp Association-accredited day or overnight camp within the last three years. During interviews, staff reflected on their camp employment experiences and shared their perceptions about how racial injustices manifested at camp. We asked staff to describe how they thought racial injustice occurred at camp, how they had seen racial injustice addressed at camp, and what suggestions or ideas they had to address racial injustice at camp. With participants' permission, we audio-recorded interviews and wrote detailed notes. We transcribed audio sections verbatim. We used inductive thematic coding (Nowell et al., 2017) to analyze the interview data, using the three levels of race-based oppression and injustices (i.e., interpersonal, institutional, and structural) as sensitizing concepts (Charmaz, 2003).

Results

Racial injustice occurs at camp at interpersonal, institutional, and structural levels. Injustices take the form of microaggressions and macroaggressions, unequal access, lack of

representation of campers and staff, and failure of camp programs and staff to acknowledge or act against injustice. Participants in our study widely recognized issues impacting most camps, and offered suggestions, including having conversations about racial injustice; increasing representation; providing scholarships and outreach; providing training; and incorporating racial injustice into curriculum for campers. See Table 1 for frequencies of the themes and for examples of supporting quotes for the most commonly reported theme in each level.

Table 1

Frequency of Themes and Supporting Quotes by Research Question

Level	Manifestation	Current Strategies	Future Strategies
Interpersonal	Microaggressions (29%) *"Sometimes I just heard staff doing accents that I found incredibly inappropriate and making jokes—things that just were so upsetting to me."* Macroaggressions (10%)	Conversations addressing micro and macroaggressions (24%) *"If there was an obvious perpetrator… we would definitely pull them off to the side and have a conversation with them as far as why they were being like that… and then try to educate from there."* Conversations about racial injustice, broadly (15%)	Conversations about race (31%) *"I just think they need to be more prepared to talk about that stuff… when stuff comes up, actually talk about it, instead of doing what my particular camp does, which is just avoid any tough subjects."*
Institutional	Lack of diversity (63%) *"90% of the people are Caucasian or White"* Failure to act (27%)	Free or reduced fees (24%) *"They have a scholarship program where they try and recruit kids from [suburb] and places like that, just to make camp a more diverse place."* International participants (15%), Offering training (10%)	Providing scholarships (24%) *"I would really love to see the scholarship fund being advertised and used for more diverse communities instead of families that might want to return to camp."* Increasing BIPOC representation (22%) Outreach (17%), Curriculum (17%), Training (17%)
Structural	Access (43%) *"It's the system. Its already set up for more privileged White families to be able to send their kids to camp… it just comes down to the entire structure of our country… how we oppress some groups more than others. It affects them being able to send their kids to camp."*		

Discussion and Implications

Frontline staff provide a valuable lens to examine racial injustices at camp. Researchers and practitioners have found that youth voice is critical to quality programs at camp (Akiva, 2005). Responding to the call to increase equitable experiences in camp (Browne et al., 2019), camp professionals can use our findings as jumping-off points to critically reflect on how these injustices may occur in their camps and how they might address these issues. For example, camp professionals might consider how micro or macroaggressions manifest at their camp and explore strategies for more explicitly providing

training on these issues to prepare their staff to address them should they arise. Use the suggestions that staff offer to ensure training includes ways of recognizing and interrupting the various forms of implicit bias and microaggressions. We encourage camps to utilize the voices, experiences, and perspective of staff to create better experiences for both staff and youth alike. For example, administering mid-summer staff pulse checks and surveys related to the inclusive climate of camp may be beneficial. We also encourage camp directors to reflect on their camp, think critically about their culture, and create plans to implement suggestions. For example, camps can create space for staff to facilitate critical discussions around issues they see in the camp community. There are numerous resources available, including diversity, equity and inclusion assessment tools, curriculum, and trainings. For example, the ACA website has numerous free and available resources, such as blogs, podcasts, webinars, and training resources. Our suggestions may provide the camp industry and camps opportunities to work toward providing youth and staff with more equitable and safe experiences. Future studies should continue to explore racism within camp and other out-of-school-time programs from a variety of different lenses and using validated measures.

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Moving Towards Anti-Racism: Staff Perspectives on Racial Injustice at Summer Camp

Michael Froehly[1], Victoria Povilaitis[2], and Robert P. Warner[1]
[1]Department of Health, Kinesiology, and Recreation | University of Utah
[2]Tim Hortons Foundation Camps

Introduction

- Camp is not impervious to systems of oppression and injustice (Browne et al., 2019; Perry, 2018)
- Injustices occur across three levels (i.e., interpersonal, institutional, and structural; McGee, 2020; Seider et al., 2019; Zambrana et al., 2017)
- Outley and Blyth (2020) call for White individuals to speak out against racism and racial injustice in the youth development field, become aware of, and address the system-wide, multi-level injustices that occur
- Framed by Whiteness Studies (Feagin, 2013) and Critical Race Theory (Delgado & Stefancic, 2001)
- The following research questions guided our study: 1) How do staff see racial injustice manifesting at summer camp? 2) How do staff think camps are currently addressing racial injustices? 3) How do staff think camps can address racial injustice in the future?

Methods

- Interviews with 21-28 year old White staff (n = 58), all worked at an ACA accredited camp
- Asked staff to describe how they thought racial injustice occurred at camp, how they had seen racial injustice addressed at camp, and what suggestions or ideas they had to address racial injustice at camp
- Analysis: inductive thematic coding (Nowell et al., 2017) of interview data, using the three levels of race-based oppression and injustices as sensitizing concepts (Charmaz, 2003)

Results

- RQ1: Staff reported racial injustice occurred at all three levels (i.e., interpersonal, institutional, and structural)
- RQ2: Staff described current strategies from their camps at the interpersonal and institutional levels
- RQ3: Staff suggested future strategies to address racial injustice at the interpersonal and institutional levels
- Table 1 presents the themes with supporting quotes for the most commonly reported theme per level
- The frequency of each theme is noted, indicating the percentage of respondents who described the theme

Level	Manifestation	Current Strategies	Future Strategies
Interpersonal	Microaggressions (29%) *"Sometimes I just heard staff doing accents that I found incredibly inappropriate and making jokes—things that just were so upsetting to me."* Macroaggressions (10%)	Conversations addressing micro and macroaggressions (24%) *"If there was an obvious perpetrator… we would definitely pull them off to the side and have a conversation with them as far as why they were being like that… and then try to educate from there."* Conversations about racial injustice, broadly (15%)	Conversations about race (31%) *"I just think they need to be more prepared to talk about that stuff… when stuff comes up, actually talk about it, instead of doing what my particular camp does, which is just avoid any tough subjects."*
Institutional	Lack of diversity (63%) *"90% of the people are Caucasian or White"* Failure to act (27%)	Free or reduced fees (24%) *"They have a scholarship program where they try and recruit kids from [suburb] and places like that, just to make camp a more diverse place."* International participants (15%), offering training (10%)	Providing scholarships (24%) *"I would really love to see the scholarship fund being advertised and used for more diverse communities instead of families that might want to return to camp."* Increasing BIPOC representation (22%), outreach (17%), curriculum (17%), training (17%)
Structural	Access (43%) *"It's the system. Its already set up for more privileged White families to be able to send their kids to camp… it just comes down to the entire structure of our country… how we oppress some groups more than others. It eventually affects them being able to send their kids to camp."*	Not reported	Not reported

Discussion and Implications

- Responding to the call to increase equitable experiences in camp (Browne et al., 2019), camp professionals can use our findings as jumping-off points to critically reflect on how these injustices may occur in their camps and how they might address these issues
- E.g., consider how micro or macroaggressions manifest at camp and explore strategies to explicitly providing training on these issues to prepare staff to address them
- Our suggestions may provide the camp industry and camps opportunities to work toward providing youth and staff with more equitable and safe experiences. Future studies should continue to explore racism within camp and other out-of-school-time programs from a variety of different lenses and using validated measures.

STAFF PRIORITIES FOR INCLUSIVE SUMMER CAMP PROGRAMMING

Authors: Michael Froehly[1] & Taylor Michelle Wycoff[2]

[1]Department of Parks, Recreation and Tourism, University of Utah

[2]American Camp Association

Contact: Michael Froehly, Michael.froehly(at)utah.edu

Camps provide youth with many positive outcomes (e.g., Garst et al., 2011), through a unique, supportive social environment and opportunities for experiential learning (e.g., Garst et al., 2016). In order to impact as many youths as possible, these experiences should be available to all youth (Browne et al., 2019). One way of starting this process is considering adaptions to current structures and content (Sumner et al, 2018). A recent paper by Outley and Blyth (2020) suggests providing antiracist training and educational resources to all staff and volunteers. Some of these strategies include active allyship, recognizing implicit bias, and increasing equity. Another strategy is providing staff training on diversity, inclusion, and bias (Redd et al., 2020). This paper is guided by the importance of youth voice in creating quality programming at camp (Akiva, 2005), and the role staff play in continuous program improvement (Browne et al., 2015). In support of this aim, this study sought to answer the following research questions: 1) What abilities do staff identify as most important to their job? 2) What diversity, equity, and inclusion (DEI) abilities do camp staff want more training on? 3) What can be done to create culturally and racially inclusive environments, and how can camps support counselors in developing those spaces?

Methods

This study utilized data collected in the summer of 2021 via an online survey. Participants were recruited by Y-USA and were eligible for the study if they were 18 years of age or older and were returning camp staff members who had previously worked at one of eleven YMCA summer camps for at least one summer (N = 165). To inform RQ1 and RQ2, participants were asked to select up to five abilities they deemed as most important to their jobs and up to five DEI abilities they would appreciate more training on. Using descriptive statistics, frequencies were calculated for each ability and presented as percentages

To inform RQ3 participants were asked to think of times when they or someone else did a great job of nurturing a culturally inclusive environment with campers or a racially inclusive environment with campers. Participants were then invited to describe what was done to create such an environment. Participants were also asked how summer camp leaders can better help counselors learn about, discuss, and confront issues of race, ethnicity, and culture. Qualitative data were analyzed using an open coding scheme and thematic analysis.

Results

The results of this study indicated that more training is needed in order to create a supportive and inclusive environment for all campers. The most commonly reported important abilities (see Table 1) were nurturing a culturally inclusive environment, recognizing and supporting mental health challenges, and conflict de-escalation. The most commonly desired trainings were understanding the needs of campers with different cognitive abilities (e.g., ADHD, autism spectrum, dyslexia), recognizing and supporting mental health challenges, and recognizing and addressing microaggressions.

Table 1
Skill Importance and Desired Training

Subject	Important Skill*	Desired Training*
Nurturing a culturally inclusive environment	70%	21%
Recognizing and supporting mental health challenges	65%	50%
Conflict de-escalation	65%	41%
Understanding the needs of campers with different cognitive abilities (e.g., ADHD, autism spectrum, dyslexia).	60%	58%
Sexual identity inclusion (e.g., lesbian, gay, or bisexual campers)	58%	36%
Nurturing a racially inclusive environment	52%	33%
Understanding the needs of campers with different physical abilities (e.g., mobility, vision)	44%	43%
Nurturing a gender-inclusive environment (e.g., non-binary or transgender campers)	36%	41%
Recognizing and addressing racism	30%	30%
Recognizing and addressing bias	30%	39%
Recognizing and addressing microaggressions	28%	47%

*Note: columns do not total 100% as participants were able to choose up to 5 responses.

When asked what was done to create a *culturally* inclusive environment at camp, eight themes emerged, the most common being creating a sense of safety for personal expression (15%), having campers share parts of their cultures (14%), having staff-facilitated discussions (9%), staff supporting campers (7%), and having culturally inclusive activities and curriculum (6%). When asked what was done to create a *racially* inclusive environment at camp, 10 themes emerged, the most common being creating a sense of safety for personal expression (24%), addressing issues of bias (15%), employing diverse staff (11%), staff- facilitated discussions (9%) and setting rules and expectations (6%). Finally, when asked to explain how summer camp leaders can better help counselors learn about, discuss, and confront issues of race, ethnicity, and culture, 12 themes emerged, the most common being DEI training and education (25%), learning how to recognize, confront, and address issues (17%), and having open discussions (6%). Furthermore, while training was a dominant theme, results from this study highlight the multidimensional nature of DEI-focused training. For example, although online training can be helpful for some people, it needs to be augmented by a) workshops, b) practice, and/or c) in-service training.

Discussion and Implications

As camps aim to move towards more inclusive summer programming, staff will be a key source for building active allyship, recognizing implicit bias, and increasing equity. Although some research points to the ineffectiveness of DEI training, training that utilizes face-to-face instruction and focuses on exercises rather than lectures and videos have stronger outcomes (Kalinoski et al., 2013). Camps should provide DEI focused training, particularly in the areas of understanding the needs of campers with different cognitive abilities, recognizing and supporting mental health challenges, recognizing and addressing microaggressions, understanding the needs of campers with different physical abilities, and nurturing a gender-inclusive environment. This training may include real-world situations and examples, role playing, and dissemination of specific techniques. Efforts to better implement multi-modal training on DEI topics will facilitate more inclusive and effective camp programming.

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STAFF PRIORITIES FOR INCLUSIVE SUMMER CAMP PROGRAMMING

Michael Froehly[1] and Taylor Michelle Wycoff[2]
[1]Department of Parks, Recreation and Tourism | University of Utah
[2]American Camp Association

Introduction

- Camps provide youth with many positive outcomes (e.g., Garst et al., 2011, Garst et al., 2016).
- To create a supportive and inclusive environment, programs should provide training on diversity, inclusion, and bias (Redd et al., 2020).
- This study was guided by the importance of youth voice and program quality (Akiva, 2005), and the role staff play in continuous program improvement (Browne et al,. 2015).
- Our **research questions** were:
  1) What abilities do staff identify as **most important** to their job?
  2) What diversity, equity, and inclusion (DEI) abilities do camp staff **want more training** on?
  3) What can be done to create culturally and racially inclusive environments, and **how can camps support counselors** in developing those spaces?

Methods

- **Participants** were returning camp staff members who had previously worked at a Y-USA camp (N=165).
- **Online Survey** included questions about DEI abilities and training, culturally and racially inclusive environments, and how summer camp leaders can better help counselors learn about, discuss, and confront issues of race, ethnicity, and culture.
- **Quantitative data** was analyzed descriptively using frequencies.
- **Qualitative data** were analyzed using an open coding scheme and thematic analysis and the most frequent themes were reported.

Results

Table 1: Skill Importance and Desired Training

Subject	Important Skill*	Desired Training*
Nurturing a culturally inclusive environment	70%	21%
Recognizing and supporting mental health challenges	65%	50%
Conflict de-escalation	65%	41%
Understanding the needs of campers with different cognitive abilities (e.g., ADHD, autism spectrum, dyslexia).	60%	58%
Sexual identity inclusion (e.g., lesbian, gay, or bisexual campers)	58%	36%
Nurturing a racially inclusive environment	52%	33%
Understanding the needs of campers with different physical abilities (e.g., mobility, vision)	44%	43%
Nurturing a gender-inclusive environment (e.g., non-binary or transgender campers)	36%	41%
Recognizing and addressing racism	30%	30%
Recognizing and addressing bias	30%	39%
Recognizing and addressing microaggressions	28%	47%

*Note: columns do not total 100% as participants were able to choose up to 5 responses.

What was done to create a ***culturally*** inclusive environment at camp:
- Creating a sense of safety for personal expression (15%)
- Campers sharing parts of their cultures (14%)
- Staff facilitated discussions (9%)
- Staff supporting campers (7%)
- Culturally inclusive activities and curriculum (6%).

What was done to create a ***racially*** inclusive environment at camp:
- Creating a sense of safety for personal expression (24%),
- Addressing issues of bias (15%),
- Employing diverse staff (11%),
- Staff facilitated discussions (9%)
- Setting rules and expectations (6%).

Summer camp leaders can better help counselors *learn about, discuss, and confront issues of race, ethnicity, and culture:*
- DEI training and education (25%)
- learning how to recognize, confront, and address issues (17%)
- having open discussions (6%).

Discussion and Implications

- **Camps should provide DEI focused training**, particularly in the areas of understanding the needs of campers with different cognitive abilities, recognizing and supporting mental health challenges, recognizing and addressing microaggressions, understanding the needs of campers with different physical abilities, and nurturing a gender-inclusive environment.
- This **training should be multidimensional**, and may include real-world situations and examples, role playing, and dissemination of specific techniques.

Efforts to better implement multi-modal training on DEI topics will facilitate more inclusive and effective camp programming!

DEVELOPMENTAL DIFFERENCES IN REPORTED HELICOPTER PARENTING, AUTONOMY, AND GLUCOSE MONITORING IN A MEDICAL SPECIALTY CAMP

Authors: Ryan J. Gagnon, Barry A. Garst, Leslie Heffington, & Katie Thurson, Clemson University.

Contact: Ryan J. Gagnon, rjgagno(at)clemson.edu

As one of the most common chronic illnesses for youth under 20 years of age, type 1 diabetes (T1D) represents a serious health challenge for the afflicted youth and a significant responsibility for their parents and caregivers (Basina & Maahs, 2018; Landers et al., 2016). Moreover, the rate and prevalence of T1D among youth under 20 years old continues to rise, with an increase of approximately 1.9% year to year (Divers et al., 2020). Within this context of increasing rates of T1D and the daily complexity associated with managing this illness, the burden of T1D can be overwhelming for afflicted youth. Thus, to ameliorate the challenges associated with T1D, several resources have emerged, including the focus of the present study, developmentally appropriate parental involvement, and medical specialty camp attendance.

Parents play a key role in mitigating the social, emotional, and physical challenges associated with T1D (Landers et al., 2016). In developmentally appropriate approaches, parent(s) play a multitude of roles (i.e., monitoring glycemic control, managing diet, administering insulin) and at the same time foster increasing personal autonomy in their child, gradually shifting responsibilities to the child (Burckhardt et al., 2018; Comeaux & Jaser, 2010). However, when this transition doesn't occur and the involvement becomes excessive (i.e., overparenting/ helicopter parenting) it can lead to negative outcomes such as lower rates of self-confidence and autonomy in youth (Gagnon et al., 2020; Young et al., 2014). Additionally, within the context of T1D, "remote involvement" via CGMs may present another avenue for excessive and problematic behaviors to emerge, where overparenting may shift from an in-person context, to a digitally centered one, where youth with T1D feel over monitored and thus act out to establish their own independence (Vikland & Wikblad, 2009).

Beyond parental behaviors, an additional context that influences diabetic outcomes are medical specialty camps. MSCs can enhance a youth's knowledge and skills to independently manage their illness in a supportive, community-based setting (Gillard & Allsop, 2016). Moreover, attendance of these camps has been associated with greater levels of T1D management and improved glycemic control (Wang et al., 2008). While camp program-level factors that influence youth outcomes have received attention, individual (within-parent or within-child), family level, and context-level characteristics which influence outcomes, parental behaviors, and diabetes centered management are less clear. Thus, the purpose of this study was to explore how these factors may influence rates of overparenting, autonomy granting, and monitoring of CGMs.

Method

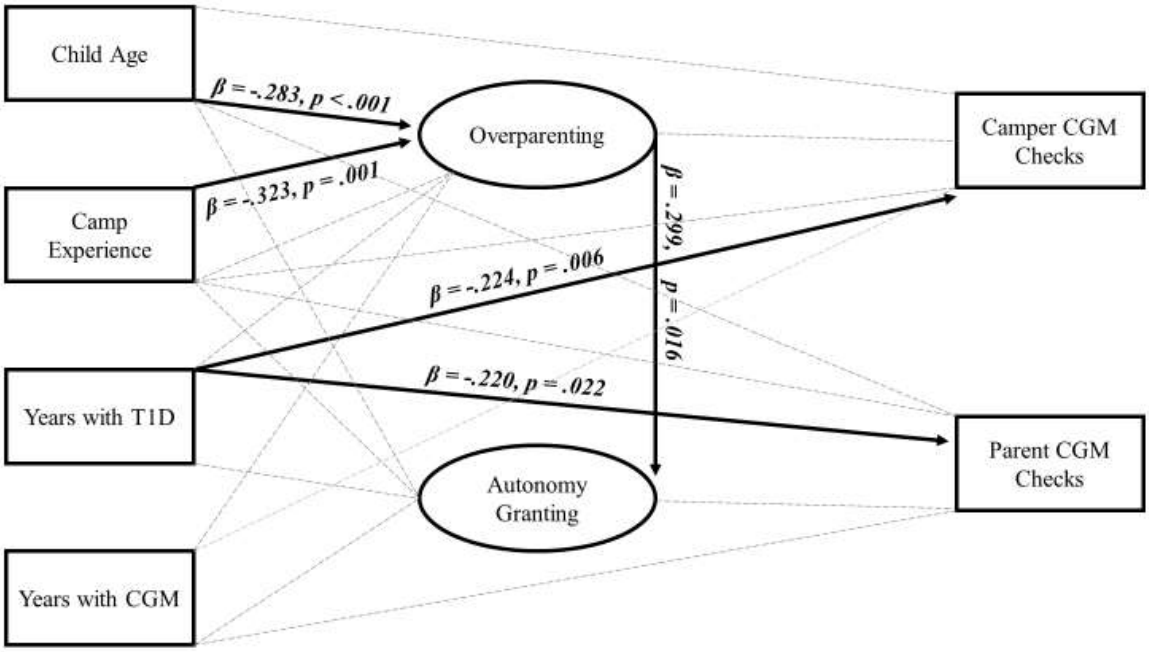
Participants in the study were recruited through an ongoing partnership with a medical specialty camp (MSC) in the southeastern United States serving children with T1D. Specifically, data were collected in the summer of 2021 from 261 youth attending a MSC serving children with Type 1 diabetes. Campers primarily identified as female (59.5%; male = 38.5%), were an average 13.83 years old (*SD* = 2.01), and had attended the MSC for an

average of 3.72 years (*SD* = 2.35). Campers primarily identified as either white (64.2%), African American (16.5%), multi-Racial (8.8%), Hispanic or Latino Origin (5.4%), or Asian origin (1.6%). Campers reported an average of 5.95 years being diagnosed with T1D (*SD* = 3.54).

Respondents completed paper surveys measuring their perceptions of overparenting (α = .908; 10-items; Gagnon & Garst, 2019), parental autonomy granting (α = .823; 4-items; Kunz & Grych, 2013), average daily personal checks of their CGM (*M* = 12.75, *SD* = 11.79), and average daily parental checks of their CGM (*M* = 12.02, *SD* = 14.42). The scale measurement properties were assessed utilizing a confirmatory factor analysis, which indicated acceptable levels of model fit: [$\chi^2(72) = 157.764$, $p < .001$, CFI = .936, TLI = .919, RMSEA = .067 (90%, CI .053 to .081). Next, the relations between child characteristics, perceived parental behaviors, and continuous glucose meters monitoring were examined utilizing a structural equation model (see Figure 1), which also exhibited acceptable levels of model fit: [$\chi^2(144) = 214.000$, $p < .001$, CFI = .961, TLI = .949, RMSEA = .043 (90%, CI .031 to .055).

Figure 1

Structure Equation Model of Associations Between Child-Characteristics, Overparenting, Autonomy Granting, and Continuous Glucose Monitor Tracking



Note. *β* indicates standardized regression coefficient; exact *p*-value presented unless *p* < .001; Greyed Dashed Line represents non-significant (*p* > .05); overparenting is a second order factor; covariances, error terms, and items excluded for illustrative purposes.

Discussion

The purpose of this study was to explore how child-centered characteristics may influence rates of overparenting, parental autonomy granting, and use/monitoring of CGMs. Consistent with T1D and overparenting literature, in the present study as campers aged they tended to report lower rates of overparenting. Similarly, more experienced medical specialty campers (controlling for camper age) also reported lower rates of overparenting. Given the extra effort camp programmers may associate with "helicopter parents" (Garst & Gagnon,

2015), older and/or more experienced campers with T1D (and their parents) may put less strain on often limited resources. Autonomy granting behaviors (i.e., encouraging child independence) are typically negatively associated with overparenting, but in the present study, the opposite was demonstrated, where overparenting had a positive effect on autonomy granting. As illustrated in Schiffrin et al. (2014), this may be due to children perceiving autonomy granting differently. Specifically, children may view this autonomy granting, not as "facilitating" independence, rather, as "forcing" independence, a space where the child is not psychologically ready to go, reflecting the excessive behaviors underpinning overparenting. Finally, it was unsurprising that we found a negative influence of years with T1D on CGM checks, given similar levels of decline reflected in the broader T1D literature (Dayte et al., 2021), where adherence to diabetes management tends to decline in parallel with experience managing the illness.

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Developmental Differences in Reported Helicopter Parenting, Autonomy, and Glucose Monitoring in a Medical Specialty Camp

Ryan J. Gagnon, Ph.D, Barry A. Garst, Ph.D., Leslie Heffington, M.S., & Katie Thurson, M.S.

INTRODUCTION

BACKGROUND

As one of the most common chronic illnesses for youth under 20 years of age, type 1 diabetes (T1D) represents a serious health challenge for the afflicted youth and a significant responsibility for their parents and caregivers (Basina & Maahs, 2018; Landers et al., 2016). Within this context of increasing rates of T1D and the daily complexity associated with managing this illness, **the burden of T1D can be overwhelming for afflicted youth**.

Parents play a key role in mitigating the social, emotional, and physical challenges associated with T1D (Landers et al., 2016). In developmentally appropriate approaches, parent(s) play a multitude of roles [i.e., monitoring continuous glucose monitors (CGMs), managing diet] and at the same time foster increasing personal autonomy in their child, shifting responsibilities to the child (Burckhardt et al., 2018; Comeaux & Josser, 2010). However, when this transition doesn't occur and involvement becomes excessive (i.e., overparenting) it can lead to negative outcomes (Gagnon et al., 2020; Young et al., 2014).

Additionally, within the context of T1D, **"remote involvement" via CGMs may present another avenue for excessive and problematic behaviors to emerge**, where overparenting may shift from an in-person context, to a digitally centered one, where youth with T1D feel over monitored and thus act out to establish their own independence (Gagnon & Garst, 2019; Vikland & Wikblad, 2009). Medical Specialty Camps (MSCs) can enhance a youth's skills to independently manage their illness in a supportive, community-based setting (Gilliard & Allsop, 2016). **Moreover, attendance of these MSCs has been associated with improved T1D management and glycemic control** (Wang et al., 2008). While MSC program-level factors that influence youth outcomes have received attention, individual, family level, and context-level characteristics which influence outcomes diabetes centered management are less clear.

METHOD

STUDY PURPOSE

The purpose of this study was to explore how these characteristics may influence rates of overparenting, autonomy granting, and monitoring of CGMs.

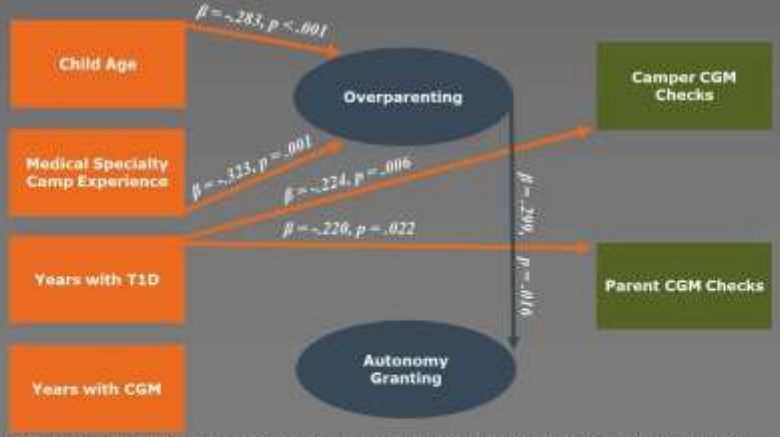
PROCEDURES

Participants in the study were recruited through an ongoing partnership with a medical specialty camp (MSC) in the southeastern United States serving children with T1D. Specifically, data were collected in the summer of 2021 from 261 youth attending a MSC serving children with Type 1 diabetes. Campers primarily identified as female (59.5%; male = 38.5%), were an average 13.83 years old (SD = 2.01), and had attended the MSC for an average of 3.72 years (SD = 2.35). Campers primarily identified as either white (64.2%), African American (16.5%), multi-Racial (8.8%), Hispanic or Latino Origin (5.4%), or Asian origin (1.6%). Campers reported an average of 5.95 years being diagnosed with T1D (SD = 3.54).

ANALYSES

Respondents completed paper surveys measuring their perceptions of overparenting (α = .908; 10-items; Gagnon & Garst, 2019), parental autonomy granting (α = .823; 4-items; Kunz & Grych, 2013), average daily personal checks of their CGM (M = 12.75, SD = 11.79), and average daily parental checks of their CGM (M = 12.02, SD = 14.42). The scale measurement properties were assessed utilizing a confirmatory factor analysis, which indicated acceptable levels of model fit: [$\chi^2(72)$ = 157.764, p < .001, CFI = .936, TLI = .919, RMSEA = .067 (90%, CI .053 to .081). Next, the relations between child characteristics, perceived parental behaviors, and continuous glucose meters monitoring were examined utilizing a structural equation model, which also exhibited acceptable levels of model fit: [$\chi^2(144)$ = 214.000, p < .001, CFI = .961, TLI = .949, RMSEA = .043 (90%, CI .031 to .055).

RESULTS



Note. β indicates standardized regression coefficient; exact p-value presented unless p < .001; Non-significant (p > .05) parameters excluded; Covariances, error terms, and items excluded for illustrative purposes.

DISCUSSION

DISCUSSION

The purpose of this study was to explore how child-centered characteristics may influence rates of overparenting, parental autonomy granting, and use/monitoring of CGMs. Consistent with T1D and overparenting literature, in the present study as campers aged they tended to report lower rates of overparenting.

More experienced medical specialty campers (controlling for camper age) also reported lower rates of overparenting. **Given the extra effort camp programmers may associate with "helicopter parents" (Garst & Gagnon, 2015), older and/or more experienced campers with T1D (and their parents) may put less strain on often limited resources.**

Autonomy granting behaviors (i.e., encouraging child independence) are typically negatively associated with overparenting, but in the present study, the opposite was demonstrated, where overparenting had a positive effect on autonomy granting. As illustrated in Schiffrin et al. (2014), this may be due to children perceiving autonomy granting differently. Specifically, **children may view this autonomy granting, not as "facilitating" independence, rather, as "forcing" independence**, a space where the child is not psychologically ready to go, reflecting the excessive behaviors underpinning overparenting.

Finally, it was unsurprising that we found a negative influence of years with T1D on CGM checks, given similar levels of decline reflected in the broader T1D literature (Doyte et al., 2021), where **adherence to diabetes management tends to decline in parallel with experience managing the illness.**

Ryan can be reached at rjgagno@clemson.edu

A copy of the poster abstract is available now here: https://bit.ly/3pPILo6

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ORGANIZATIONAL IMMUNIZATION POLICY IMPLEMENTATION IN CAMPS: A PRE-PANDEMIC INVESTIGATION

Authors: Barry A. Garst, Alexsandra Dubin, Carissa Bunke, Natalie Schellpfeffer, Tracey Gaslin, Michael Ambrose & Andrew Hashikawa.

Contact: Barry A. Garst, bgarst(at)clemson.edu

Literature associated with how immunization practice guidelines are applied in summer camps and barriers to policy implementation in those settings are sparse (Schaffzin et al., 2007). While states require students to receive specific vaccinations, immunization exemptions due to child medical conditions and family religious beliefs reduce the effectiveness of immunization policy implementation (Bridger, 2018), particularly when vaccination gaps exist within specific youth populations (National Conference of State Legislatures, 2020). Parental vaccine hesitancy can exacerbate these gaps (Dubé et al., 2016; McNeil et al., 2019). Within the context of the current COVID-19 pandemic, research associated with immunization policy implementation has immediate implications for camp immunization policies and policy implementation practices (Santoli et al., 2020). Our study identified barriers associated with the implementation of immunization policies impacting youth within the context of United States and Canadian summer camps.

The study was guided by the Social Ecological Model, which acknowledges undervaccinated populations need to be targeted at the individual, interpersonal, organizational, community, and societal levels (Kumar et al., 2013). Through the Social Ecological Model lens, camps as youth-serving organizations play a critical role in ensuring that vaccination policies are implemented and enforced. The vaccine communication framework developed by Leask et al. (2012) and the continuum of legal approaches for promoting vaccination compliance by Weithorn and Reiss (2018) also informed this study, providing a model for how camp may respond to immunization policy implementation barriers, including vaccine-hesitant parents and state immunization exception laws.

Methods

Data were collected in the fall of 2019 from a purposeful sample of 925 summer camp representatives using the CampDoc.com electronic health record system. Of this sample, fifty-nine percent (n = 541) completed an open-ended question about immunization policy barriers (i.e., “What are the biggest challenges/barriers your organization faces to developing vaccination policies or enforcing existing vaccination policies?”). Respondents’ roles included directors (38%), nurses (26%), other (20%), office staff (13%), and physicians (3%). Inductive analyses using open and axial coding along with investigator triangulation were used to develop themes and ensure trustworthiness.

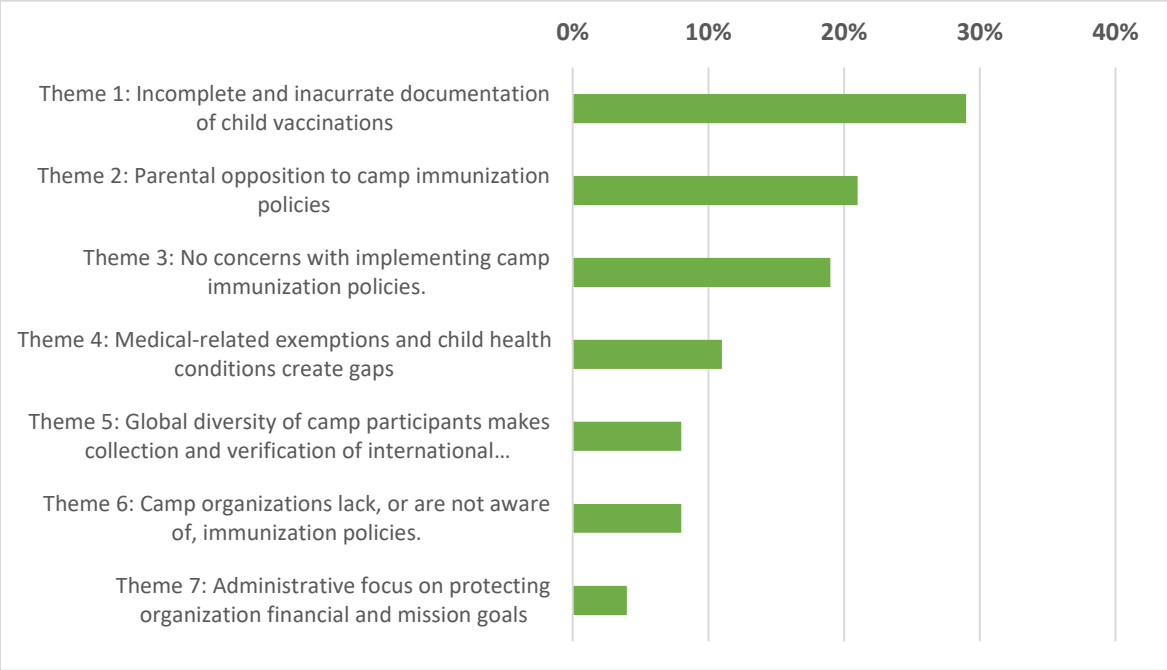
Results

Seven themes were constructed from the data to examine barriers related to the implementation of camp immunization policies (see Figure 1). The first theme described how incomplete documentation of child vaccinations reduces camp immunization policy effectiveness. The second theme reflected how parental opposition to camp immunization policies weakens camp immunization policy compliance. The third theme represented camps with no concerns associated with implementing camp immunization policies. The fourth theme described medical-related exemptions that create gaps in camp immunization policy effectiveness. The fifth theme represented how the global diversity of youth impedes immunization documentation collection to comply with camp policy. The sixth theme

represented organizations that lack, or are unaware of, immunization policies. The seventh theme indicated that administrator focus on protecting organizational financial and mission goals reduces camp immunization policy adherence.

Figure 1

Themes Associated with Barriers to Camp Immunization Policy Implementation



Discussion and Implications

While our study findings are generally consistent with prior studies (Bridger, 2018, Dubé et al., 2016; McNeil et al., 2019), this was the first study to identify that immunization compliance in camps is influenced by directors' interest in achieving financial or youth development goals. While these views may support organizational financial stability and camps' positive youth development mission, a failure to ensure that all camp community members are adequately vaccinated may sacrifice public health. Our finding supports calls for camps to regularly review their immunization policies (Bridger, 2018) and educate employees about the policies (Yoder, 2015).

Furthermore, several practical implications are suggested by the study findings. First, child health advocates must ensure immunization policy adoption in the camp community remains a national public health priority. With child immunization rates decreasing nationally during the COVID-19 pandemic, there is an urgent need to mitigate future vaccine-preventable infectious outbreaks. Second, given the COVID-19 pandemic, camp directors may have a considerable financial incentive to adopt rigorous vaccine policies to remain in business. As part of this effort, camps will also need to consider incorporating COVID-19 vaccination expectations into their current vaccine policies. This need has created an opportunity for public health and policy experts to work with summer camps to uniformly align summer camp policies with the national immunization recommendations (e.g., Ambrose & Walton, 2019). Notably, these policies clearly state that non-medical exemptions are inappropriate. Third, camp stakeholders must advocate for the adoption of robust

statewide immunization policies that require documentation of camper immunizations, which would lead to standardization of immunization forms for camps. State requirements or incentives could encourage summer camps to invest in electronic health records systems that standardize and facilitate the immunization documentation processes. Fourth, camp directors must continue to educate parents and other stakeholders. Dissemination of accurate vaccine information is essential in summer camp settings because infectious disease transmission risk is potentially greater than in other youth settings, and because many infection-vulnerable children with special medical needs attend camp settings. Consistent with the continuum suggested by Weithorn and Reiss (2018), there are several strategies camp program providers might use for encouraging vaccine compliance, including "procedural tightening, positive incentives, and persuasion through education" (p. 1613).

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Organizational Immunization Policy Implementation in Camps: A Pre-Pandemic Investigation

Background

- Research on how immunization guidelines are applied within youth settings such as summer camps and barriers to policy implementation in those settings is limited.
- Factors influencing immunization policy implementation in camps include medical and religious exemptions and parental vaccination

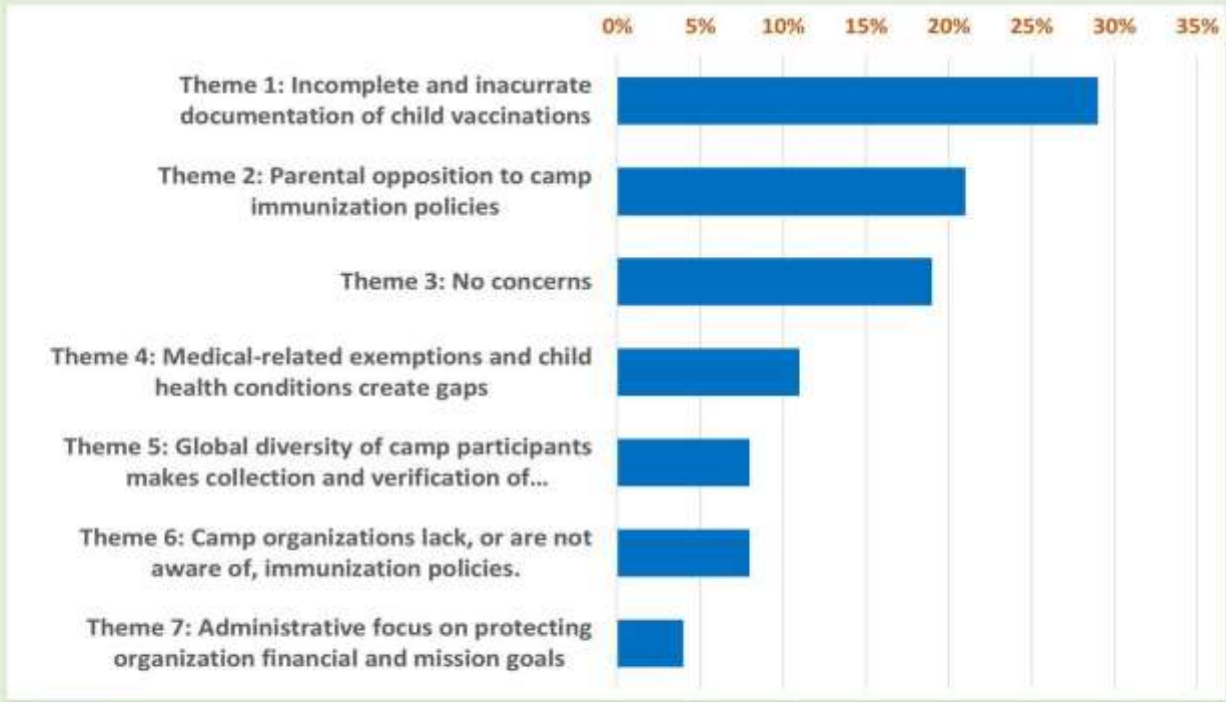
Methods

Participants
- 541 of 925 camp reps (RR=59%) were recruited through CampDoc

Data Collection
- Open-ended question as part of the participating camps' regular EHR CampDoc data entry (i.e., "What are the biggest challenges/barriers your organization faces to developing vaccination policies or enforcing existing vaccination policies?")

Data Analysis
- Inductive thematic analyses (open & axial coding)
- Multiple coders for investigator triangulation

The top 2 barriers to implementing immunization policies in camps were incomplete/inaccurate documentation and parental opposition.



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PRESENTERS: BARRY A. GARST, ALEXSANDRA DUBIN, CARISSA BUNKE, NATALIE SCHELLPFEFFER, TRACEY GASLIN, MICHAEL AMBROSE & ANDREW HASHIKAWA

A CONVERSATION WITH SIOUX TRIBAL ELDERS: TOWARD A CULTURALLY TAILORED CURRICULUM TO ADDRESS THE NEEDS OF AMERICAN INDIAN YOUTH

Authors: Barry A. Garst, Ryan J. Gagnon, Lori Dickes (Clemson University); Andrew Corley, Ahanni Knight, Jason Buschbascher (Sioux YMCA).

Contact: Barry A. Garst, bgarst(at)clemson.edu

While strengths-based out-of-school time recreation and leisure (RAC) programs such as camps may catalyze positive change in American Indian/Alaskan Native (AI/AN) youth, empirical evidence of such program impacts is limited. Additionally, research with AI/AN communities has been constrained by cultural exploitation, intrusive research practices, and incompatibility between "western" research paradigms and unique AI/AN cultural contexts (LaFrance & Nichols, 2010; Whitesell et al., 2018). A response to this mismatch between methods and context has been the emergence of culturally situated models in which researchers partner with communities to develop, deliver, and assess interventions (LaFramboise & Lewis, 2008). Such evaluations are "grounded in the values, interests, and contextual factors of the AI/AN organizations and communities" (Roberts et al., 2018, p. 179).

The current study represented Phase 2 of a longitudinal investigation of the efficacy of implementing a culturally tailored life skills development curriculum within a RAC context to meet the needs of Lakota Sioux AI youth. The purpose was to dialogue with community tribal leaders to co-construct a culturally tailored curriculum to address youth needs identified by the leaders. The research questions were, "What are the strengths and needs of Lakota Sioux youth?" and "How well does an existing AI life skills curriculum complement Lakota Sioux youths' strengths and needs?"

This study was informed by a Culturally Responsive Evaluation (CRE) conceptual framework (Manswell-Butty et al., 2004), a model sensitive to context, culture, and responsiveness. Further, this study utilized the American Indian Life Skills Curriculum (AILS), originally developed with the Zuni Pueblo community in New Mexico (LaFramboise, 1996), as a starting point in the current study's conversations with tribal leaders. The AILS curriculum focuses on social and cognitive skills, while incorporating culturally specific and relevant values, norms beliefs and behaviors. Further, the AILS curriculum has been identified as an evidence-based program on SAMSHA's National Registry of Evidence Based Programs and Practices (Suicide Prevention Resource Center, 2007).

Method

This study was conducted in cooperation with the Sioux YMCA, which has served the Lakota River Sioux for over 140 years. The YMCA is located in Dupree, SD in the North Central part of the state. The mission of the Sioux YMCA, which operates an afterschool program and a summer camp, is "to develop and strengthen the children and families in our reservation communities so they can fulfill their greatest individual and collective potential, spiritually, mentally, and physically" (Sioux YMCA, 2021).

Following a three-year relationship-building process between the research team and the Sioux YMCA directors, plans were made to assess the AILS curriculum through conversation with tribal elders. Prior to the interviews, tribal elders who were members of the Sioux YMCA board were provided with information about the AILS curriculum activities and targeted outcomes. Five out of twelve tribal elders contacted about participation in the

study agreed to be interviewed (RR= 41.6%). In-depth interviews were then conducted via Zoom with the purposeful sample of five Lakota Sioux tribal elders identified as key informants (Rossi et al., 2019), an approach consistent with other studies with AI/IN communities (Roberts et al., 2018). The interview protocol focused on challenges facing Sioux youth and the AILS curriculum's potential strengths and gaps.

Interview transcripts were coded by research team members using a deductive-inductive process with initial codes derived from literature supporting the study's conceptual framework and a second round of codes developed to inform theme construction (Saldaña, 2014). Coder triangulation was used for data validation through an iterative process allowing codes and themes to be adjusted based on feedback and to confirm intercoder agreement (Creswell & Poth, 2018).

Findings

Tribal elders affirmed that Sioux youth face a high risk of suicide, depression, self-esteem, and substance abuse, and notably have few educational and enrichment opportunities. Tribal elders also mentioned underlying issues of extreme poverty.

Curriculum strengths identified by the tribal elders included its focus on self-esteem and identifying emotions and stress. Tribal elders also mentioned that Sioux youth need life-skill building opportunities. Other curriculum strengths discussed by tribal elders included its focus on communication and problem-solving skills and the way in which culture and sense of self was emphasized in the curriculum.

Curriculum gaps identified by tribal elders included life planning and social-emotional development activities associated with the lack of Sioux youth opportunities. Tribal elders also stressed the importance of suicide prevention and awareness activities as part of any RAC youth program given the frequency of self-harming behaviors.

Discussion and Implications

This study was successful in continuing the trust-based relationship between the research team and Lakota Sioux tribal elders and provided critical information on the strengths, weaknesses, and relevance of a culturally tailored curriculum to address the needs of AI/AN youth. Engaging Sioux YMCA stakeholders provided an important lens highlighting the needs and strengths of AI/AN youth contextualized within the Lakota River Sioux tribal community. Results of this study will inform Phase 3 conversations with Sioux youth about their RAC interests, strengths, and needs.

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A Conversation with Sioux Tribal Elders: Toward a Culturally-Tailored Curriculum to Address the Needs of American Indian Youth

- Barry A. Garst, PhD, Ryan J. Gagnon, PhD, and Lori Dickes, PhD; *Clemson University*
- Andrew Corley, Ahanni Knight, and Jason Buschbacher; *Sioux YMCA*

INTRODUCTION

- Research with AI/AN communities constrained by cultural exploitation, intrusive research practices, and an incongruence between "western" paradigms and AI/AN cultural contexts.
- Culturally situated models partner researchers with communities to develop, deliver, and assess interventions.
- Research suggests the efficacy of an existing AI/AN life skills curriculum (Lefromboise, 1996).

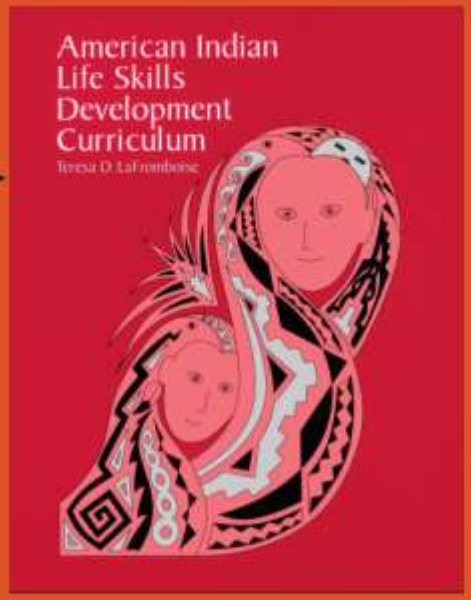
PURPOSE

- To dialogue with tribal elders to co-construct a culturally tailored life skills curriculum to address Lakota youth needs
- Research Questions: (1) "What are the strengths and needs of Lakota Sioux youth?" and (2) "How well does an existing AI life skills curriculum complement Lakota Sioux youths' strengths and needs?"

PARTICIPANTS AND METHOD

- Study context was the Sioux YMCA (after-school program, summer camp)
- In-depth Zoom interviews w/purposeful sample of 5 Lakota Sioux tribal elders
- Deductive-inductive coding to construct themes; Coder triangulation for data validation.

Lakota Sioux tribal leaders stressed that a curriculum targeting AI/AN youth needs to be culturally grounded, with a focus on self-esteem, identifying emotions and stress, life-planning skills, and suicide prevention.



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FINDINGS

- Tribal elders affirmed that Sioux youth face high risk of suicide, depression, low self-esteem, and substance abuse, and notably have few educational and enrichment opportunities.
- Tribal elders acknowledged underlying issues of extreme poverty.
- Strengths of the curriculum identified by tribal leaders include:
  - ✓ Focus on self-esteem and identifying emotions and stress,
  - ✓ Life-skill building opportunities,
  - ✓ Communication and problem-solving skills,
  - ✓ Emphasis on culture and sense of self, and
  - ✓ Suicide prevention and awareness activities.
- Curriculum gaps identified by tribal elders included the need for life planning and social-emotional development activities associated with limited opportunities for Sioux youth.

DISCUSSION

- This study advanced the trust-based relationship between the research team and Lakota Sioux tribal elders
- Critical information was provided on the strengths, weaknesses, and relevance of a culturally tailored curriculum to address the needs of AI/AN youth.
- Engaging Sioux YMCA stakeholders highlighted the needs and strengths of AI/AN youth contextualized within the Lakota River Sioux tribal community.

Department of PARKS, RECREATION AND TOURISM MANAGEMENT

EXPERIENCES OF YOUTH WITH FOOD ALLERGIES DURING MEALTIMES AT SUMMER CAMP

Author: Savannah C. Garst, Daniel High School.

Contact: Savannah Garst, savannahgarst(at)gmail.com

Food allergies are dramatically increasing in the U.S. population. This increase is explained by the epidemiological theory called the "hygiene hypothesis" (Okada et. al, 2010), which suggests that living conditions in developed countries such as the U.S. might be "too clean," so children are not exposed to fewer germs than previous generations. Reduced germ exposure at a young age does not allow children's immune systems to distinguish between *helpful* and *harmful* germs (American Academy of Allergy Asthma and Immunology, 2020). While food allergies are increasing among children, few studies have examined food allergies within specific youth contexts such as camp. Additionally, prior studies have focused on food allergies from the perspective of camp health care providers and staff (Schellpfeffer et. al., 2020). Given prior research and existing gaps, the purpose of this study was to explore the experience of having a food allergy while attending summer camp from the perspective of youth. Three research questions were examined. The research questions were: (RQ1) "What are the most common food allergies among youth attending summer camp?", (RQ2) "How secure do youth feel when attending camp with a food allergy?", and (RQ3) "How does having a food allergy at camp impact youth participation in camp activities?". By giving youth a voice in describing their food allergy experiences at camp, the current study sought to make a meaningful contribution to the literature.

Participants and Methodology

The target population for this study was youth ages 8-18 attending summer camp (i.e., overnight camp, day camp, or both) having at least one food allergy. Of this population, a convenience sample of youth were recruited through allergy-focused and camp-focused Facebook groups. This recruitment approach using social media was deemed necessary as camp directors would be unwilling to provide camper and parent contact information, as well as release medical information related to food allergies due to HIPAA laws (Center of Disease Control and Prevention, 1996). A total of 49 youth representing 41 camps were recruited into the study. Of the 49 recruited into the study, 47 provided usable responses to an online survey within a few weeks following their camp experience (response rate = ~96%).

The survey was implemented using a cross-sectional, mixed-data design. Survey questions included participant demographics and descriptives, including camp type, previous camp experience, current food allergies, and total number of current food allergies. One item was used from the Child Attitude Toward Illness Scale (CATIS; Austin et al., 1993), which was "How fair is it that you have a food allergy?" Five items were used from the Food Allergy Quality Of Life Questionnaire (FAQL; Flokstra-Blok et al., 2008), including, "How troublesome do you find it, because of your food allergy, that you must always watch what you eat?" The four-item Child Food Allergy Safety and Security (CFASS) Scale was developed for this study, including "How anxious are you about having an allergic reaction during meals?" The survey also included open-ended questions to provide qualitative data associated with the study research questions, including, "How does having a food allergy at camp impact youth participation in camp activities?"

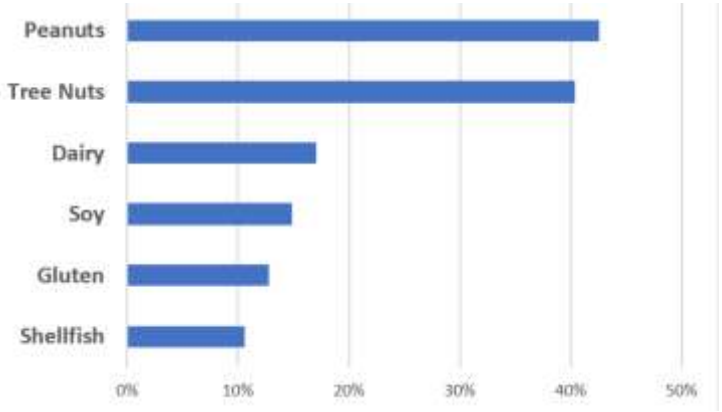
Quantitative data were analyzed using Google Forms and SPSS version 26 (IBM Corp, 2019). Qualitative data (from the open-ended questions) were analyzed using an inductive coding process to develop themes representative of the data. Each response was grouped into a category consisting of "positive, negative, neutral, or none" based on the grouping concept of "similarities and differences" (Ryan & Bernard, 2008).

Results

To address the first research question about food allergy prevalence, descriptive statistics were calculated to determine the frequency and type of camper food allergies. Campers had an average of 2.18 food allergies. In addition, the top food allergies were peanuts (42.6%), tree nuts (40.4%), dairy products (17.0%), soy (14.9%), gluten (12.8%), and shellfish (10.6%) (Figure 1).

Figure 1

Frequency of Camper Food Allergies by Type



With regard to the second research question about campers' feelings toward attending summer camp with a food allergy, the data suggest contrasting findings. The quantitative data indicated campers feel a sense of unease about having a food allergy at camp. In addition, there was a negative correlation between camper anxiety toward having an allergic reaction during meals and camp type, which was statistically significant (d = -.309, p < .040). In other words, as camp type changed (day camp, both day and overnight camp, and overnight camp), camper anxiety increased. The highest levels of anxiety toward having an allergic reaction during meals were reported by campers attending overnight camp. In contrast, the qualitative findings suggested camp providers play an important role in reducing camper anxiety about their food allergy. Three campers described how their camp works closely with food-allergic campers, as suggested in camper's reflections: "I felt safe and comfortable," "I did not have to worry," "[I did not have] anxious thoughts," and "[the camp staff] take[s] good care of me." Another participant shared, "My camp tries to make me food similar to what others are eating."

With regard to the third research question regarding the connection between involvement in camp activities and campers with food allergies, one out of three study participants were limited to certain activities because of their food allergy. Some participants indicated they were in the infirmary and could not go to an activity on time or not at all due to an allergic reaction. Other participants noted they had to leave their activity

early because certain foods (i.e., foods the participant was allergic to) were being used or eaten at their designated activity.

Discussion and Implications

Consistent with the literature, this study found the most common food allergies reported by campers were tree nuts and peanuts. This finding explains why many camps, especially camps geared toward youth with food allergies, are eliminating major allergens such as nuts from their camp to decrease possible allergic reactions. The next two most common allergies were dairy and soy, which are very hard to eliminate from camp because their allergens are present in most foods. The finding that campers attending overnight camp were more anxious about their food allergy than day campers may be explained by the residential characteristic of the overnight camp experience. By living in close quarters with people who could be eating a food one is allergic to can produce anxiety because of concerns related to cross-contamination and smell.

Several implications are suggested by this study. First, camp providers and staff need to be more aware of campers with food allergies, especially because campers are more likely to have more than just one allergy (there were two food allergies on average). Second, camp staff should be trained to support campers in managing their food allergies, including how to respond to anaphylactic reactions. Third, camp providers should designate a person responsible for distributing food to food-allergic campers, as some already do, to eliminate confusion with allergens and ensure all campers can eat safely and free of anxiety. Fourth, camp providers and staff need to be a support system for their campers, as campers may need someone to talk to about their feelings related to their allergies.

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Experiences of Youth With Food Allergies During Mealtimes at Summer Camps

Background

- Food allergies are dramatically increasing in the U.S. population; the most common food allergies include peanuts, tree nuts, dairy, soy, wheat, and shellfish, eggs, and fish.
- Prior food allergy research in camps has focused on staff perspectives rather than camper perspectives

Research Questions

- RQ#1: What are the most common food allergies among youth attending summer camp?
- RQ#2: How secure do youth feel when attending camp with a food allergy?
- RQ#3: How does having a food allergy at camp impact youth participation in camp activities?

Method

- Convenience sample of 47 youth ages 8-18 with at least one food allergy, representing 41 camps
- Cross-sectional, mixed data design, with campers completing a Google Form survey a few weeks after camp
  - Food Allergy Quality of Life Questionnaire
  - Child Attitude Toward Illness Scale
  - Child Food Allergy Safety and Security Scale

Results

QUANTITATIVE

- Campers attending overnight camp were statistically more likely to be anxious about their food allergy than campers attending day camp
- Campers had an average of 2.18 food allergies

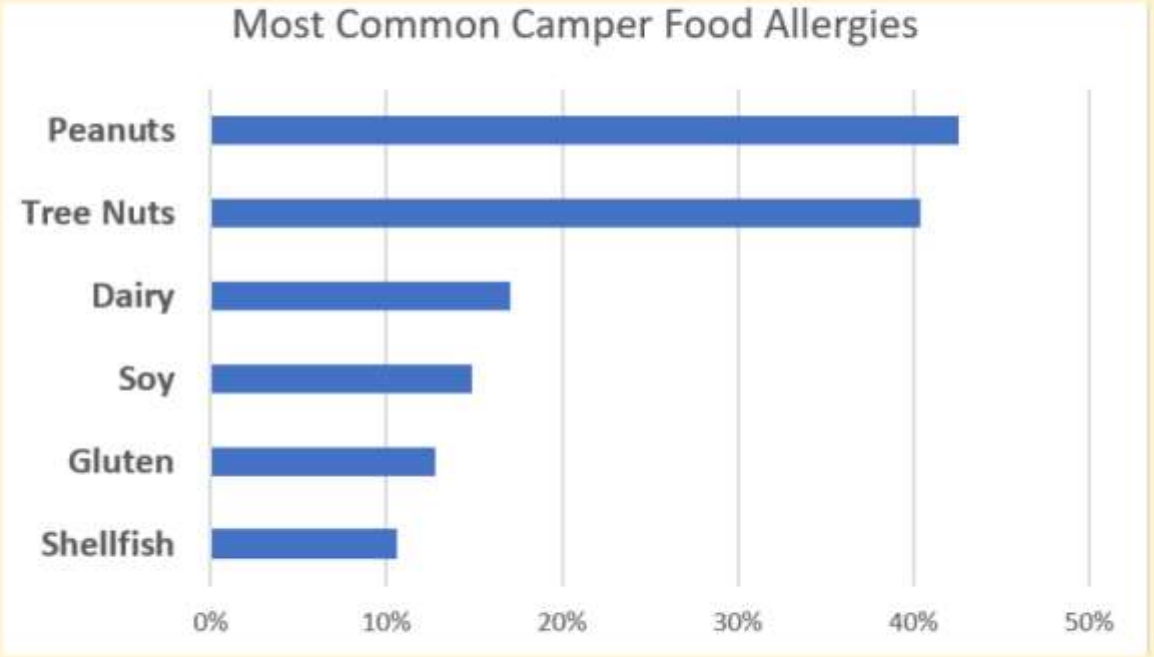
QUALITATIVE

- Campers reported missing activities because of allergic reactions that required time spent in the health center
- Campers reported having to leave activities early because of foods provided at the activity (i.e., cooking)

Implications

- Camp directors should:
  - educate staff about camper food allergies.
  - designate someone responsible for distributing food to food-allergic campers to eliminate confusion with allergens and ensure all campers can eat safely and without anxiety

1 out of every 3 campers reported being limited in their activities due to their food allergies.



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Presenter - Savannah Garst
Daniel High School

THE LASTING IMPACTS OF CAMP STUDY: CAMP ALUMNI PERCEPTIONS OF OUTCOMES AND EXPERIENCES

Authors: Ann Gillard, SeriousFun Children's Network; Leah Brown & Allison Dymnicki, American Institutes for Research.

Contact Ann Gillard, anngillard(at)gmail.com

Participation in medical specialty camps (MSCs) has long been linked to many positive personal, social, and health-related traits and qualities for children and youth living with serious illnesses (Kelada et al., 2020). Camp has been shown to foster personal traits and qualities for young people with serious illness such as personal functioning skills (Kiernan et al., 2005), independence and interest in exploration (Gillard & Axtmayer, 2021); social traits and qualities such as social support (Wu et al., 2013), empathy and friendship (Martiniuk et al., 2014); and health-related traits and qualities such as skill development and symptom reduction (Bekesi et al., 2011; Plante et al., 2001). Many studies on MSCs examine short-term changes in traits and qualities but less is known about how camp alumni reflect on their camp experience later in life, and how various groups of camp alumni from similar camps perceive their experiences. Further, MSCs can serve as powerful settings for youth development, but more information is needed about the essential elements of MSC settings that promote that type of development.

Relational developmental systems (RDS) framed this study (Lerner et al., 2014; Overton, 2013). RDS are relational and interactive; they work as complex systems. How one individual functions depends on other system components and their relation to each other (Overton, 2013). The camp setting is a potentially maximizing environment for camper development because it provides opportunities for positive relationships and medically-safe activities.

Focusing on SeriousFun Children's Network (SeriousFun), a global network of 16 Full Member medical specialty camps and 14 Partner Programs for children with serious illnesses, and building on previous research from ACA's Youth Impacts Study (2018), this study explored (1) alumni perceptions of the influence of camp on the personal, social, and health-related traits and qualities targeted by SeriousFun camps; (2) differences in the perceived influence of camp on traits and qualities based on demographic characteristics and attendance of camp alumni; and (3) perceptions of key elements of camp and other experiences of camp alumni that may influence those traits and qualities. Research questions are found in the *Results and Discussion*.

Methods

Over 2,200 camp alumni aged 17-30 from all SeriousFun Member Camps (including those in United States, United Kingdom, Ireland, France, Hungary, Italy, Japan, and Israel) completed a retrospective online survey (13% response rate). Survey items were adapted from ACA's 2018 Youth Impacts Study and asked alumni to self-report on how camp influenced 14 traits and qualities relevant to SeriousFun camps' missions: friendship skills, empathy and compassion, perseverance, self-identity, emotion regulation, self-confidence, appreciation of diversity, willingness to try new things, responsibility, career orientation, health-related quality of life, medical-related self-care, medical independence, and medical self-advocacy. Survey questions included:

- To what extent do you believe that attending [this camp] helped you learn how to advocate for your health needs?

- Compared to other activities you did around the same time you attended [this camp] (e.g., enrichment programs, sports, support groups), what was the influence of [this camp] on your ability to advocate for your health needs?
- When you reflect on your experience at camp, how important, if any, were the following camp elements to you? (e.g., being around similar kids who look like me or are going through similar things)

The survey also asked camp alumni about attendance at other camps and programs, other out-of-school time experiences, and demographic characteristics. Descriptive analyses were used to determine alumni perceptions of the influence of camp on traits and qualities and perceptions of key elements of camp that influence those traits and qualities. Comparison of means (e.g., t-tests, ANOVA, effect sizes) were used to determine differences in the perceived influence of camp based on the demographic characteristics. Linear regressions were used to determine differences in the perceived influence of camp based on attendance.

Results and Discussion

RQ1. *Which traits and qualities did camp alumni report were influenced by attending a SeriousFun camp and by how much?* The traits and qualities that alumni reported as most influenced by camp were willingness to try new things (90%), appreciation of diversity (88%), self-identity (86%), empathy and compassion (86%), self-confidence (85%), perseverance (84%), and friendship skills (82%). This finding aligns with SeriousFun's mission. Career orientation was the quality that was reported to be least influenced (43%), which is consistent with expectations as this is not central to SeriousFun's mission.

RQ2. *To what extent are there differences in alumni reports of the extent to which camp influenced traits and qualities based on demographic characteristics?* Differences included self-reported gender, race/ethnicity, age, education, employment status, and medical diagnosis. Analyses showed that alumni of diverse backgrounds said that they benefited from SeriousFun camps. Some comparisons between alumni reports of the extent to which camp influenced outcomes and demographic characteristics were significant; however, effect sizes were small across all comparisons and were not considered conclusive.

RQ3. *What is the relationship between attendance and the alumni reports of the extent to which camp influenced traits and qualities?* In general, all alumni believed that camp influenced their traits and qualities, even those who attended just one session of a SeriousFun camp. There was a small relationship between attendance alumni reports of the extent to which camp influenced traits and qualities: alumni who attended four sessions or more of a summer camp reported that their outcomes were more influenced compared with those who attended 1-3 sessions.

RQ4. *To what extent do alumni believe specific program elements contribute to improvements in their traits and qualities?* Feeling accepted and not judged, feeling a sense of freedom, feeling a sense of possibility, and trying new things were the program elements that alumni most commonly reported as important to their SeriousFun camp experience; this finding also aligns with SeriousFun's mission. The three lowest ranking program elements were health-related, which is consistent with expectations because a focus on medical issues takes a subordinate role in SeriousFun camps.

RQ5. *To what extent do alumni believe camp versus other activities or experiences contribute to the development of their traits and qualities?* Alumni reported camp was "one of the biggest influences" on their willingness to try new things, appreciation of diversity, and

self-identity, regardless of their engagement in activities such as afterschool programs or religious activities.

Conclusions and Implications

Alumni reported camp was influential in their development of various traits and qualities that SeriousFun identified as centrally aligned to their mission, including willingness to try new things, appreciation of diversity, self-identity, empathy and compassion, self-confidence, perseverance, and friendship skills. Alumni of diverse backgrounds said that they benefitted from SeriousFun camps. Demographic characteristics—such as gender, race/ethnicity, age, education, employment status, and medical diagnosis—had no or minimal bearing on the extent to which alumni believed camp influenced their traits and qualities. Alumni reported several camp elements as important to their experiences, including feeling accepted and not judged, feeling a sense of freedom, feeling a sense of possibility, and trying new things.

This study suggests that young people see camps as influential in helping them develop traits and qualities (e.g., trying new things and connecting with others in medical specialty camps) that stay with them into adolescence and adulthood. Camps should provide children with serious illnesses ample and safe opportunities to try new things and foster inclusive and welcoming camp cultures by linking program goals, activities, and outcomes (Lerner et al., 2014). More research is needed on how campers' identities and demographics (e.g., illness type) might interact with their camp experiences.

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The Lasting Impacts of Camp Study: Camp Alumni Perceptions of Outcomes and Experiences

AIR Advancing Evidence. Improving Lives.

seriousfun children's network founded by paul newman

Study Aims

1. Self-perceptions of traits & qualities influenced by camp
2. Demographic differences & life experiences
3. Camp elements alumni reported as important

Methods

Retrospective survey of 2,245 camper alumni living with serious illnesses • 13% response rate • Aged 17-30 • 8 countries, 11 languages

Analyses: Descriptive statistics • T-tests • ANOVA • Effect sizes • Thematic coding

Traits & Qualities Reported to be Influenced by Camp

Willingness to try new things

Appreciation of diversity

Self-identity

Empathy & compassion

Self-confidence

Perseverance

Friendship skills

Demographic Differences & Life Experiences

Gender, race/ethnicity, age, education, employment status, and medical diagnosis

Years of attendance, involvement in other activities

Little or no bearing on alumni's perceptions of camp's influence

Camp Elements Alumni Reported as Important

Feeling accepted and not judged

Feeling a sense of freedom and possibility

Trying new things

Implications for Practitioners

1. Create a theory of change to connect camp elements with camper traits & qualities.
2. Explore more deeply potential influence of camper demographics.
3. Train and support staff to provide essential camp elements.

Contact: Ann Gillard, SeriousFun Children's Network research director at agillard@seriousfun.org

BIGFOOT INSPIRES YOUTH: LEAVE NO TRACE IN URBAN YMCA PROGRAMS

Authors: Eddie Hill (Old Dominion University), Andrew Leary (Leave No Trace Center for Outdoor Ethics), Ron Ramsing (Western Kentucky University), and Jamie Childress, (YMCA of South Hampton Roads).

Contact: Eddie Hill, ehill(at)odu.edu

The outdoors and recreation in natural settings can be an essential youth development tool for today's urban out-of-school-time (OST) programs (Bowers et al., 2019). For urban OST providers, nearby natural areas like parks, waterways, and other green spaces are much easier to access compared to more traditionally viewed "outdoor spaces" like wilderness areas or National Parks. Youth from these urban communities who spend time in nature benefit from outcomes such as enhanced social competencies and self-improvement capabilities (Asah et al., 2018; Kudryavtsev et al., 2012). Some OST programs have utilized local parks, environmental centers, and green spaces to provide rich experiences for youth (Miller et al., 2015).

Urban OST programs may be able to provide a meaningful engagement in outdoor-based programs, especially when working with partners whose resources may otherwise be absent for the OST provider. This study describes a type of camp-school partnership model where four agencies coordinated to enhance the connection between youth from one urban Virginia city with nearby natural areas by combining the best of each partner: a YMCA OST program; a cohort of undergraduate students from Old Dominion University; curriculum from Leave No Trace (Leave No Trace, 2020); and the American Camp Association's (ACA) instrument to evaluate youth development outcomes (ACA, 2020). The camp utilized a positive youth development (PYD) framework, an intentional approach of engaging youth that builds off their assets and strengths while also recognizing risk behaviors and susceptibilities (youth.gov, 2021). Programs rooted in PYD are an important part of building a sense of identity, self-efficacy, and social, emotional, and cognitive competencies in youth (CDC, 2021). Today, OST operators such as the YMCA, foster opportunities for positive youth development in a variety of settings. Therefore, the purpose of this study was to determine the impact of an urban YMCA program's outdoor camp on the ACA outcomes of Affinity for Nature, Family Citizenship Behavior, and Perceived Competence.

Methods

In 2019, the YMCA partnered with Old Dominion University and Leave No Trace to offer a camp that engaged youth from an urban area with the opportunity to participate in an outdoor recreational experience at surrounding nearby green spaces. The program took place at a YMCA in the Portsmouth, VA area; the camp serves a daily average of 125 youth who range in age from 4-12 years. Most of the youth involved with the YMCA are subsidized in some form either by the organization or government. During the one-week OST program, each camper participated in approximately 60 minutes of facilitated activities from *Bigfoot's Playbook*, an educational resource developed by the organization Leave No Trace Center for Outdoor Ethics. The curriculum provides experiential education activities themed around the Seven Principles of Leave No Trace, a set of guidelines that help kids understand how responsible recreation practices can help to protect the outdoors and connect to their daily lives and community (Leave No Trace, 2020). At the closing of the week, a field trip to the park served as setting for the final day of programming.

To measure participants' developmental changes, the ACA's Youth Outcome Battery (YOB) was used to focus on three outcomes: *Affinity for Nature, Family Citizenship Behavior,* and *Perceived Competence*. All three versions are a battery of practitioner-friendly assessments specifically designed for youth programs in applied settings. Outcome measures offer a way to document the results of an intentional focus on specific aspects of a youth program and their specific targeted outcomes (Sibthrop et al., 2013). This study used the YOB Basic Version with a paired-samples *t* test to determine significance. After parental consent, the questionnaires were distributed to campers at the beginning and end of the week (pretest and posttest). The YOB Basic Version used a 6-point Likert scale to assess outcomes focused on campers' perceptions relating to an Affinity for Nature, Family Citizenship, and Perceived Competence. The range included 1 "I didn't learn anything about the topic" to 6 "I learned a lot about the topic."

Results

Pre- and post-program scores were collected from the campers. After data were matched, 54 complete data sets were analyzed using a *t*-test in SPSS V26. Forty-eight percent of the campers identified as male, and the average age of the campers was 8.7 years. All three ACA-YOB outcomes were significant. The scores for Affinity for Nature (AFN) pretest (M = 4.52, SD = 1.36) to posttest (M = 5.06, SD = 1.18), with $t(53) = -3.21$, $p = .01$), effect size r = 0.42 (medium). The scores for Family Citizenship (FC) pretest (M = 4.83, SD = 1.16) to posttest (M = 5.17, SD = .97), with $t(53) = -2.46$, $p = .04$), effect size r = 0.31 (medium). The scores for Perceived Competence (PC) pretest (M = 5.07, SD = .74) to posttest (M = 5.28, SD = .72), with $t(53) = -2.46$, $p = .02$), effect size r = 0.28 (small).

Discussion and Implications

The purpose of this study was to evaluate a traditional urban YMCA OST using curriculum from *Bigfoot's Playbook* in a nearby outdoor setting. The value of outdoor setting for camp, (e.g., greenspace, park, trail, etc.) has been well documented and provide a space for youth from this urban Virginia area with opportunity to foster an appreciation for nature (e.g., Ahl et al., 2020; Hill, 2020; Hill et al., 2016). This study documented significant gains of the three identified ACA outcomes in youth who participated in the program. This study also provides evidence that an OST program can utilize responsible recreation curriculum in nearby natural areas to enhance meaningful developmental outcomes in youth participants. It is important for youth to connect to nature regardless of geography due to the many benefits of being outside (Hill, 2022). The evidence of the curriculum's use and partnership between both academic and youth-serving partners may allow for easy implantation and replication in other urban OST programs nationwide.

This program evaluation offered a replicable partnership that demonstrated significant findings. In fact, a similar partnership of the same three entities explored the use of using Bigfoot's Playbook during a YMCA afterschool program (Ahl et al., 2020). These types of partnerships are needed and can be a valuable strategy for recreation and youth development professionals (Hill et al., 2015). Ahl et al. (2020) developed the *Bigfoot's Playbook* curriculum in a two-hour training model with positive results. Summer camp staff could use the same model, followed by a program evaluation using the ACA YOB. The Leave No Trace Center for Outdoor Ethics continues to seek unique partnerships (e.g., municipalities, camps, etc.) to connect youth with nature through collaborative programming. This type of partnership provides an opportunity to continue the effective strategy of expanding curriculum outreach in urban areas, and outcomes associated with these programs.

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Bigfoot Inspires Youth: Leave No Trace in Urban YMCA Programs

Eddie Hill (Old Dominion University), Andrew Leary (Leave No Trace Center for Outdoor Ethics), Ron Ramsing (Western Kentucky University), and Jamie Childress (YMCA of South Hampton Roads)
Contact: Eddie Hill (ehill@odu.edu)

INTRO

- The outdoors and recreation in natural settings can be an essential youth development tool for today's urban out-of-school-time (OST) programs (Bowers et al., 2019).
- For urban OST providers, nearby natural areas like parks, waterways, and other green spaces are much easier to access compared to more traditionally viewed "outdoor spaces" like Wilderness areas or National Parks.
- The camp utilized a positive youth development (PYD) framework – an intentional approach of engaging youth that builds off their assets and strengths while also recognizing risk behaviors and susceptibilities (youth.gov, 2021).
- The purpose of this study was to determine the impact of an urban YMCA program's outdoor camp on the ACA outcomes of Affinity for Nature, Family Citizenship Behavior, and Perceived Competence.

METHODS

- In 2019, the YMCA partnered with ODU and LNT to offer a camp that engaged youth from an urban area.
- The program serves 125 youth from 4-12 years old.
- Youth involved with the YMCA are subsidized in some form either by the organization or government.
- During the one-week program, each camper participated in approximately 60 minutes of facilitated activities from Bigfoot's Playbook.
- To measure participants' developmental changes, the ACA's Youth Outcome Battery (YOB) was used to focus on three outcomes: *Affinity for Nature, Family Citizenship Behavior, and Perceived Competence.*

Campers showed significant increases in Affinity for Nature, Family Citizenship, and Perceived Competence…which all aligned with the YMCA youth program goals.

RESULTS

- Pre- and post-program scores were collected from the campers.
- 54 complete data sets were analyzed using a *t*-test in SPSS V26.
- Forty-eight percent of the campers identified as male, and the average age of the campers was 8.7 years.
- All three ACA-YOB outcomes were significant.
- Affinity for Nature (AFN) pretest (M=4.52, SD= 1.36) to posttest (M=5.06, SD= 1.18), with $t(53) = -3.21$, p= .01), effect size r= 0.42 (medium).
- Family Citizenship (FC) pretest (M=4.83, SD= 1.16) to posttest (M=5.17, SD= .97), with $t(53) = -2.46$, p= .04), effect size r= 0.31 (medium).
- Perceived Competence (PC) pretest (M=5.07, SD= .74) to posttest (M=5.28, SD= .72), with $t(53) = -2.46$, p= .02), effect size r= 0.28 (small).

DISCUSSION AND IMPLICATIONS

- The value of outdoor setting for camp has been well documented and provide a space for youth from this urban Virginia area with opportunity to foster an appreciation for nature (e.g., Ahl et al., 2020; Hill, 2020; Hill et al., 2016).
- This study provides evidence that an OST program can utilize responsible recreation curriculum in nearby natural areas to enhance meaningful developmental outcomes in youth participants.
- These type partnerships are needed and can be a valuable strategy for recreation and youth development professionals (Hill et al., 2015).
- Ahl et al. (2020) developed the Bigfoot's Playbook curriculum in a two-hour training model with positive results.
- Summer camp staff could use the same model, followed by a program evaluation using the ACA-YOB. The Leave No Trace Center for Outdoor Ethics continues to seek unique partnerships (e.g., municipalities, camps, etc.) to connect youth with nature through collaborative programming.

CONNECTIONS IN VIRTUAL CAMP PROGRAMS FOR CAMPERS LIVING WITH SERIOUS ILLNESSES

Authors: Megan Owens, Western Illinois University & Ann Gillard, SeriousFun Children's Network.

Contact: Megan Owens, mh-owens(at)wiu.edu

Since the beginning of summer camp, medical specialty camps were intended as an intervention to promote outdoor and social experiences for youth living with illnesses and disabilities. Camp has been an important resource for connection for youth living with serious illness or disabilities because they often face isolation and limitations and have difficulty achieving developmental milestones (Pinquart, 2014). However, the progression of the COVID-19 pandemic led many camps to shift in-person programs to virtual formats. Even though many programs and organizations are returning to in-person experiences, it remains medically difficult for youth living with serious illnesses to gather in-person.

Given the needs of campers and families living with serious illness to connect with others to mitigate loneliness and isolation due to illness (Pinquart, 2014), the COVID-19 pandemic has only deepened needs for connection. Yet not much is known about if or how virtual or remote programs foster connection for campers. To better understand how campers connect with others, we mixed methods to explore how some camps specifically designed programs and how the campers engaged in the activities. The research questions were: (1) To what extent, if any, did campers experience connection in virtual programs? (2) What virtual program elements lead to the most connection for campers?

The theoretical foundation for this study was "sense of community," defined by McMillan and Chavis (1986) as involving four components: membership, influence, shared emotional connection, and integration and fulfillment of needs. In this framework, dynamics occur both within and among the four components and can be applied to all types of communities because of their common core.

The setting for this study included three camps within SeriousFun Children's Network, a global network of camps and programs serving children with serious illnesses and their families. During the pandemic, camps increased their virtual or remote programs for campers and families. Features shared by all three camps included strong staff-led small and large group activities, and activities oriented toward creative projects, singing and dancing, and reflection time. Participants (Mean $_{age}$ = 11 years) of virtual programs included campers with a diagnosis, their siblings, and sometimes their family members.

Methods

Three camps representing different geographical regions of the U.S. participated in the study. We gathered data from three sources: (1) self-administered online survey for parents/caregivers (n = 58) to assess their children's virtual camp connections, (2) semi-structured interviews with parents/caregivers (n = 10) based on willingness indicated on the survey, and (3) self-administered online survey for program staff (n = 19) focused on program design components and camper engagement. Camp staff distributed an online parent survey and completed the program staff survey. The components of sense of community informed the survey and interview question design simultaneously. Parent survey and interview questions were similar, but the interview questions focused on obtaining a deeper understanding of parents' observations. University IRB approval was obtained and individuals provided consent prior to study participation. Quantitative data were descriptively

analyzed. Thematic analysis was used to identify, analyze, and interpret patterns of meaning (e.g., themes) within data types and across the qualitative data (Clarke & Braun, 2017). Interpretations and synthesis of the mixed methods data centered on the research inquiry (Greene, 2007).

Results

The data revealed three central themes related to campers' abilities to connect and experience community during virtual camp.

Camper Personality and Prior Connection

Generally, parents reported their children behaved similarly to their typical personalities on and offline. Campers described as extroverted, appeared to enjoy the virtual program and were described as having high levels of engagement during the activities. Several parents indicated the children and/or families had prior camp connections stemming from earlier in-person programs. These prior connections seemed to elevate campers' excitement for seeing their counselors and friends during virtual camp. The interviews further revealed the significant connection parents felt toward the camp community, which appeared to form through the family's overall camp engagement.

Quality of Staff

Parents consistently praised the staff and their ability to bring high levels of energy and a caring attitude toward all campers throughout the virtual camp. Staff were particularly adept at learning and using campers' names, including all campers in activities, remembering campers' interests, and "knowing" the campers. Staff's ability to engage campers throughout the virtual program (e.g., directly talking to individual campers and utilizing interactive activities) may have supported the feeling of connection. Although, data from both the survey and interviews revealed that feeling of connection was most likely associated with the staff and not other campers.

Table 1

Parents' Perception of their Child's Feelings of Connection During the Virtual Camp Program

Factor	Mean
Connected with other campers (*n* = 56)	2.45
Connected with adult camp staff (*n* = 57)	3.37
Connected with camp community (*n* = 57)	3.14

Note: Likert Scale (0 = I don't know; 1 = Not at all; 2 = A little bit; 3 = A good deal; 4 = A lot)

Differing Goals

A tension between staff program goals and parents' goals for their child's camp experience emerged during analysis. Staff designed the program for a fun, interactive, and camp-like experience while parents hoped virtual camp would help their children meet others with similar circumstances or be welcomed without unnecessary explanations. This different starting point may relate to varying perspectives regarding the campers' formation of lasting connections. Staff described numerous occurrences of connection that we classified as "social encounters" due to the momentary nature of the interactions (e.g., campers asking questions of each other during a cabin chat). Parents suggested their child's inability to experience deeper, meaningful connection (i.e., virtual community) resulted from a lack of "social engagement" that traditionally extends beyond the boundaries of individual camp activities. The interview data revealed camper and parent

virtual meet-ups possessed great potential to foster long-lasting connections, as the regular interaction with individuals who just “get it" have been indispensable throughout this pandemic time period. The camps initiated these virtual meet-ups as a component of the virtual camp experience.

Discussion

This study explored ways campers connected and experienced community during virtual camp. McMillan and Chavis's (1986) sense of community theory includes four elements relevant to this study: membership, influence, shared emotional connection, and integration and fulfillment of needs. An established relationship (or *membership*) with the camp seemed to facilitate campers’ feeling of connection in virtual programs. Campers’ personalities may have bi-directionally *influenced* their level of engagement, but staff primarily facilitated interactions through direct questioning and implementing highly-interactive activities. Parents hoped their child would experience *shared emotional connection* but reported limited opportunities for outside engagement that hindered that potential (Owens & Adkins, 2021). *Integration and fulfillment of needs* is the binding experience connecting people, which some campers carried over from past programs involving their camp community of individuals living with serious illness (Laing & Moules, 2014).

Implications for Practice

This study supported the potential to foster connection and community through a virtual camp program. Three suggestions address the challenges experienced:

1. Continue regular virtual parent and camper “meet-ups” year-round. Parents found that access to a support network of families in similar circumstances was important for themselves and their children.
2. Create opportunities for communication outside the virtual program where campers can freely interact without significant staff facilitation. For example, some parents suggested creating an opt-in virtual address book, so families can contact each other. This is a service that some school districts have initiated in these families’ areas. Parents want the freedom to reach out to other parents to initiate play dates or help their child exchange social media information with their peers from camp.
3. Utilize a system to transfer information regarding staff’s interpretation of campers’ engagement during virtual programs, which may support parents’ assessment of their child’s experience. Parents’ interpretation of connection and engagement during the program differed from the staff leading the program. Obtaining the staff’s perspective may support family conversations after the camp experience.

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Connections in Virtual Programs for Campers Living with Serious Illnesses

Western Illinois University

seriousfun children's network
founded by paul newman

Study Purpose

1. To what extent, if any, did campers experience connection in virtual programs?
2. What virtual program elements lead to the most connection for campers?

Methods

1. Three SeriousFun Member Camps that operated summer virtual programs in 2021
2. Parent/caregiver interviews (N = 10) and surveys (N = 58); Camp staff surveys (N = 19)
3. Descriptive and thematic analyses; mixed methods

Finding #1

The **quality of staff** was very important to the success of the virtual program. All parent/caregiver study participants described staff as being highly enthusiastic and attentive to their child's needs and interests. Staff were described as skilled at learning and using campers' names, including all campers in activities, remembering campers' interests, and "knowing" their campers.

Finding #2

Parents/caregivers and program staff had **different goals** for the virtual programs. The program staff focused on providing "fun," "camp-like" experiences. Parents/caregivers hoped the virtual camp would help their child meet peers like them or those dealing with similar circumstances without needing to explain.

Finding #3

Previous participation in a camp program may have supported campers' feelings of connection during virtual camp. Parents stated their child was excited to see their previous counselors and friends. This connection was also strongly felt by the parents themselves.

Finding #4

Campers' typical personality matched their level of engagement online, with **extroverted** campers reported as enjoying camp more frequently.

Recommendations

1. Small group, problem-solving games, and intensive facilitator attention is pivotal to initiating virtual camp connections.
2. Parent and camper "meet-ups" outside of camp and beyond the pandemic may foster long-lasting connections.
3. Find safe ways for campers to communicate outside of the virtual program without direct facilitation of the camp leaders, similar to opportunities offered by many school districts today.
4. Transfer information from staff to parents about campers' engagement during virtual programs to help parents understand their child's experience and connections while also fostering opportunities for family conversations outside of virtual camp.

"[The staff] get to know the kids so well, to the point where if there was something that they knew my daughter liked, then they would say 'hey, share this with the group' or 'would you want to share this with the group?'" (camper parent)

Contact: Dr. Megan Owens at mh-owens@wiu.edu or Dr. Ann Gillard at agillard@seriousfun.org

UNDERSTANDING THE VALUE CREATION OF A CAMP INDUSTRY COMMUNITY OF PRACTICE

Authors: Victoria Povilaitis, Allison Dymnicki, & Laurie Browne.

Contact: Victoria Povilaitis, vpovilaitis(at)acacamps.org

Communities of practice (CoPs) are defined as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger et al., 2002, p. 4). In CoPs, individuals learn together through exposure to different perspectives and experiences (Wenger-Trayner et al., 2019). Virtual CoPs have been implemented in various sectors, including healthcare (e.g., Barnett et al., 2012), and education (e.g., Donaldson, 2020), and offer the ability to engage members across distances, professional groups, and experts from external organizations. Research indicates that that CoP members from youth-serving organizations describe the value of this type of group, reporting enhanced working relationships, increased engagement, and sense of belonging (Shanahan & Sheehan, 2020). CoPs provide short-term and long-term value to organizations and individual CoP members through value-creation cycles within seven different dimensions: (1) immediate, (2) potential, (3) applied, (4) realized, (5) transformative, (6) strategic, and (7) enabling, see Table 1 for examples of each dimension (Wenger-Trayner et al., 2019).

Camp practitioners often engage in group learning dedicated to specific topics of interest (e.g., Local Councils of Leaders, Program Improvement Project) or geographic regions (e.g., regional camp groups). CoPs have the potential to create value for practitioners, individual camps, and the industry through shared community and improved practice; however little research has been conducted about the value of participating in a CoP for camp professionals.

To address this gap in the field, the ACA engaged in a two-year project (January 2020-December 2021) called the Camp Program Quality Initiative (CPQI)) focused on building sustainable systems of support for program quality within camp, with the support of grant funding. Two research questions guided this study:

1. What is the value of a CoP for members (who are camp practitioners), personally?
2. What is the value of a CoP for the camp industry?

Methods

Throughout the project, we convened a CoP with 34 camp and youth development professionals (i.e., camp directors, ACA team members, advisors) from across the United States, called the Program Quality Peer Network (PQPN). Due to COVID-19, the PQPN became virtual, with monthly meetings beginning March 2020. In fall 2020, community members engaged in three working groups, each with a specific focus within the CPQI. The groups were called: Continuous Quality Systems Design group, Assessment Development group, and Workbook Resource Development group. During summer 2021, group members engaged in program quality efforts at their camps and in fall 2021, the group members reconvened to discuss the summer, make plans for program quality improvement, and debrief the CPQI.

During a December 2020 group meeting ($Time_1$), members (n = 27) completed an online survey. They were asked open-ended questions about the value of the PQPN personally and to the industry, the most impactful part of the PQPN, and what changes to practice they are making based on their learning. The same open-ended questions were

asked as part of a December 2021 ($Time_2$) survey (n = 16). Open-ended survey responses were deductively coded using thematic analysis (Nowell et al., 2017) and the seven value creation dimensions (Wenger-Trayner et al., 2019).

Findings

Camp practitioners reported the value of participating in this CoP across all seven dimensions. Figure 1 presents the value dimensions and supporting comments from participants.

Figure 1

Value Dimensions and Supporting Comments from Participants

Value Dimension	*Example*	*RQ1: Personal Impact Quote*	*RQ2: Industry Wide Impact Quote*
Immediate	Enjoying the company of like-minded people	Connecting with people of like mind and commitment to the work.	Supportive network of professionals
Potential	Insights, connections, or resources	Exposure to a variety of ideas and diversity of perspectives	Idea sharing platform that can identify best practices for the larger camp community
Applied	Drawing on insights to change practice	Gaining knowledge and resources for further program development	Develops key practices while establishing common ground
Realized	Extent that changes impact what matters	Learning from others who have more experience than I do	To develop a systematic and standard process for assessing camp program quality
Transformative	Transforms people's identities or broader environment	A new role was created at my organization to focus on program quality and improvement. I recently started this role.	Helps camp professionals see clearly that they are professional educators
Strategic	Quality of conversations and relationships with relevant stakeholders	This network has changed the way our program team think about, plan for, and implement programs. It has reframed our thinking about what quality means.	This work impacts how you speak with stakeholders about the quality of programs they're supporting.
Enabling	Getting better at supporting learning	We have been successful in taking these learnings back to our organization and staff have gotten behind the new focus.	I think it would be amazing to scale and continue to build upon this community of practice by inviting new voices to the table

Specifically, at $Time_1$, 52% of participants described immediate value (through enjoyment and learning), 89% described potential value (the opportunity to network within the industry and hear different perspectives), and 70% described applied value (sharing

ideas, reflecting on current knowledge, integrating new learning, and developing tools that will impact on-the-ground practice). Twenty-six percent of participants described changes in the form of realized value (e.g., discussions with other colleagues at their camp, plans for the upcoming summer), while 33% of participants described transformative value (such as personal, organizational, and industry changes), and one participant described strategic value (4%).

At $Time_2$, 38%, 94%, and 44% of participants' responses also described the immediate value of a network of like-minded individuals (down from 52% at $Time_1$), the potential value being the opportunity to learn from others and share ideas or experiences (up from 89% at $Time_1$) and the applied value in the creation of best practices in program quality (down from 70% at $Time_1$). Further, many participants (63%) also described realized value (e.g., developing new processes at their own organization, up from 26% at $Time_1$), 38% described transformative value (e.g., changing organizational priorities and roles, up from 35% at $Time_1$), and 25% described strategic value (e.g., discussions that reframe thinking, up from 4% at $Time_1$). Finally, 19% described enabling value (e.g., supporting new members in cycles of learning) which was not described as a value of the CoP at $Time_1$. These changes indicate increased descriptions of dimensions of value creation that impact organizations and the industry overall.

Discussion and Implications

We describe CoP participants' reported benefits and value of being part of a two-year CoP for themselves and the industry. Earlier in the CoP, participants described value at the personal level, while near the end of the CoP, participants more frequently described the CoP as impacting their organizations and the industry. CoPs can allow camp practitioners to learn from others' successes and challenges and create changes in practice that impact youth experiences. These findings are similar to other CoPs (e.g., Shanahan & Sheehan, 2020), and indicate the value of a CoP at the industry level (e.g., ability to move the industry forward with a systematic focus on quality). This CoP approach may be replicated for other specific topics relevant to summer camp such as staff training and diversity, equity, and inclusion. Future studies should explore the value of CoPs for developing a sense of community and bonding through shared learning experiences with additional cohorts. A CoP may allow camp professionals who desire professional learning opportunities throughout their careers a chance to share their own successes, challenges, and questions while learning from peers.

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Understanding the Value Creation of a Camp Industry Community of Practice

Introduction

- Communities of practice (CoPs) are collaborative learning groups that provide short-term and long-term value to organizations and individuals
- Value is created through cycles within seven different dimensions (see Table)
- 34 camp and youth development professionals participated in a CoP (referred to as the Program Quality Peer Network [PQPN]) and met virtually monthly
- The research question guiding this study was:

  What is the value of a CoP for group and for the camp industry?

Methods

- Members completed two online surveys in Dec 2020 (n = 27) and Dec 2021 (n = 16) and reported the value of the PQPN personally and to the industry, the most impactful part of the PQPN, and what changes to practice they are making based on their learning
- We coded open-ended survey responses using thematic analysis and the seven value creation dimensions

Findings

- PQPN members reported value across all seven value creation dimensions personally and industry-wide

Value Dimension	Example	Participants in Dec 2020	Participants in Dec 2021
Immediate	Enjoying the company of like-minded people	52%	33%
Potential	Insights, connections, or resources	89%	94%
Applied	Drawing on insights to change practice	70%	44%
Realized	Extent that changes impact what matters	26%	63%
Transformative	Transforms people's identities or broader environment	33%	38%
Strategic	Quality of conversations and relationships with relevant stakeholders	4%	25%
Enabling	Getting better at supporting learning	0%	19%

Discussion and Implications

- In Dec 2020, participants more frequently described value occurring earlier in the creation cycle, while in Dec 2021, participants described value in later stages, indicating the PQPN was beginning to impact organizations and the industry
- CoPs may be valuable for other specific topics important to summer camp (e.g., staffing issues or diversity, equity, and inclusion)

Authors: Victoria Povilaitis[1], Allison Dymnicki[2], and Laurie Browne[1]
[1]American Camp Association [2]American Institutes for Research Contact: vpovilaitis@acacamps.org

AN INVESTIGATION OF DIVERSITY, EQUITY, INCLUSION, ACCESS, AND RACIAL JUSTICE NEEDS AT NATIONALLY AFFILIATED YOUTH-SERVING SUMMER CAMPS

Authors: Meagan Ricks, Bryn Spielvogel, Jim Sibthorp, & Tara Hetz, University of Utah,

Contact: Meagan Ricks, meagan.ricks(at)utah.edu

Nationally, summer youth programs are struggling to offer inclusive and culturally responsive programming to Black, Indigenous, People of Color youth, lesbian, gay, bisexual, transgender, queer (LGBTQ+) youth, youth who live in low-income communities, and youth who have disabilities (Browne et al., 2019). This lack of culturally responsive programming creates an opportunity gap for developmental summertime experiences (Sepúlveda & Hutton, 2019). Many camp providers may be unclear of their camps' needs in relation to improving diversity, equity, inclusion, access, and racial justice (DEIARJ). The purpose of this study is to gather information related to DEIARJ from camps across the country using an intersectional lens (Crenshaw, 1991). DEIARJ topics include inclusion and belonging for campers with physical or cognitive disabilities or challenges; from lower income households; with LGBTQ+ identities; and from diverse racial and ethnic backgrounds. The study also seeks to explore the structural inequality maintained by power relations that privilege or oppress some identities over others; a core component of intersectionality (Collins & Blige, 2020) The study assesses current camp policies and practices, as well as future plans and perceived needs related to DEIARJ.

Methods

A survey was administered via email to staff whose work directly involves resident camps or campers. Participants were 302 staff from four census regions across the country. Nearly half were fulltime staff, a majority of whom were involved in camp program planning, staff training, and camp management, among other things, while 36% were seasonal counselors and 15% were other seasonal staff. Most participants were white women. Respondents were asked to complete scale measures including, "To what extent does your camp have a process for responding quickly to racist or discriminatory incidents involving campers?" Participants were also asked to respond to open ended questions such as "What do you consider the most pressing needs related to DEIARJ at your camp?" Analyses consisted of drawing descriptive statistics (averages, frequencies) from the quantitative data and using open coding to draw out general themes from open-ended responses.

Results

The results are divided into 5 sections: Status of DEIARJ; Promising Practices & Barriers; Staff Preparedness and Training; Evaluation and Inquiries; and Next Steps for DEIARJ.

Status of DEIARJ

Survey results indicate that most camps have started discussing DEIARJ objectives, with staff reporting that their camps are reasonably inclusive. While most camps were engaged in efforts to understand and value differences, fewer served campers with diverse backgrounds, employed staff with DEIARJ expertise, and employed staff fluent in languages other than English, perhaps due to funding constraints.

Promising Practices and Barriers

Participants reported a variety of steps that their camps are currently taking to create an inclusive environment. Most efforts had to do with preparation and communication (e.g., DEIARJ training and discussions), creating an inclusive culture (e.g., making accommodations, using inclusive language), supporting specific populations (particularly LGBTQ+ youth, campers with disabilities, and campers with mental health challenges), and engaging in intentional hiring practices. However, there were also many barriers to creating an inclusive environment, including an absence of resources and funding, resistance from staff, the non-inclusive nature of the camp environment as it currently stands (due to physical property constraints, lack of inclusive or clear policies, biases among campers, etc.), lack of preparedness, and lack of diversity.

Staff Preparedness and Training

Staff generally reported being well-equipped to create an inclusive environment, though they were somewhat less confident about supporting youth with cognitive and physical disabilities than others. This may have to do with training, as these topics were less common than more general ones, such as creating a culturally inclusive environment. The least common training topics were understanding the needs of campers with physical disabilities and recognizing and addressing microaggressions. In considering what was useful about training, many participants discussed examining personal biases, practicing how to handle different situations, and learning about respecting differences. There was great diversity in responses, probably due to inconsistencies in how training is conducted and what content is included.

Evaluation and Inquiries

Evaluation of DEIARJ outcomes and processes was lacking for both campers and staff. Even basic diversity-related demographics were not collected by many camps.

Next Steps for DEIARJ

Common needs at camps identified by staff included education and training; recruitment of more diverse staff; policies and practices to support trans and non-binary campers, and inclusion efforts for diverse staff and campers (particularly BIPOC). The vast majority of participants reported wanting training materials and tools, as well as clear guidance and support from camp leaders, including policies on gender and LGBTQ+ inclusion.

Discussion

Survey participants consistently reported that camps supported campers and staff to understand and value differences yet many also reported struggling to create camps that were fully inclusive and welcoming to racial and ethnic minorities. Perhaps further unpacking what understanding and valuing difference at camp looks like to camp staff and campers as well as how to better understand what different groups need to experience to feel welcomed is necessary for understanding the disconnect between the two ideas. Ideally, a camp that advocates understanding and valuing differences would be a space that is experienced as welcoming by all campers, including racial and ethnic minorities. Further, participants consistently reported struggling to focus on efforts that would help campers with physical disabilities. The clear Americans with Disabilities Act standards and visible challenges campers with physical disabilities face may allow camp staff to more easily assess their efforts with this population. Other populations such as BIPOC youth or members of the LGBTQ+ community experience challenges to inclusion that are less standardized. Despite the majority of the participants requesting some form of DEIARJ training, training alone may not be sufficient for building an inclusive camp environment. Training may act as

a starting point for many to help educate and inform camp staff on DEIARJ topics, but camps may need further assessment to evaluate the next steps appropriate for their camp. Camps may benefit from specific assessment tools and best practices for fostering the inclusion of populations who experience marginalization. An integral part of those best practices would include listening to and learning from historically marginalized populations to learn how to create a welcoming and inclusive camp. Future actions may require addressing structural inequality at camps in order to create an equitable program that truly welcomes all youth.

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THE UNIVERSITY OF UTAH

An Investigation of Diversity, Equity, Inclusion, Access, and Racial Justice Needs at Nationally Affiliated Youth-Serving Summer Camps

Meagan Ricks, Bryn Spielvogel, Jim Sibthorp, and Tara Hetz

Introduction

The purpose of this study is to gather information related to DEIARJ from the perspective of camp staff on topics of inclusion and belonging for campers with physical or cognitive disabilities or challenges; from lower income households; with LGBTQ+ identities; and from diverse racial and ethnic backgrounds.

Methods

A survey was administered via email to staff whose work directly involves resident camps or campers. Participants were 302 staff from four census regions across the country. Analyses consisted of drawing descriptive statistics (averages, frequencies) from the quantitative data and using open coding to draw out general themes from open-ended responses.

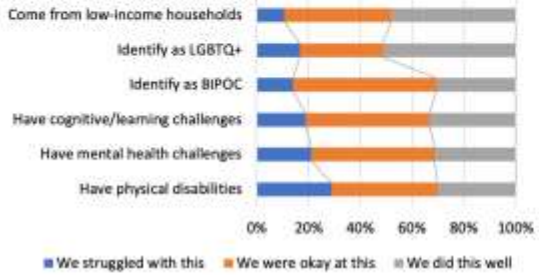
Results

The results are divided into 5 sections: Status of DEIARJ; Promising Practices & Barriers; Staff Preparedness and Training; Evaluation and Inquiries; and Next Steps for DEIARJ.

Status of DEIRJ

Survey results indicate that most camps have started discussing DEIARJ objectives, with staff reporting that their camps are reasonably inclusive. Figure 1 displays perceptions based on specific camper populations.

Figure 1. Status of inclusivity for Specific Camper Populations



Promising Practices and Barriers

Most efforts had to do with preparation and communication (e.g., DEIARJ training and discussions), creating an inclusive culture (e.g., making accommodations, using inclusive language), supporting specific populations (particularly LGBTQ+ youth, campers with disabilities, and campers with mental health challenges). Table 1 displays the greatest barriers to creating an inclusive environment.

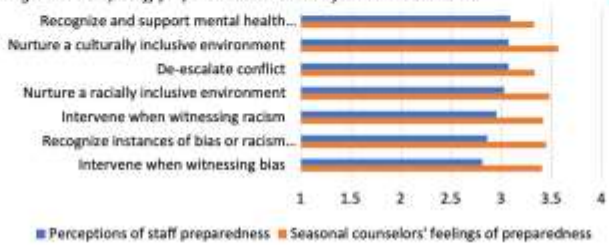
Table 1. Greatest barriers to creating an inclusive environment

Major Themes	Frequency N = 207	Managers n = 146	Counselors n = 61
Difficulty prioritizing DEIARJ			
The lack of funding and resources	26	17%	2%
Council and/or staff resistance	23	12%	10%
Resistance from the community	19	10%	7%
DEIARJ requires additional work and time	11	7%	2%
Non-inclusive camp environment			
Non-inclusive camp environment (general)	23	6%	23%
Physical property constraints	19	11%	5%
Lack of inclusive and/or clear policies	17	7%	14%
Difficulty supporting needs around mental health & neurodivergence	12	3%	13%
Biases among campers	8	1%	10%
Questions of what is "camp appropriate"	5	2%	3%
Non-inclusive language	5	1%	5%
Lack of incorporation of youth and/or staff views	2	0%	3%

Staff Preparedness and Training

Staff generally reported being well-equipped to create an inclusive environment, though their perception of other staffs' preparedness was less confident. Figure 2 displays staff perception of preparedness in terms of DEIRJ skills. Response options ranged from "not at all" (1) to "very prepared" (4).

Figure 2. Camp staff preparedness in terms of DEIRJ skills: Means



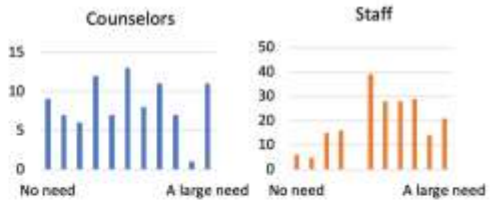
Evaluation and Inquiries

Evaluation of DEIARJ outcomes and processes was lacking for both campers and staff. Even basic diversity-related demographics were not collected by many camps.

Next Steps for DEIRJ

Common needs at camps identified by staff included education and training; recruitment of more diverse staff; and policies and practices to support trans and non-binary campers. The majority of participants reported wanting training materials and tools, as well as clear guidance and support from camp leaders, including policies on gender and LGBTQ+ inclusion. Figure 3 displays the staff's reported need to increase on DEIRJ at camp.

Figure 3. Need to increase focus on DEIRJ at camps



Discussion

Survey participants consistently reported that camps supported campers and staff to understand and value differences yet many also reported struggling to create camps that were fully inclusive and welcoming to racial and ethnic minorities. Perhaps further unpacking what understanding and valuing difference at camp looks like to camp staff and campers as well as how to better understand what different groups need to experience to feel welcomed is necessary for understanding the disconnect between the two ideas. Future actions may require addressing structural inequality at camps in order to create an equitable program that truly welcomes all youth.

HOW IS FATIGUE EXPERIENCED AND MANAGED AT CAMP?

Authors: Beth E. Schultz, Manchester University; Ali Dubin & Barry A. Garst, Clemson University

Contact: Beth E. Schultz, bemilyschultz(at)gmail.com

Fatigue is not a stranger to the camp world. Long days and short nights, responsibility for the safety of others, and unfamiliar surroundings can impact the staff's ability to sleep and recover from stressful days. Fatigue is associated with changes in mood, cognitive problems, reduced motivation and job performance, physiological changes, and safety risks (*NCS Fatigue Reports*, 2021). Fatigue can play a major role in adverse events at camp. Research on camp injuries indicates that 25% of staff injuries occur between the fifth and seventh day of a camp session (Garst et al., 2011), which suggests the possible role of fatigue in adverse health events.

Camp employees are responsible for key work functions, and fatigue can impact their performance (Paterson et al., 2015). Specifically, fatigue can limit employees' ability to function at their best, it can negatively influence morale, and it may contribute to workplace injuries. Fundamental questions in this research include: Is working in a fatigued state an inherent element of camp employment? Within the camp community, is fatigue both accepted and expected? Questions such as these are particularly relevant within the altered environmental context of the COVID-19 pandemic, which has presented camps with additional challenges and led to an increase in workplace stress and fatigue (Wong & O'Connor, 2021).

The Social-Ecological Model (Golden & Earp, 2012) guided this examination of the impact of fatigue on staff in the camp setting. This framework is based on the premise that an individual interacts within an environment, and at the same time that environment impacts the individual. Within the context of camp, a person functions within the subsystem of their peers (e.g., frontline, ancillary, healthcare, leadership staff). The staff group functions within the camp environment, and the camp itself is part of the larger group of camps. The culture of the subgroups, the individual camp, and collection of camps establishes what is acceptable within that culture and also influences how individuals' function, what acceptable and expected behaviors are, and what behaviors are rewarded.

The primary purpose of this study was to understand how fatigue is experienced by camp professionals. The secondary purpose was to identify effective practices for recognizing and reducing the experience of fatigue. Research questions examined in this study include "What factors influence levels of fatigue?" and "What strategies used in the camp workplace enable camp healthcare providers and supervisory staff to recover from fatigue?".

Methods

This study was Phase 2 of a multiphasic investigation of workplace fatigue in camp. Clemson University's Institutional Review Board approved this study, and all participants provided informed consent. Data were collected in the fall of 2019 from 298 camp leaders and healthcare providers in collaboration with the Association of Camp Nursing (ACN). The sample was 68.5% female, average age was 35, average years of camp was 23, average years of work experience was 33, and 88% had a bachelor's degree or higher. Camp directors made up 60% of respondents and nurses were 23% of respondents. A mixed-data design was used through distribution of a Qualtrics survey that included quantitative items

and open-ended questions. Quantitative items measured when respondents experienced fatigue, how they managed fatigue, whether they were able to recover from fatigue during the camp session, and whether they received fatigue-related instruction during staff training. Binary logistic regression evaluated the correlation between years of camp experience, respondent age, position held at camp and whether the respondent was able to recover from fatigue during camp sessions. Responses to the open-ended narratives were analyzed using thematic analyses. (i.e., "What workplace-related duties or situations most contributed to your fatigue at camp?")

Results

Although 89% of the respondents' reported experiencing fatigue working at camp, only 16% reported ever receiving training specific to camp-related workplace fatigue. In addition, of respondents who reported experiencing fatigue during the summer, only 39.6% reported recovering from fatigue during the camp session. The majority of participants (63%) reported experiencing fatigue during the later camp sessions (i.e., last third of the summer). The most common time of day the majority experienced fatigue was between 2pm-6pm. When questioned about "nights off," 41% reported not getting a night off, 53.2% reported getting no days off during the week, and 89.9% reported getting an hour or less downtime each day. The most frequently reported number of days off between camp sessions were 0 (28.6%) or 1 (40.5%).

The most common reported strategy for reducing fatigue was sleeping. Other salient practices were taking a break, taking personal time to practice self-care, spending time outdoors and spending time away from camp. The most frequently reported workplace-related duties or situations that contributed to fatigue included the overall workload, long hours, not getting breaks, and interrupted sleep or lack of sleep.

A binomial logistic regression was performed to ascertain the relationship between fatigue recovery during the camp session (and eight individual factors (as predictors; see Table 1). Of the eight predictors, only two were statistically significant: having another qualified person at camp and receiving fatigue training. When a qualified person provided relief, there was a 2.19% increase in the odds of recovery from fatigue. When a person received fatigue training, there was an 2.21% increase in the odds of recovery from fatigue.

Table 1

Binomial Logistic Regression Results for Fatigue Recovery During Camp and Individual Factors

	B	S.E.	Wald	*df*	*p*	Odds Ratio	95% C.I. For odds ratio Lower	Upper
Age	-.03	.02	1.82	1	.177	.99	.92	1.02
Male	.15	.30	.25	1	.619	1.16	.64	2.11
Yrs of Work Exp	.01	.03	.23	1	.633	1.01	.96	1.07
Yrs of Camp Wrk Exp	-.01	.02	.56	1	.455	.99	.96	1.02
Camp Director	-.17	.33	.24	1	.626	.85	.45	1.63

Healthcare Provider	.59	.41	2.06	1	.151	1.81	.81	4.06
Other Qualified Person	.78	.33	5.57	1		2.19	1.14	4.18
Fatigue Training	.79	.36	4.86	1	.018	2.21	1.09	4.45
Constant	-.032	.59	.18	1	.027 .669	.78		

Discussion and Implications

The study findings suggest that training related to camp workplace fatigue is needed. Not having adequate education and training regarding fatigue is not only a challenge within the camp community, but in other industries as well. Very rarely do people report receiving education or training related to the signs of or management of workplace fatigue (*NCS Fatigue Reports*, 2021). Common ways for managing fatigue within the camp setting exist, and this information could be disseminated to help staff recognize and manage fatigue. The study also suggests that it is important for camps to have a plan for relieving staff who are fatigued. Camps should ensure that there is a qualified individual who can give a staff member a break, allowing them to return to work less fatigued.

Recommendations based on this research include: 1) developing clear and actionable recommendations for camp practice, 2) providing training specific to fatigue management in the camp setting, 3) encouraging staff to speak up when they are experiencing fatigue, 4) developing and implementing a plan to help staff manage fatigue, and 5) encouraging employee self-care and having camp leadership staff model ways to manage fatigue.

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How is Fatigue Experienced and Managed at Camp?

Camp setting: 89% of staff experience fatigue, only 16% receive training addressing fatigue

Findings

Fatigue Factors:

- Fatigue is most often experienced late in the day & late in the camp session(s)
- Staff don't recover from fatigue until after camp
- Fatigue results from an increased workload, long hours, no breaks, and lack of sleep

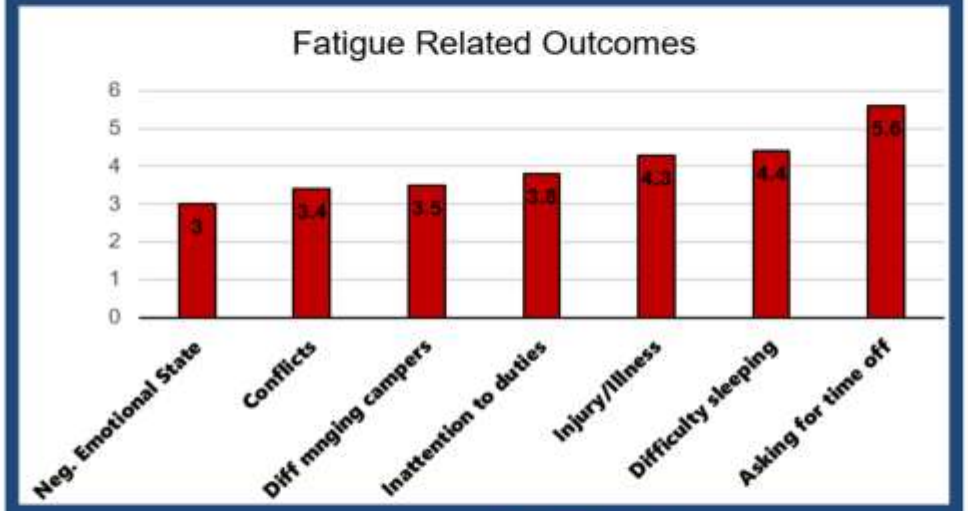
Fatigue Recovery:

People recover when they have…

…someone qualified to cover for them (p=.018)
…received training related to fatigue (p=.027)

People recover by…

-Sleeping
-Taking time off
-Practicing self-care
-Taking breaks/resting



Social-Ecological Model for Camp Staff Fatigue

Background

Workplace fatigue leads to:

- increased injuries
- impaired judgement
- changes in mood
- reduced motivation
- decreased cognition
- safety risks
- lack of employee retention

Method

-298 camp leaders & healthcare providers
-Mixed-method design

Data Collection & Analyses

-Qualtrics survey
-Descriptive analytics
-Binary logistic regression

Presenting Authors: Beth Schultz PhD, DNP, RN; Ali Dubin PhD(c); and Barry Garst PhD; **Author**: Tracey Gaslin PhD, CPNP, FNP-BC, CRNI, RN-BC

Department of PARKS, RECREATION AND TOURISM MANAGEMENT

COMPARING THE DEVELOPMENTAL QUALITIES OF CAMP TO OTHER SUMMERTIME SETTINGS

Authors: Robert P. Warner & Jim Sibthorp, University of Utah.

Contact: Robert P. Warner, warner.robert(at)utah.edu

Youth need opportunities to feel belonging, develop meaningful relationships, and engage in interest-driven learning that develops life skills (Nagaoka et al., 2015). Settings that offer these opportunities are critical to supporting youth development. Summertime remains an important time of year when youth have experiences in such settings (NASEM, 2019).

Camp is a common summertime setting that may afford developmental benefits such as opportunities to make decisions, develop relationships, and experience challenges that foster growth (Henderson et al., 2007; Sibthorp et al., 2020). Researchers have compared learning at camp to other settings, finding that former campers reported camp as more important than other settings to their development of some skills (e.g., Richmond et al., 2019); however, little is known about how youth's perceptions of the developmental qualities of camp compare to their other summertime settings.

Using developmental experiences and relationships as guiding concepts (Nagaoka et al., 2015), we aimed to understand how the developmental qualities of camp compared to the developmental qualities of other summertime settings. Developmental experiences provide youth with opportunities to engage in interest-driven experiences that foster active learning and reflection (Nagaoka et al., 2015). Developmental relationships can be characterized by feelings of belonging among peers and opportunities for supportive relationship with adults (Li & Julian, 2012). Our primary research question was: What similarities and differences exist in youth's perceptions of engagement, belonging, experiential learning, and adult-youth relationships between camp and youth's other most impactful summertime setting?

Method

To consider this question, we employed an explanatory sequential approach using data collected through the American Camp Association (ACA) National Impact Study. In fall 2019, we emailed youth's caregivers links to an online survey. A total of 279 youth provided usable responses. About 52% of participants identified as female, 48.4% identified as male, and no youth identified as gender non-conforming. About 5% identified as African American or Black, 4.3% identified as Asian, 5.4% identified as Hispanic or Latinx, 11.1% identified as multiracial, and 74.6% identified as White. Most youth were in fifth (n = 115) or sixth grade (n = 146). Youth were from varying family income backgrounds (11.8% low-income, 43.4% middle-income, 44.4% upper-income). About 41.6% of youth attended both overnight and day camps, 36.6% attended only overnight camps, and 21.9% attended only day camps in 2019. Eighty-seven youth also participated in semi-structured interviews (20–30 minutes).

Youth answered survey questions about engagement, belonging, adult-youth relationships (Panorama Education, 2016), and experiential learning (Girl Scout Research Institute, 2017) at camp and their other most impactful summertime setting, indicating their responses on five-point Likert-type scales (☐ ☐ .730-.864). The other impactful summertime setting was based on their caregiver's response to: *Which activity (other than camp) had the biggest impact on your child between June 1st and August 30th?* Caregivers identified vacation (60%), home (17.9%), sports or arts (13.3%), and summer school (9.3%)

as impactful settings. We also asked youth two open-ended survey questions about youth's favorite 2019 summer experience and where it occurred. During interviews, we asked youth: *What was a highlight from your past summer? Why?*

We used a doubly multivariate analysis of variance to test for differences between youth's mean scores of engagement, belonging, experiential learning, and adult-youth relationships for camp and their other impactful summertime setting (e.g., camp-vacation). We used paired-samples t-tests to probe for univariate differences. We used an a priori coding scheme to analyze the open-ended survey and interview data based on the extent that responses emphasized what youth were doing (*experience*) or who they were with (*relationships*). Two raters independently coded all cases and settled disagreements through consensus.

Results

Our results suggest that camp can be an engaging experience that offers youth opportunities to feel belonging, develop meaningful relationships with adults, and learn experientially. On average, youth found their experiences at camp more engaging than their experiences at summer school ($p < .001$, $d = .884$) or home ($p < .001$, $d = .587$). On average, youth reported greater opportunities for experiential learning at camp than vacation ($p = .001$, $d = .292$) and home ($p < .001$, $d = .836$). However, youth also reported that other impactful summertime settings can offer similar or greater feelings of belonging, opportunities for positive adult-youth relationships, engagement, or experiential learning compared to camp. For example, youth reported similar belonging at home and camp, and that vacation was equally engaging as camp. Youth reported greater belonging ($p < .001$, $d = .416$) and positive adult-youth relationships ($p = .031$, $d = .262$) on vacation than at camp. Sports and arts offered participants greater opportunities for reflection than camp ($p = .005$, $d = .505$).

The qualitative findings largely supported the quantitative results. For example, of the 266 participants that provided usable responses, over half ($n = 154$) identified camp as the setting of their favorite summertime experience, and about a third identified family vacation ($n = 87$). In general, when participants described why these settings were memorable, their responses were more about aspects of the experiences ($n = 185$; e.g., "these activities are not everyday things for me all year round") than relationships ($n = 81$; e.g., "because I got to meet new people that felt like family"). Similar findings were evident in the interviews. For example, one participant offered a passionate reading of a poem they had written about summer camp. When describing their family vacation, another participant said, "I really loved going to Madrid because it was fun exploring everywhere…We went to a food market and got to try new food…and a flamenco dance…it was fun to learn about their culture." Some participants' stories highlighted feeling belonging among peers at camp, while other participants described the importance of seeing family and friends they do not see often when on their family vacations.

Discussion

Our findings identify the strengths of camp as a developmental setting compared to other summertime settings. These findings suggest the potential value of summer camp as a developmental setting when compared to other common summertime settings. Our findings also suggest that for some youth, camp may not be the only summertime opportunity for developmental experiences or developmental relationships. This is evident when considering the frequency that settings such as family vacation were mentioned as favorite summertime experiences, and the strengths of family vacation compared to other

common summertime settings, including camp. For this sample, camp is therefore one of many enriching options for where they spend time in the summer (Richmond et al., 2019). Questions remain about how our results might differ for youth with less access to summer enrichment activities. Addressing this gap in understanding may provide additional support for the developmental importance of summer camp, as well as the role of summertime experiences among youth with less access to summer camp.

Camp professionals may use our findings as evidence of camp's potential as a developmental setting and the strengths of camp relative to other common summertime settings. Camp professionals also may use our findings as means for understanding how camp programming fits within the broader landscape of summertime activities and how camp may complement other summertime settings. These findings may help professionals demonstrate camp's value to stakeholders, such as parents and potential financial supporters. Our findings are a launching-point for future research regarding the developmental value of summertime settings. More research is needed to understand why camp can be impactful for some youth yet less important to others.

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Comparing the Developmental Qualities of Camp to Other Summertime Settings

Robert P. Warner & Jim Sibthorp

Background

- Youth need to feel belonging, develop meaningful relationships, and engage in interest-driven learning that develops life skills (Nagaoka et al., 2015).
- Little is known about how youth's perceptions of the developmental qualities of camp compare to their other summertime settings.
- Developmental experiences and developmental relationships were guiding concepts in this study (Nagaoka et al., 2015).

We wanted to know…

- What similarities and differences exist in youth's perceptions of *engagement, belonging, experiential learning, and adult-youth relationships* between camp and youth's other most impactful summertime setting?

What we did

- Explanatory sequential design using Fall 2019 ACA National Impact Study data
- Survey questions were about engagement, belonging, adult-youth relationships, and experiential learning at camp and their other most impactful summertime setting
- Open-ended survey questions about youth's favorite 2019 summer experience and where they occurred
- During interviews, we asked youth: What was a highlight from your past summer? Why?
- Doubly multivariate analysis of variance and paired-samples t-tests to test for differences between youth's mean scores for camp and their other impactful summertime setting (e.g., camp-vacation).
- Two raters independently coded all qualitative data using an a priori coding scheme (i.e., *experience* or *relationships*).

Who participated?

- 279 youth completed survey; 87 interviewed
- About 52% female, 48.4% male, and no youth identified as gender non-conforming
- About 5% African American/Black, 4.3% Asian, 5.4% Hispanic/Latinx, 11.1% multiracial, 74.6% White
- Most youth in 5th (n = 115) or 6th grade (n = 146).
- Youth were from 11.8% low-income, 43.4% middle-income, 44.4% upper-income backgrounds
- About 41.6% of youth attended both overnight and day camps, 36.6% attended only overnight camps, and 21.9% attended only day camps in 2019
- Other impactful summertime settings: Vacation (60%), home (17.9%), sports/arts (13.3%), summer school (9.3%).

We learned that…

- Camp was more engaging than summer school (d = .884) and home (d = .587).
- Camp offered more experiential learning than vacation (d = .292) and home (d = .836).
- Similar belonging at home and camp, and vacation was equally engaging as camp.
- Vacation offered greater belonging (d = .416) and positive adult-youth relationships (d = .262) than camp.
- Sports and arts offered greater opportunities for reflection than camp (d = .505).
- Over 1/2 of youth said camp was the setting of their favorite summertime experience, and about 1/3 said vacation.
- Settings were memorable because of aspects of experiences (e.g., "these activities are not everyday things for me") and relationships (e.g., "I got to meet new people that felt like family").

What do our findings mean?

- Highlight the potential value of camp as a developmental setting when compared to other common summertime settings.
- Camp may not be the only summertime opportunity for developmental experiences or developmental relationships.
- Questions remain about how our results might differ for youth with less access to summer enrichment activities.
- Addressing this gap may provide additional support for the developmental importance of camp and the role of summertime experiences among youth with less access to summer enrichment activities.

Camp professionals may use our findings…

- as evidence of camp's strengths relative to other common summertime settings.
- to understand how camp programming fits with and can complement other summertime settings.
- to demonstrate camp's value to stakeholders, such as parents and potential financial supporters.

2022 American Camp Association Research Symposium – Portland, Oregon

MANAGING SUMMER CAMPS: A STUDY OF CULTURE AND PRACTICES AT ENVIRONMENTALLY CONSCIOUS CAMPS

Authors: Landis Wenger & Daniella Hirschfeld, Utah State University.

Contact: Landis Wenger, at landiswenger(at)gmail.com

The term sustainability is gaining social relevance and individuals are increasingly concerned by their relationship with the natural environment (Caradonna, 2017; Scoones, 2007), a trend currently visible within the camping industry. Summer camps are places where the closely tied relationship between the human population and the natural world is uniquely evident. The American Camp Association recognizes this important relationship and provides resources for developing environmental stewardship plans (*Planting the Seeds to Grow an Environmental Stewardship Plan*, 2007). A study by Green Camps demonstrated most parents of campers want camps to minimize their environmental impacts and teach their kids to value nature (*Environmental Sustainability and the Camp Experience*, 2020). The potential impact of summer camps is significant because it can be a model for privately owned land, which constitutes 61% of the United States. Therefore, this study seeks to understand how summer camps manage their land to support more sustainable management, answering what is the connection between camp cultures and sustainable land management. The findings will present ways this connection can be achieved and specific land management practices that have been effective.

We used a case study approach to deeply understand management phenomenon within the context of camps committed to sustainability while generating knowledge for supporting implementation at other camps (Yin, 2017). In the summer of 2020, we conducted semi-structured interviews to identify the administrative culture guiding camp organization and land management practices guiding maintenance teams towards sustainability. Semi-structured interviews allow for breadth of context to be shared and discussed making it suitable to capturing the uniqueness that is inherent within each summer camp's culture and management structure (Mills et al., 2009). We interviewed 12 people at 10 different camps with intentionally distinct cultures. Most interviewees were the camps administrators except for where the administrator was either too busy to participate or not as knowledgeable about the land management aspect of their camp. In these scenarios we interviewed whomever the administrator suggested in their place. Interviews lasted from 40 minutes to 2 hours and 30 minutes, and data were collected in 5 categories starting at the broad cultural level and narrowing to the details of the camp's land management plan. There was a wrap-up portion of the interview where the participants were asked to explain the connections they saw between their cultural values and the details of their land management. We used a thematic analysis approach to identify patterns across the interviews. Through this we created broad categories that were represented by multiple camps in the study. For example, several camps discussed how they had outside support when developing their land management plan and we grouped each of these unique stories into the category of *seek outside expert support* as one of the administrative practices this study found to be effective.

We grounded the patterns found in the interviews in the literature to avoid influencing the results with estimation and preconceptions common with qualitative data (Glaser, 1998). One grounding framework we used is Kurt Lewin's organizational change theory on how change is successfully implemented (Hussain et al., 2018; Lewin, 1947). We

also grounded patterns in camps' selection of management practices. Rather than evaluate the efficiency of these practices ourselves, we used literature to defend their effectiveness (*Best Management Practices for Pennsylvania Forests*, 2017). Using grounded theory to develop categories of shared values, administrative practices, and land management practices from concepts uncovered through interviews can support other camps in applying similar practices (Corbin & Strauss, 1990). This allowed the findings to focus on how known best practices are being implemented by summer camps currently and where these are proving successful instead of doing the extra work of validating these practices as effective when other researchers have demonstrated this. The examples of seeking outside expert support has been shown to be effective in other studies so we relied on that previous research to corroborate our findings (Yu et al., 2020). This streamlined the data collection process and focused the results to replicable principles and practices other camps can implement.

The results corroborate the argument that culture has significant influence over organizational change (Aycock & Corley, 2021; Daft, 2007). Participants were able to name examples where their cultural values directly influenced practices to achieve greater sustainability. We identified administrative practices that support changes when organizations become more sustainable; this list came from common themes reported by multiple participants and supported by previous research. We found that camps who made intentional commitments to environmental sustainability and have followed best practice strategies for implementing organizational change had positive impacts on overall sustainability of their camp, awareness of their staff and campers, and management of their land. The intended application of this study is to generate transferable knowledge about successful administrative practices to support a transition to sustainable land management practices. Applications of this study can guide camps through administrative, cultural, and land management changes.

First, there are practices at the administrative level discussed in the interviews that could be replicated by other camps. An example is seeking the support of outside experts, which was found to improve the quality of land management practices used by camps. Not all practices identified are required for camps to become sustainable but are beneficial areas to be considered. Some practices may be more attainable than others for certain camps, so selecting a few to pursue is a good first-step in shifting cultures towards centering sustainability within decision-making processes. Second, administrative practices helped facilitate change through camp cultures. The camps discussed leaning on their mission statement ensuring all decisions were aligned with the fundamental shared values. Identifying sustainability within their mission statement began an intentional shift in culture at the camp, allowing for improved environmental decisions. These findings support previous research on organizational change and can be replicated by other camps (Daft, 2007). Finally, camps that successfully implemented several administrative practices were able to evaluate their land management policies and implement known best practices. Land management practices with demonstrated effectiveness at these camps can be transferred to others. Transferring these practices is more straightforward than administrative practices because they are directly replicable and some camps in the study have already successfully shared their practices. However, there should be considerations based on context of land use and historic conditions of ecosystems. Also, the list of practices used is not conclusive and should not be the full scope of the practices that could be considered, but we have found effective strategies for others to implement these practices.

From these findings there are clear implications for other camps to initiate changes and get on a path towards sustainable land management. The first step for each of the camps was to increase their institutional awareness around sustainability and we found specific steps administrations can use to accomplish this. Instilling institutional knowledge reportedly lead to greater progress at achieving sustainability, and this is backed up in the literature around organizational change (Lewin, 1947). Each of the camps in this study is at different places along their journey towards sustainability but there are practical pieces of the land management plans that could be replicated by other camps. Thus, effective organizational change with real environmental impacts is possible. This examination of management's decision-making processes lays the foundation for future exploration of how other summer camps, and other private landholders can be encouraged and supported to actively participate in the efforts of sustainability.

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Managing Summer Camps: A Study of Culture and Practices at Environmentally Conscious Camps

Purpose Statement

- We learned how summer camps manage their land in sustainable ways
- We discovered the connection between camp cultures and sustainable management
- We present ways this connection can be achieved through effective practices

Methods

Background

- At camps the relationship between humans and nature is uniquely displayed
- The ACA recognizes this relationship and supports it by providing resources
- This study is significant because its implications extend beyond camps

Grounding the Findings

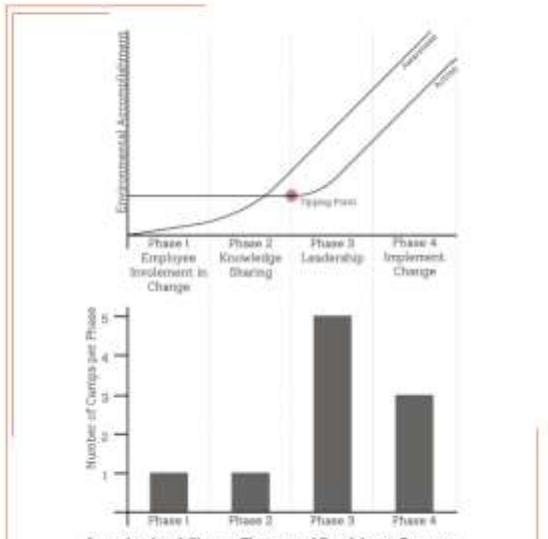
- Case study method was used to describe the context of summer camps
- Kurt Lewin's organizational change theory was used to understand how change is implemented
- Best known practices were used to evaluate practices implemented by camps

Interviews

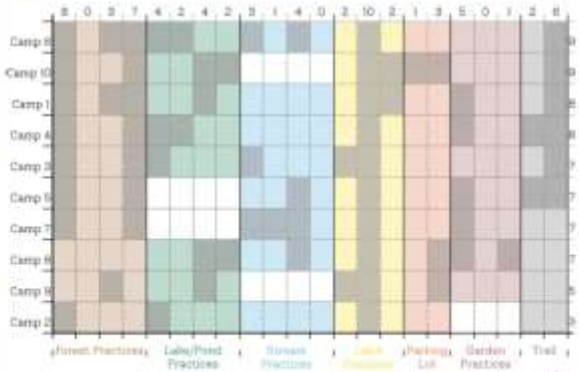
- Semi-structured interviews were conducted to expand upon questions
- 12 staff members at 10 different camps totaling over 140 years of experience
- Staff gave detailed responses in interviews lasting 40 – 150 minutes

Data

- Focused on the interdependence between camp cultures and management practices
- Answered three questions:
  1. Are camps that claim a value of earth-care making management decisions that lead to environmental sustainability?
  2. Are there camps excelling in specific areas of sustainability?
  3. Are there principles from these successful camps that can be replicated by others?



Organizational Change Theory and Participant Progress

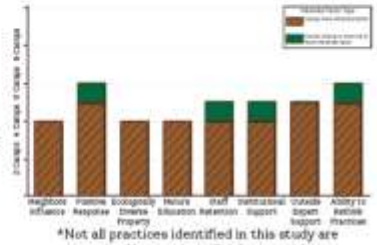


List of Land Management Practices and Implementation

Findings

Finding 1 – Administrations can promote sustainability

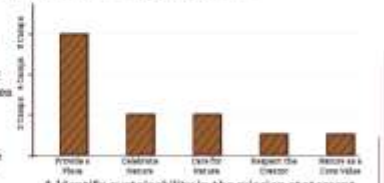
- Impactful administrative practices could be replicated by other camps
- These lead to more cultural knowledge around sustainability



*Not all practices identified in this study are required but are beneficial to consider

Finding 2 – Camps can lean on the existing culture

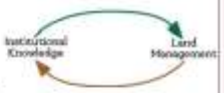
- Mission statements can ensure all decisions are aligned with the shared values of a camp
- They prioritize and focus needed change



* Identify sustainability in the mission statement

Finding 3 – Sustainable land management will result

- Successfully implementing several administrative practices leads to evaluation of land management practices
- Transferring or adopting successful practices is then possible



*Need considerations based on context of land use and historic conditions of ecosystems

Implications

- Effective organizational change with real environmental impacts is possible
- Camps must first increase their institutional awareness around sustainability
- Sustainability is a journey and there will be different paths for every camp
- Future exploration expanding on how other camps can participate in the efforts of sustainability is still relevant and necessary

Landis Wenger ~ Masters Student of Environmental Planning at USU landiswenger@gmail.com

FRIENDSHIP, COMPETENCE & CGMs: PILOTING A MEDICAL SPECIALITY TWEEN DAY CAMP

Authors: Rowan Williams, Eddie Hill, Taylor Harvey, Leryn Reynolds & Ashely Mireles, Old Dominion University.

Contact: Eddie Hill, ehill(at)odu.edu

Approximately 1.6 million Americans have type 1 diabetes (T1D), and 200,000 of them are under the age of 20 (CDC National Diabetes Statistics Report, 2020). Basic needs such as connection and adequate physical activity are unmet during the isolating environment of COVID-19, particularly for young populations (Pavlovic et al., 2021). Changes experienced by adolescents can impact overall development, putting youth at physical and psychological risk (Hager et al., 2017). In addition to described developmental changes, adolescent youth living with T1D are at risk for elevated Glycated hemoglobin (HbA1c), a risk factor for future health problems (Hager et al., 2017). Unfortunately, only 17% of youth with T1D achieve target blood glucose levels (Foster et al., 2021). Self-management processes for youth with T1D such as coping strategies and peer-based support are essential for quality of life (Schumann-Green et al., 2012). Self-determination theory (SDT) has been used in several studies to engineer intentional recreation experiences that promote healthy lifestyles (e.g., Hill et al., 2015). The SDT provides a rationale to assist youth in internalizing healthy behavior through structured camp experiences that target competence, autonomy, and relatedness. Using a theoretical framework for medical specialty camps aids in the transfer of skills related to not only diabetes management, but also in improving their quality of life (Hill et al., 2019). Diabetes camps for youth have been shown to be effective in improving knowledge of T1D as a disease, psychosocial benefits, and fasting glucose and HbA1c. However, the impact of diabetes camp post prandial blood glucose levels, which is a better predictor of cardiovascular disease than HbA1c or fasting glucose (Temelkova-Kurktschiev et al., 2000), in youth with T1D is not well understood. This study partnered with the Lions Club International Foundation (LCIF) to 1) pilot test a new diabetes camp on campus model, 2) use new evaluation metrics for replication across the country, 3) and determine the effectiveness of diabetes camp on glycemic variability.

Methods

In August 2021, 10 campers participated in two days of programming from 9am-4pm on a Mid-Atlantic college campus. Data were collected from 10 adolescent youth ages 10-15 years who participated in the two-day medical specialty camp. Grounded in self-determination theory, programming for camp included a combination of physical, educational, and art-based activities such as biking, rock climbing, walking, swimming, tie-dye, and crafts. Competence was used to help teach new activities and skills for diabetes management. Autonomy was a focus by providing choice in meals and activities. Finally, relatedness was created through campers and counselors being able to talk about daily struggles with diabetes and connecting about support systems. The camp design was a collaboration between a local university and the Lions Club International Foundation (LCIF). The measures were developed by an expert review panel within the LCIF and explored the impact of camp on diabetes management. Eleven Likert-type questions were administered at the beginning and the end of the day camp. Questions targeted campers' understanding of diabetes management and included such questions as "I understand how to control my diabetes." Six open-ended questions encouraged participants to share their goals, struggles,

and what they expected to learn at camp were asked at pre-test. Examples of probing pre-test questions shared with campers included: “My biggest success/challenge in managing diabetes this year was.” At post-test, four open-ended questions were asked, such as “What is one thing you learned at camp?” and “What was your favorite part of camp?” Data analysis included both statistical and thematic content analysis of open and closed-ended question responses. Quantitative data were analyzed using descriptive statistics and Wilcoxon Signed-Ranks test in SPSS. Qualitative data were thematically analyzed using descriptive and contextual noting and cross-referenced with an additional researcher working on this project. To assess the effectiveness of camp in glycemic range, parents of campers completed the survey assessing glycemic variability the day before the camp and two completed the survey assessing glycemic variability the day of the camp. However, issues arose with the continuous glucose monitoring (CGM) data collection which precluded statistical analysis of the data.

Results

Ten youth completed both the pre- and post-test versions of the questionnaire in summer Tween/Teen Diabetes Day Camp. Within this sample, all participants had T1D. Three male campers (30%) and seven females took part in camp. The average age of participants was 11.5 years, with the minimum and maximum ages being 11 and 15, respectively. A Wilcoxon Signed-Ranks Test was conducted to compare diabetes management knowledge before and after participation in camp. The results indicated no statistical significance between participants’ diabetes knowledge (z = .000, p = 1.00) from pretest to posttest and resulted in a small effect size (r = 0.28).

Campers participated in camp for a variety of reasons, mostly to engage in a fun educational opportunity among others living with T1D. While many campers cited a combination of physical activities including rock climbing, swimming, and biking as favorite activities, lunch was noted as an enjoyable activity as well. During their time at camp, participants learned more about diabetes management and specific medications and techniques. Through their participation and engagement with one another, campers learned more about their fellow campers and their experience living with and managing diabetes. All 10 campers indicated they would return if given the opportunity. The CGM data collection was problematic. while 10 children attended the camp, only two parents filled out both pre and post data surveys. This was likely due to time constraints related to filling out the survey. Data from the continuous glucose monitoring systems are easily exportable into a pdf format which can then be manually entered for data analysis by the researchers.

Discussion and Implications

The purpose of this study was to pilot test a new diabetes camp model and evaluation metrics. Prevalence rates of youth with T1D are increasing and it is estimated that from 2001 to 2009 T1D prevalence rates increased by 21% in individuals under the age of 20 (Dabelea, et al., 2014). Thus, by 2050, it is estimated that approximately 600,000 youth will have T1D (Dabelea, et al., 2014). This presents a large economic burden as $16 billion is spent annually on T1D associated healthcare expenses and lost income (ADA, 2018). By examining the impact of a medical specialty camp, this study explores both quantitative measures and qualitative insight on participant experience. Findings suggest the value of peer-support for adolescence living with T1D, which can help prevent further health complications. The new LCIF camp measure needs further testing with larger samples. Our results add more substantial support for the continued development of

medical specialty camps approach to educate and facilitate autonomous environments for youth living with chronic illnesses (e.g., Waselewski et al., 2020).

Although the current study sample was small, the program design and community collaboration provide an innovative approach to combining community resources to help its members. Youth actively seek autonomy and connection, particularly after prolonged isolation due to COVID-19 mitigation strategies to ensure health. The food that the children ate on the day before the camp and the day of the camp was not the same. Given that glycemic variability is largely influenced by meal composition made the analysis of the data as it presently stands difficult to interpret from pre camp to post camp days. Although, understanding whether children who attended the camp altered their meal composition based off knowledge garnered from camp, which may positively impact glycemic variability, should be investigated in future studies. Collectively, future studies will examine post prandial blood glucose responses in children with T1D as it relates to diabetes knowledge learned at camp, which is a better predicative marker for cardiovascular disease than other measures of blood glucose control.

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Friendship, Competence & CGMs: Piloting a Medical Specialty Tween Camp

Autumn Rowan Williams, Eddie Hill, Taylor Harvey, Leryn Reynolds & Ashely Mireles, Old Dominion University
Contact: Eddie Hill, ehill@odu.edu

OLD DOMINION UNIVERSITY

INTRO

- 1.6 million Americans have T1D, and 200,000 of them are under the age of 20 (CDC National Diabetes Statistics Report, 2020).
- Basic needs such as connection and adequate physical activity are unmet during the isolating environment of COVID-19 (Pavlovic et al., 2021).
- Adolescent youth living with T1D are at risk for elevated glycated hemoglobin (HbA1c), a risk factor for future health problems (Hager et al., 2017).
- Only 17% of youth with T1D achieve target blood glucose levels (Foster et al., 2021).
- Self-determination theory (SDT) has been used in several studies to engineer intentional recreation experiences that promote healthy lifestyles (e.g., Hill et al., 2015).
- This study partnered with the Lions Club International Foundation (LCIF) to 1) pilot test a new diabetes camp on campus model, 2) use new evaluation metrics for replication across the country, 3) and determine the effectiveness of diabetes camp on glycemic variability.

METHODS

- In August 2021, 10 campers participated in two days of programming at a Mid-Atlantic college campus.
- Grounded in SDT, programming for camp included a combination of physical, educational, and art-based activities such as biking, rock climbing, walking, swimming, tie-dye, and crafts (e.g., competence was used to help teach new activities and skills for diabetes management).
- Quantitative and qualitative measures were used to assess the outcomes.
- To assess the effectiveness of campers in glycemic range, parents completed surveys assessing glycemic variability the day before the camp and two completed the survey assessing glycemic

Campers learned more about fellow campers and their experience living with and managing diabetes.

RESULTS

- Three male campers and seven females took part in camp.
- Average age of camper = 11.5 years.
- A Wilcoxon Signed-Ranks Test was conducted to compare diabetes management knowledge before and after participation in camp.
- The results indicated no statistical significance between participants' diabetes knowledge (z = .000, p = 1.00) from pretest to posttest with a small effect size (r = 0.28).
- Campers cited rock climbing, swimming, and biking as favorite activities.
- Participants learned more about diabetes management and specific medications and techniques for diabetes management.
- Campers learned more about their fellow campers and their experience living with and managing diabetes.
- The CGM data collection was problematic (10 children attended the camp, only two parents filled out both pre and post data surveys).

DISCUSSION AND IMPLICATIONS

- Findings suggest the value of peer-support for adolescents living with T1D, which can help prevent further health complications.
- The new LCIF camp measure needs further testing with larger samples.
- Our results add more substantial support for the continued development of medical specialty camps approach to educate and facilitate autonomous environments for youth living with chronic illnesses (e.g., Waselewski et al., 2020).
- Youth actively seek autonomy and connection, particularly after prolonged isolation due to COVID-19.
- Understanding whether children who attended the camp altered their meal composition based off knowledge garnered from camp should be investigated in future studies.

HELPING CAMPS PROVIDE ACCESSIBLE SUMMER PROGRAMMING: THE ROLE OF INCOME, RACE, AND PREFERRED NEGOTIATION STRATEGIES IN CONSTRAINTS TO PARTICIPATION

Authors: Taylor Michelle Wycoff[1] and Jim Sibthorp, PhD[2]

[1]American Camp Association

[2]Department of Parks, Recreation and Tourism, University of Utah

Contact: Taylor Michelle Wycoff, twycoff(at)acacamps.org

Developmentally enriching experiences are important for all youth as they "provide children and youth with the necessary conditions and stimuli to advance their development as appropriate to their age" (Nagaoka et al., 2015, p. 38). Such experiences may take place in a variety of contexts including during a child's out-of-school time (OST; Lauer et al., 2006). However, there is an opportunity gap—which is the result of differences in family income, wealth, and neighborhood resources; systemic sources of inequity; and racism, bias, and discrimination—when it comes to accessing developmentally enriching experiences, and research demonstrates that the opportunity gap persists during the summer months (McCombs et al., 2017). Summer camp is one of the primary OST activities that operate over the summer months that has been shown to provide developmentally enriching experiences for youth (Bialeschki et al., 2007), yet which remains less accessible to certain families due to the opportunity gap. Although previous research has investigated what constrains families' access to summer camp and the negotiation strategies engaged in overcoming such constraints, (e.g., Dickerson 2021), findings are limited to predominantly white, affluent families that have previously accessed summer camp. Learning about how diverse families experience constraints and constraint negotiation is a next logical step in understanding constraints to and negotiation strategies for accessing summer camp. This study therefore builds on previous research to answer the following research questions: RQ1) How do constraints to accessing summer camp vary based on race, income, and previous camp experience? and RQ2) What negotiation strategies have the most potential to help families overcome their most concerning constraints when attempting to access summer camp?

Methods

This study utilized data collected in winter of 2020 via a Qualtrics Online Panel Survey. Participants were parents with children aged 7 to 14 years old and were separated into two subsamples of camp "users" (n = 506), and "non-users" (n = 513). Both samples were census matched based on income and race/ethnicity. Prior to analyzing the data, participants were sorted into income groups and race/ethnicity groups consistent with the U.S. Census Bureau and, given the literature, child age and parent gender were included as covariates. To inform RQ1, participants were randomly assigned to one of two vignettes, each describing either an average day or overnight camp which they were asked to consider sending their child to. Participants were presented with a list of common constraints identified through past research (e.g., the food at camp; Dickerson, 2021), and were asked to indicate, on a 5-point Likert scale, how concerning each constraint was when considering sending their child to the summer camp described in the vignette. A profile analysis was used to compare how constraints and the level of parental concern for each constraint vary

by income level groups and race/ethnicity groups. To inform RQ2, for those constraints marked as *A Major Concern* or *The Main Concern*, participants were presented with a list of common negotiation strategies (e.g., see a menu) and were asked to select up to three strategies that might satisfy that particular concern. A cross-tabulation using the chi-square statistic was conducted, enabling the examination of the relationship between constraints and negotiation strategies. Both sections of the survey also included opportunities for open-ended responses, and qualitative data were analyzed using an open coding scheme and theoretical thematic analysis.

Results

The results of this study confirm that constraints to accessing summer camp vary by subsample. However, infectious diseases, supervision, cost, and adequate medical care were consistently reported as the most concerning constraints, regardless of camp type. While lower-income families identified cost as a significant concern, parents in higher-income households reported greater levels of concern than parents in lower-income households across most other constraints. Analyses examining differences between families of diverse race/ethnicity groups, user-status groups, the intersectionality of race/ethnicity groups and income groups, and income groups amongst heavy camp users only revealed similarities among the top three most concerning constraints. However differential rankings point to subtle nuances regarding experiences and perceptions of constraints which necessitate further investigation.

Results further indicate that constraints can be negotiated, that there is a relationship between particular constraints and the negotiation strategies parents identified as having the most potential to decrease their levels of concern, and that certain negotiation strategies, such as child interest and organizational affiliation, may be more effective in alleviating levels of parental concern, both generally and discretely. See Figure 1 for the most commonly reported negotiation strategy for each constraint, based on camp type (day versus overnight). Finally, open-ended responses amongst non-users only revealed that the three most commonly reported main reason for not sending a child to overnight camp were cost, supervision, and their child not being interested in attending, and the three most commonly reported strategy that would make it easier for non-users to send their child to overnight camp were cost reduction, a better understanding of the camp's safety protocols, and if the location was easier to access.

Figure 1

Top Negotiation Strategies Based on Camp Type

Constraint		Top Day Camp Negotiation Strategy	Top Overnight Camp Negotiation Strategy
Intrapersonal	Separation	Organizational affiliation *or* Attend with friend/sibling	Attend with friend/sibling
	Values	Organizational affiliation	Organizational affiliation
Interpersonal	Child's Culture/Race Not Represented	Organizational affiliation	Child showed more interest
	Child's Readiness	Child showed more interest	Child showed more interest
	Child's Interest	Child showed more interest *or* Attend with friend/sibling	Child showed more interest
	Child's Fear of Nature/Outdoors	Child showed more interest	Child showed more interest
	Child's Social Skills	Attend with friend/sibling	Child showed more interest
	Supervision	Camp reputation	Organizational affiliation

	Infectious Diseases	Clear description of COVID-19/health protocols	Clear description of COVID-19/health protocols *or* Better understood safety protocols
	Child's Pre-Existing Health Conditions	Catered specifically to child's needs	Speak with camp staff in advance
	Adequate Medical Care at Camp	Better understood safety protocols	Better understood safety protocols
	Food	See menu	See menu
	Sleep	N/A	Visit camp while child attended
	Restroom	N/A	Speak with camp staff in advance
	Impact	Explicit sharing of values *or* Understood more about benefits of camp programming	Child showed more interest
Structural	Cost	Payment plan available *or* Scholarships/financial assistance available	Scholarships/financial assistance available
	Pre-Camp Preparation	Low-cost equipment options	Speak with other parents about experience/camp *or* Speak with camp staff in advance
	Transportation/Location	Location easier to access	Location easier to access
	Scheduling	Child showed more interest	Child showed more interest

Discussion and Implications

While constraints are ubiquitous within and across diverse populations, subtle nuances exist depending on one's social identity, which accordingly affect one's perception and experience of constraints when attempting to access summer camp. Therefore, to facilitate summer camp participation for youth adversely affected by the opportunity gap, it is important for practitioners to recognize the variability in constraints based on the population of interest, as well as the significant role of cost and child interest for parents who do not currently send their child to summer camp. Finally, this study highlights the need for additional research to illuminate the nuances for diverse populations regarding constraints, constraint negotiation, and preference development in relation to summer camp programs.

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HELPING CAMPS PROVIDE ACCESSIBLE SUMMER PROGRAMMING:
THE ROLE OF INCOME, RACE AND PREFERRED NEGOTIATION STRATEGIES IN CONSTRAINTS TO PARTICIPATION

Taylor Michelle Wycoff [1] and Jim Sibthorp, PhD[2]
[1]American Camp Association
[2]Department of Parks, Recreation and Tourism | University of Utah

Research Questions

1. How do constraints to accessing summer camp vary based on race, income, and previous camp experience?
2. What negotiation strategies have the most potential to help families overcome their most concerning constraints when attempting to access summer camp?

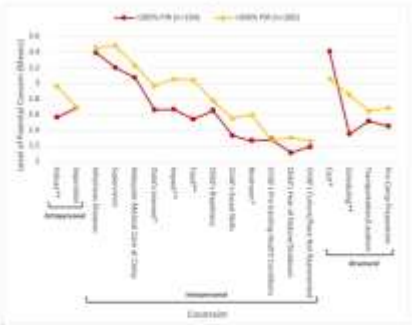
Methods

- **Participants** were parents with children aged 7 to 14 years old, separated into two subsamples:
  - camp "users" (n = 506)
  - camp "non-users" (n=513)
- **RQ1**: Constraints
  - 5-pt Likert-style questions about sending their child to an average day/overnight camp vignette
  - Profile analyses compared how constraints and levels of parental concern vary by income level groups, race/ethnicity groups, and user-status groups
- **RQ2**: Negotiation Strategies
  - For constraints marked *A Major Concern* or *The Main Concern*, participants selected from a list up to three strategies
  - Cross-tabulations using the chi-square statistic examined the relationship between constraints and negotiation strategies
- **Open-ended questions** re: constraints and negotiation strategies asked of **non-users only**

Results

RQ1: Constraints
- Constraints vary by subsample! (e.g., Figure 1)

Figure 1. Estimated Marginal Means for Constraints to Day Camp Based on Income Controlled for Child Age and Parent Gender.



Note. * = $p < 0.05$, ** = $p < 0.01$. Mean levels of parent concern correspond to the following Likert scale responses: 1 = *Not a Concern*, 2 = *A Light Concern*, 3 = *A Concern*, 4 = *A Major Concern*, 5 = *The Main Concern*.

- However, regardless of camp type, the most concerning constraints were consistently:
  - infectious diseases
  - supervision
  - cost
  - adequate medical care
- Non-users only:
  - cost
  - supervision
  - lack of child interest

RQ2: Negotiation Strategies
- Constraints can be negotiated!
- Non-users only:
  - cost reduction
  - better understanding of camp's safety protocols
  - location easier to access

Table 1. Top Negotiation Strategies Based on Camp Type.

Constraint		Top Day Camp Negotiation Strategy	Top Overnight Camp Negotiation Strategy
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	Supervision	Camp reputation	Organizational affiliation
	Infectious Diseases	Clear description of COVID-19/health protocols	Clear description of COVID-19/health protocols or Better understood safety protocols
	Child's Pre-Existing Health Conditions	Consult specifically to child's needs	Speak with camp staff in advance
	Adequate Medical Care at Camp	Better understood safety protocols	Better understood safety protocols
	Food	See notes	See notes
	Sleep	N/A	Visit camp while child attended
	Restroom	N/A	Speak with camp staff in advance
	Respect	Explicit sharing of values/benefits or Understood more about benefits of camp programming	Child showed more interest
Structural	Cost	Payment plan available or Scholarships/financial assistance available	Scholarships/financial assistance available
	Pre-Camp Preparation	Low-cost equipment options	Speak with other parents about experience/camp or Speak with camp staff in advance
	Transportation/ Location	Location easier to access	Location easier to access
	Scheduling	Child showed more interest	Child showed more interest

Discussion and Implications

- Subtle nuances exist depending on one's social identity, which accordingly affect one's perception and experience of constraints when attempting to access summer camp.
- To facilitate summer camp participation for youth of diverse backgrounds, it is important for practitioners to recognize the variability in constraints based on the population of interest and their unique socio-economic circumstances.
- To facilitate summer camp participation for parents who do not currently send their child to summer camp, practitioners should be aware of the significant role of cost and child interest.