



INSTRUCTOR RESOURCE PACKET

Associate Visitor Course

Sample Icebreaker/ Get-Acquainted Activities

Real Visit Stories!

Everyone likes a good story. Let's share some **real visit stories!**

Allow participants to share visit stories. Note: If necessary, for confidentiality purposes and to honor the integrity of the visitors who may have been involved – especially if controversial or negative – have participants refrain from using actual names of people and camps.

Instructor, please capture the general idea of each shared story on the flip chart. Because individuals tend to lean toward the negative example, you may need to tease out some positive answers from the group. For instance, "What drew you to be a visitor?" or "How has being a visitor helped you in your professional development?" Next you might ask for some real life examples of positive things that have happened (or that they have heard of) during visits.

Using some of the real scenarios the group generates, assign participants to small groups for discussion. In their small groups ask them to assess the scenario from a standards perspective. The larger group can then discuss how the situation might have been more educational for the camp staff or how it may have been converted to a more positive experience.

Be sure to watch your time in this activity. Don't go too long.

Circle Up

Have everyone stand or sit in a circle. Ask everyone to think about a goal for him- or herself for this training. Remind them to be succinct in the goal statement. Ask everyone to then introduce him or herself to the person on the right and share the goal. Then with the person on the left. Each person should try to remember the names and goals of the individuals on either side.

Ask everyone to close their eyes and walk toward the instructor who is moving around the room. Instruct everyone to STOP where they are, spin around three times, and then find their original spot in the circle with the right people on either side of them. They must keep their eyes closed but all they can say is their own name and goal.

Give them time to find their way. Then facilitate:

- How easy was the task?
- What helped or hindered?
- How will this activity help us in our training?
- Can then take time to list goals and discuss.

Find Someone Who

The idea is to find people who meet the criteria on your list in a given amount of time. You can adapt the list as you like: Make it shorter, add other criteria, and so on. This is a good activity to get people moving around and talking with each other.

Using this list, find other participants who will sign their name in the lines below. Either write their names or have them sign their names. Try to meet everyone in the room.

Find someone who:

Slept in a tent all summer: _____

Has been an ACA member for more than 5 years: _____

Has helped get ready for an accreditation visit: _____

Has a picture in his or her wallet: _____

Likes to do your favorite activity: _____

Read a good book in the last month: _____

Has a birthday in the same month as you: _____

Went to camp as a kid: _____

Knows who approves new standards: _____

Knows the name of your local office standards chair: _____

Has been to a local, regional, or National ACA Conference: _____

Has worked at the same kind of camp as you: _____

Has a pet: _____

Has taken a standards course within the last year: _____

Group Juggle

Note: Best done when group is larger than 8 people

Props: 4-6 soft objects or balls to toss

Everyone stands in a circle. Start with one ball. You are establishing a pattern that will be repeated. Say the name of the person you are tossing it to, “*Sam*” UNDERHAND toss them the ball. They say, “*Thank you Genie.*” You reply, “*You are welcome Sam.*”

Sam says the name of another person, “*Tobias*” and passes the ball. Tobias says, “*Thank you Sam.*” Sam replies, “*You are welcome Tobias.*” And you continue this until everyone has had the ball and it comes back to you, the instructor.

“*Now let’s do the same pattern again.*” Put the first ball into play: You to Sam, Sam to Tobias, and so on. Once the group has the pattern, start a second ball. Continue with as many balls as the group can handle.

In your reflection, you can first applaud the success of the group. We successfully juggled ____ [number of] balls. In this exercise you might have had to introduce yourself; you might have had to ask for help (“what is your name?”); we all worked together with people we might not have known before.

Lead the discussion so the group realizes that a visitor juggles many balls, you have to introduce yourself, and we all work together in the process.

Traffic Jam – Variation 1

Handshakes facing

Divide the group into two groups by first having them find a partner and then separating the partners so they are lined up facing each other, about 10 yards apart (or just the width of a room).

Group A is (privately) given the task of looking down at the floor and not making eye contact when they shake hands. Group B does not know this is the case.

On your command, they each walk across the room to the other side and exchange places with their partner, and en route, they shake hands.

Next. Group B is (privately) given the task of looking their partner in the eyes and smiling when they shake hands.

Discussion: Use this exercise to reflect on the professionalism of visitors. Group B – How did you feel when you were greeted? Group A? Which would you want in your visitor? As visitors we desire to be group B. We want to literally and figuratively look people in the eyes, we want to make ourselves seem approachable.

Traffic Jam – Variation 2

Instead of facing each other, have the groups line up one behind the other, like a sports team at the end of a contest about to shake hands. This time for group A, randomly assign multiple ways to shake hands (i.e., assignments might be to look down, shake and keep shaking, weak handshake, too strong, two handed, hands in pockets and refuses to shake hands).

Instruct participants in the two lines to walk toward each other and shake hands.

Discussion: What were the handshakes? How did they each make you feel? How do the handshakes represent our interactions and educational role as visitors?

Sample Hat for Hat Activity

Make four hats and label each one as directed on the following page.



Hat Activity Labels for the Hats

Print these labels, separate, laminate if possible and use as labels for each hat.

Legal Hat

Interpersonal Relationship Hat

ACA Representative Hat

Education Attitude Hat

Hat Activity

Characteristics for Matching

Print these sentences, separate and laminate if possible. Have participants select a characteristic and match it to the appropriate hat.

Recognizes the uniqueness and integrity of each camp

Uses nonjudgmental language in discussion with camp personnel

Shares information and resources

Considers the visit a personal learning experience as well as an opportunity to share

Establishes rapport with the director

Understands the dual role of standards: education and accreditation

Does not express an opinion as to whether the camp will or will not pass

Inspires confidence on the part of the director that the visit is fair, thorough, positive, and confidential

Works to be as unobtrusive as possible when interviewing staff and observing the program

Follows ethical practices in relation to information obtained on the visit

May be the only ACA person with which the director has face-to-face contact

Should have a positive attitude about the standards and the accreditation process

Should have a professional attitude

The visitor is the official representative and legal agent of ACA

Visitors must act in ways consistent with their training

Visitors represent a national program that is administered uniformly across the country

The visitor's signature on the score form indicates that he or she has confirmed that the camp does or does not comply with the standards as written

Hat Activity Answer Key

Educational Attitude Hat

- Recognize the uniqueness and integrity of each camp.
- Use nonjudgmental language in discussion with camp personnel.
- Share information and resources.
- Consider the visit a personal learning experience as well as an opportunity to share.

Interpersonal Relationship Hat

- Establish rapport with the director.
- Understand the dual role of standards: education and accreditation.
- Do not express an opinion as to whether the camp will or will not pass.
- Inspire confidence on the part of the director that the visit is fair, thorough, positive, and confidential.
- Be as unobtrusive as possible in interviewing staff and observing the program.
- Follow ethical practices in relation to information obtained during the visit.

ACA Representative Hat

- May be the only ACA person with which the director has face-to-face contact.
- Should have a positive attitude about the standards and the accreditation process.
- Should have a professional attitude.

Legal Hat

- The visitor is the official representative and legal agent of the Association.
- Visitors must act in ways consistent with their training.
- Visitors represent a national program that is administered uniformly across the country.
- The visitor's signature on the score form indicates that he or she has confirmed the camp does or does not comply with the standards as written.

Associate Visitor Training Quiz — Answers

1. You visit a site where steps are broken, railings are wobbly or occasionally missing, toilet areas are dirty, and screens are in disrepair. Is there a standard about these items?

Yes. SF.7 Condition of Facilities, page 33 of APG.

2. What is the age level below which upper bunk rails are required by the standards?

Age 16. SF.13 Bunk Guardrails, page 39 of APG.

3. Under what conditions are carbon monoxide detectors required?

In structures used for sleeping at any time that have fuel-burning equipment in the building. DNA if 30% or more of the wall area is screened or open or if camp has no building used for sleeping. DNA if no fuel-burning equipment is present.

SF.11 Smoke Detectors and Carbon Monoxide (CO) Detectors, page 37 of APG.

4. What kinds of program areas require staff to check the equipment for safety regularly?

SF.10 Playgrounds, page 36 of APG.

PD.8 Program Equipment Maintenance and Safety Checks, page 155 of APG.

PA.29 Watercraft Maintenance, page 220 of APG.

PT.11 Equipment Maintenance, page 239 of APG.

5. Refrigeration temperatures and documentation

- How frequently must a camp document refrigeration temperature? **Daily**
- What is the maximum temperature allowed for refrigeration units? **40 degrees**
- Does a refrigerator in a staff area require documentation of temperature? **Yes**
- Is documentation of temperatures required at a day camp when the camp stores lunches brought by the campers and staff? **Yes**
- Must rental groups using kitchens be instructed to check refrigeration? **Yes**

6. All camps score transportation standards even if they don't provide transportation to camp from the camper's home. True or false?

True. Applicability box "All" camps must score standards TR.1 and TR.2. regardless of whether or not the camp provides transportation, page 53 of APG.

7. When must a vehicle have an adult in addition to the driver who is trained in safety responsibilities and group management? Choose the best answer:

When 12 or more campers are being transported **NO.**

When 15 or more campers are being transported **YES. TR.6 Supervision, page 58 of APG.**

When 21 or more campers are being transported **NO.**

8. What level of first-aid certification is required for trips?

Depends on the trip. When access to EMS is more than 30 minutes, wilderness first aid required. See ACA website for recognized certifications. HW.2, page 74 of APG.

9. What is the difference between a health exam and a health history? Which modes require each? Which are mandatory?

- **Health histories are an annually updated record of one's past and present health status and is completed by the individual or by the parent/guardian if a minor.**
- **Health exams are completed by licensed medical personnel.**
- **Health histories are mandatory for day and resident camp campers and staff.**
- **Health exams are required for resident camps when the camp makes a determination that each participant must have a current exam.**
- **Short-term residential and rental groups simply need to be advised to have pertinent health history information with the group.**
- **HW.5, page 77; HW.6, page 78; and HW.23, page 94 of APG.**

10. For the review of healthcare policies and procedures, who must review these? How often?

Once every 3 years by healthcare professional whose scope of practice allows such a review. HW.11, page 83 of APG.

11. Do the ACA standards require that treatment procedures be reviewed annually?

No. This is not required by the standards. HOWEVER, treatment procedures MAY need to be signed annually depending on the scope of practice and/or credentials of your healthcare provider. HW.12, page 84 of APG.

12. Are camps required to have an AED on site?

The camp needs to have access to an AED available to the majority of the camp populations, within the timeframe recommended by authoritative sources. HW.17, page 89 of APG.

13. What emergency certifications must groups renting the camp facilities be advised to have on duty at all times?

For all rental groups, age appropriate CPR/AED certification; for youth groups, first aid certification. Both from nationally recognized providers. HW.26, page 97 of APG.

14. Voluntary disclosure statements and National Sex Offender Public Website Check are required (mandatory) for all camp staff with responsibility for or access to campers: True or False?

True. HR.4, page 127 of APG.

15. For what staff is a criminal background check required?

All new staff with responsibility for or access to campers, and this standard is mandatory. HR.5, page 128 of APG.

16. Do these standards include volunteers and part-time staff? **Yes.**

17. What is the minimum age requirement for the following positions?

Camp director	age 25	HR.1	page 124
Archery staff	age 18	PD.12	page 159
Trip leader	age 21	PT.1	page 230
Horseback riding supervisor	age 21	PD.14	page 161
Aquatics supervisor	age 21	PA.1	page 192
Staff used to meet staff-to-camper ratio	age 16	HR.8	page 132
Driver age	staff	TR.14	page 66

18. Visitors should generally expect to see the stated ratios of staff to campers as they observe meals, activities, and unit living groups. True or False?

True. HR.8.1, page 132 of APG.

19. Where shall firearms and ammunition be stored when not in use?

A locked cabinet within a locked room, and ammunition stored separately requiring a separate key or access system. PD.26, page 173 of APG.

20. Which activities require appropriate protective headgear?

Bicycling, activities involving any kind of motorized vehicle, all active participants of adventure/challenge activities that involve rock climbing, rappelling, spelunking, high ropes (including zip lines), or vertical climbing walls/towers, boarding, in-line skating, and hockey. PD.29, page 176. And horseback riding PD.30.1, page 178 of APG.

21. Are there any exceptions to use of protective headgear for horseback riding?

Yes. For campers and staff over the age of 18, the camp can require the individual to wear a helmet OR complete an acknowledgement of risk form if they choose not to wear a helmet. PD. 30.2, page 178 of APG.

22. Which standards require written evidence that the skills of each specialized activity leader be verified and evaluated before they lead the activity?

PD.15 Staff Skill Verification – Specialized Activities, page 162

PA.4 Swim Lifeguard Skills, page 195

PA.21 Watercraft Rescue Skills, page 212

23. At which location or activities in camp do supervision ratios require a minimum of two staff members?

Aquatics PA.7 page 198

Specialized activities PD.22 page 169

Others as determined by the camp HR.9.2 page 134

Bus/Van TR.6.1.B page 58

24. The camp staff accompanying campers to off-site aquatics facilities must have written procedures to follow that specify their supervisory roles and responsibilities. True or False?

True. PA.35, page 226 of APG.

25. What is the definition of a trip? Where would out-of-camp activities that do not meet this definition be scored?

A trip is any program conducted or sponsored by the camp in which a group moves from one site to another for three nights or more. In backcountry and wilderness tripping, individuals move under their own power or by individually guided vehicle or animal (e.g., bicycle, canoe, horse). Applicability description for Trip and Travel, page 229. Trips not meeting these criteria are scored in the PD sections, especially PD.9, pages 156-157 of APG.

26. Are the requirements for guarding swimming on trips (of 3 nights or more) the same for those swimming in camp?

No. On trip participants may swim in PFDs with a certified boating guard on duty. PT.14.2.B, page 241 of APG.

27. The camp you are visiting has shown you their aquatics policy, which clearly states everyone must wear a PFD (campers and staff). There is a sign posted to that effect and when you visited the waterfront in the morning, everyone had on PFDs. However, after lunch, you go past the lake and see 2 staff in a canoe without a PFD. When you point it out to the director, she explains they are simply setting out floats for a canoeing exercise for campers later in the day and ordinarily everyone always wears a PFD. How will you score PA.24?

No.

Since this is a mandatory standard, what will you write on the ICA form?

It is fair to write on the comment form that you observed a written policy and in practice for most aquatics activities, but observed staff canoeing without PFDs. ICA form should state: Camp should review aquatics policy with all staff for mandatory use of PFDs for all. The director may submit a letter verifying this policy review has taken place with all staff.

28. When the visit takes place, the camp has a written hiring policy, but does not include a review by legal counsel or an HR specialist. The camp director phones the HR director of the agency under which the camp operates, faxes it to him and receives a phone call an hour later, saying the HR department has reviewed this and it is fine. The director wants HR.3 scored as "yes." How will you score HR.3? What will you say to the director? What comment will you make on the score form?

Score it a "No." The standard requires the review be completed before the visit. This is also what you would tell the director.

29. When the visit is completed, the director really wants to know whether he passed or not. You look at the score form and see that they missed only one standard in the OM section. What will you tell the director?

Tell the director that you do not know the outcome as the scores are weighted. Let the director know that he or she will hear from ACA, Inc. if there is a concern with noncompliance and that otherwise he or she will not hear anything until November. No news until then is good.

30. For a day camp for whom access to the emergency medical system (EMS) is 20 minutes away, what qualifications are needed for someone to be the designated healthcare provider? What written documentation is needed when scoring this standard? At the same camp, what are the minimum qualifications regarding healthcare staff who are on duty at all times when campers are present? (HW.2)

On staff: licensed physician or registered nurse. HW1.1, page 72 of APG.

Documentation: current certification cards or license of staff member meeting the standard.

Minimum qualifications: first aid and CPR/AED must be on duty at all times.

31. In the fall, you are told that a complaint was filed against the camp you visited during the summer. The director phones you and asks if his camp will lose its accreditation because of this. What will you say?

Tell the director that it depends on the nature and severity of the complaint. Remind the director that ACA has a process in place to review all complaints and that he or she will have an opportunity to speak on behalf of the camp. Tell the director to cooperate with the review and to tell the truth.

32. On a trip of 4 nights and 5 days in which swimming and canoeing take place on the lake, what aquatics standards are scored?

PT.14 through PT.19, pages 241–246 of APG.

33. The camp you are visiting offers lifeguard training prior to the start of the season. For PA.4 Swim Lifeguard Skills, the director provides copies of current lifeguard certifications as written documentation and states that since the staff all took their course on site, their skills were verified during the course. How do you score PA.4?

No. Because the standard calls for skills/verification in addition to certification.

From Contextual Education: "...When lifeguards are trained at the camp facility, the camp may want to have the lifeguard trainer complete the skills checklist."

34. For HW.5 Camper Health History, what written documentation does the visitor look at to verify compliance?

A copy of blank health history and randomly selected camper health history forms.

35. Regarding HW.9 Permission to Treat, what written documentation does the visitor look at to verify compliance?

And example of blank forms and randomly selected camper forms.

36. For HW.23 Staff Health History, what written documentation does the visitor look at to verify compliance

A copy of blank health history.

37. Regarding short-term residential, what health information must be obtained? (Check all that apply.)

- ***Name and address***
- ***Record of known allergies or health conditions requiring treatment, restriction, or other accommodations***
- ***Signed permission to seek emergency treatment (for minors)***
- ***Emergency contact names and phone numbers***

From HW.28, page 99 of APG.

38. List the four items that must be included in a rental group agreement.

1. ***Terms of use (dates, times and Cost)***
2. ***Cancellation, minimum fees, and refund policies***
3. ***Services that will be provided by the camp such as food service***
4. ***Cost and conditions for use of any recreational equipment or services.***

From OM.14, page 118 of APG.

39. What is the main purpose of the ACA Accreditation program? Why are you choosing to be a visitor?

Education.

40. Are armguards required for archery? Or wrist guards for boarding and in-line skating activities?

Yes, for both. PD.31.4 (archery) and PD.31.1 (boarding and skating), page 179.

Developing Your “Observation Eyes”

Role Play Situations

Have participants divide into small groups of 2 to 3 people. Assign a scenario to each small group. Instruct the participants to each select a role from their assigned scenario and play it out. Have the participants write down some of the questions needed to collect the information. These scenarios could be copied and cut apart to use during the course

Archery Range — Talking with Campers

Roles needed: **Visitors and one or two campers**

Visitors go to the archery range while the archery instructor is teaching a class. Some campers are waiting their turn. (Hints to instructors: range commands, how to use equipment, skills gained, etc.).

Waterfront — Talking with Staff

Roles needed: **Visitor and swim instructor**

Visitors go to the waterfront as one swim class is ending. A second class begins in 10 minutes. (Hints to instructor: emergency communication plan, in-service trainings, skills verification, staff swim policies.)

Horseback Riding — Talk with Staff

Roles needed: **Visitor, camp director, trail riding leader**

Visitors arrive at the stable as a group returns from a trail ride. (Hints to instructor: horse medication, classifying horse, physical soundness, rider classification.)

Trip and Travel — Talk with Campers and Staff

Roles needed: **Visitor, campers preparing for three-day backpacking trip, counselor accompanying backpacking trip**

(Hints for instructor: participant separation from group, medical assistance during trip, environmental impact, equipment repair.)

Maintenance — Talk with Staff

Roles needed: **Visitor, maintenance supervisor**

(Hints for instructor: electrical inspections, storage of hazardous materials, use of power tools.)

Activity for Camp Self-Assessment (CSA)

Ask participants to review the written documentation paperwork presented for the CSA for Camp Happy Days from the *Mock Visit* packet. Using the CSA Checklist, which is in the participant handout packet, note responses in the proper column regarding what was observed about the documentation.

Remind the participants they are not yet scoring, only reviewing documentation prior to the visit. The participants may work in pairs or in small groups. When the groups are finished, review the responses indicated below.

Number	Standard Title	Appropriate Responses
HW.5 and HW.23	Health History	Mark as: "Not Seen"
HW.9	Permission to Treat Forms	Mark as: "the Following must be completed" Policy is missing additional mental health resources as required
HW.11	Healthcare Policies/Procedures	Mark as: "Seen, needs added verification"- Check random forms on day of visit
HW.26	Emergency Care Personnel for User Groups	Mark as "Seen"
HR.8	Procedures for Camper Supervision	Mark as: "Seen, needs added verification"—Verify that ratios are in practice
HR.16	Behavior Management Procedures	Mark as: Seen

Answers for Scoring Errors Exercise

SF Section

- SF.1.2 Scored incorrectly both “YES” and “DNA” are indicated
- SF.4.1 Needs “No” and white out/erase incorrect answer
(mention using pencil first, then write over it in pen to avoid this)
- SF.4.1 Comments need to be initialed “VIS” – do not include personal initials
- SF.13.1 Since the standard was scored “NO” there needs to be a comment
- SF.17.1–SF.21.1 Need to be scored with “X” not scribbles
- SF.22.1–SF.23.1 Scored incorrectly both “YES” and “DNA” are indicated

TR Section

Cannot “DNA” TR.5.1–TR.11.1, if TR-12.1–TR.15.1 are scored.

HW Section

- HW.1.3 Scored incorrectly both “YES” and “NO” are indicated
- HW.2.3 and HW.1.4 HW1.4 Scored as “DNA” Indicates camp does not operate as a nonmedical religious camp while HW2.3 Scored as “YES” Indicates camp does operate as a nonmedical religious camp.
- HW.5.1 Not scored. Blank. If to be scored as “No” will need ICA as it is a mandatory.
- HW.8.1 Scored as “YES” indicating camp is a day camp, however, modes of operation as indicated at the top of the score form are Resident Camp and Short Term Residential
- HW.8.2 Scored as “YES” which indicates camp operates as nonmedical religious camp.
- HW.11.1 Has an editorial comment that is not needed.
- HW.11.1 Also has personal initials, if valid, comment would be initialed “VIS.”
- HW.13.1 Blank, needs score.
- HW.12.1 Scored as “DNA” which indicates camp operates as a nonmedical religious camp.
- HW.17.1 May only be scored “DNA” if camp is non-medical religious.
- HW.19.1 Cannot “DNA.” It is very likely that resident camps will have medications on site.
- HW.26.1–HW.28.1 Should be “DNA.” Because modes of operation as indicated at the top of the score form are Resident Camp and Short Term Residential

OM Section

- OM.3.4 Because TR is scored, this standard must be scored. May not be “DNA.”
- OM.4.1 Should be scored “NO,” Comment indicates that director created documents on day of visit – or for 72-Hour Rule
- OM.6.1 Mandatory scored “No.” Needs ICA. Comment should reflect this
- OM.10.1–OM.13.2 Scored incorrectly both “YES” and “DNA” are indicated
- OM.12.1 Scored incorrectly both “YES” and “DNA” are indicated
- OM.14.1–OM.15.1 Needs to be scored (because of modes being scored).

ICA Activity/Exercise

Have participants locate the *ICA Worksheet* in the *Participants Handout*. Work through the first example as a whole group by giving examples of what to write on the ICA form. Discuss and clarify the responses ensuring everyone understands how important it is to be precise and detailed in the instructions.

Pair the participants and assign each pair to work on creating ICA statements. Assign them one or two of the situations on the worksheet.

Emphasize the importance of participants writing their responses on the worksheet. Putting a specific correction into words is often more difficult than one would think. The list of examples will cover most common problems and the wording from the list should be used whenever possible. Emphasize the importance of being clear and specific.

Have the groups share their responses and refine statements based on critique and input from everyone. Be sure the writing includes (1) the reason for the “No,” (2) clear action to correct the problem, and (3) clear instructions on how to document the corrections (a written policy or form, a photograph, a receipt for purchase or work done, etc.).

Remind the participants that they should make sure the camp director understands to complete this **within 7 days** of the visit and submit the documentation requested to the ACA, Inc. office in Indiana (address listed on the ICA form).

Answer any questions from participants.

Immediate Corrective Action Worksheet

Answers

The following are typical problems with mandatory standards encountered by visitors during accreditation visits. Fill in the specific wording you would use on the comment form and on the ICA notification form. Be sure to use the Examples of Corrections list whenever possible.

1. **PD.9.1: Camp stoves are being used on overnights. Campers are operating them, having received no instruction in how to do so. Some procedures are in writing in the camp office.**

Comment form: Campers have not received instruction or supervision and are operating camp stoves.

ICA form: Complete and submit written procedures. Immediately institute training program for campers. Document training and submit verification that campers were trained and supervised and will be on all future trips.

2. **HW.23: Health histories are not available for staff over 18. It is the last week of camp.**

Comment form: No health histories on staff over 18. All other staff appears to have forms on file.

ICA form: Once director has obtained missing forms, or waivers, and/or missing information, he or she is to submit a signed and dated statement attesting to that fact, and the date on which all information was received.

3. **PA.20.1: There is never a lifeguard or certified instructor supervising boating during free time in the afternoon, though there is a guard for swimming. Water-skiing classes are supervised by an experienced counselor who is not a lifeguard.**

Comment form: Guards or certified instructors are not provided for recreational boating or for waterskiing. Swimming activities provided with guards.

ICA form: Immediately cease all waterfront activities that are not properly guarded. Submit dated and signed statement of director as to action taken and that current lifeguards are required. Submit copy of certifications, and date that requirement was implemented.

Visitor must clearly state watercraft activities that are not in compliance. Immediately cease waterskiing until qualified guard or instructor can be found. Document in writing the steps taken to assure proper guarding.

4. **PA.22: Staff are permitted to go boating alone during their free time if there is craft available. There is no written procedure regarding regulations, and no checkout system is in place.**

Comment form: No written procedures or check-out system in place for staff use of boats.

ICA form: Submit dated and signed statement of director as to action taken and that current lifeguards are required. Submit copy of certifications, and date that requirement was implemented. Visitor must clearly state watercraft activities that are not in compliance. Submit copy of written procedures, safety regulations and a description of the check-out system with implementation.

5. ***SF.1: There are two second-story sleeping areas in camp that do not have ground level entrances or emergency exits.**

Comment form: Staff housed on second floor of administration area and staff lounge building. No emergency exits. No ground level access.

ICA form: Immediately cease use of these areas for sleeping quarters. Send documentation. Or send documentation describing modifications constructed or purchased to provide emergency exits to buildings A and B.

Written Documentation Activity

Practice Scoring Written Documentation

Using the samples of written documentation provided in the participant handout, practice scoring the following standards:

1. Sample of a certification card HW.2 Mandatory (certificate is not current).
2. Sample of entry in healthcare log HW.21 (missing initials of person treating, time).

Examine the documents and decide how you might score the listed standards. Consider the descriptions of documentations that might be encountered during a visit. Read each document scenario and allow the group to react. Determine if compliance has been met.

3. Document A – from a university department head

“John passed our course in Archery 101 during the spring semester 2013.”

YES – PD.12, NO – PD.15

4. Document B – from another camp

“Rachel was our rocketry director for the past two years. She demonstrated good judgment with campers and was alert for safety considerations.”

Attached note from the director of the camp being visited indicated the following:

“I have personally interviewed Rachel, asked her how she would set up a rocketry area within our camp property and what safety procedures she would follow. I am confident that she is prepared to be the senior leader in this activity.”

YES – PD.12, NO – PD.15

5. Document C – from the program director of camp being visited

“Greg learned his pottery skills as a camper here at Piney Woods. When he was a CIT last year, I observed his operation of the kiln under the supervision of the crafts director. He was careful at that time, followed the established procedures, and prior to this season has been able to describe to me the procedures he would use with older campers for having pottery fired in the kiln. I feel confident that he is able to handle this responsibility.” (To score PD.12 visitor should also confirm Greg’s age as the standard requires the supervisor to be an “adult” and he reportedly was a CIT just last year).

YES – PD.12, YES – PD.15

6. Document D – from the counselor on her application

“I am an experienced gymnast, having completed at the high school level for three years. In 2012 I was first in state for floor exercise. I like very much working with younger children and teaching gymnastics.”

Verbal comments from the camp director included:

“We were lucky to get Nikki. I just turned the gymnastics area over to her and knew I wouldn’t have to worry.”

NO – PD.12, NO – PD.15.

The Positive Aspects of “NO” Activity

Some camps thoughtfully choose to say “No” to some standards that don’t meet their camp’s philosophical ideals. For instance, the camp chooses to take a “No” to HW-6 by not requiring campers to have a physical by a licensed physician. This may be due to the income level of most of the camp clientele. The camp knows in advance it will take a “No” and may be prepared to write a comment to that effect on the score form.

Other times a camp simply does not comply with a standard.

Share the following two examples with the group and ask them to respond to the questions:

1. You are getting ready to score PD.9.1, 9.2, 9.3, 9.4, and 9.5 about Overnights and Trips. The director shows you a policy that covers camp stoves, drinking water, food preparation, and food utensil cleaning, but does not address applicable procedures for minimizing environmental impact on campsite or natural areas. The director does not realize until the point of scoring that the policy is missing one part. What will you ask? If the director offers to rewrite the policy to cover the missing area, what will you say? How will you score each standard? PD.9.1, 9.2, 9.3, 9.4 are “Yes” and PD.9.5 is “No.” What comment will you make?
2. During the tour of the camp, a group leaves the stable for a trail ride. All the campers have on riding helmets, riding boots, and long pants. However, one staff member is not wearing long pants. Later at the stable, everyone, campers and staff, are wearing long pants. When asked about long pants, the camp director, and the riding director both say that the policy is enforced for everyone. When the time comes to score PD.31.3 brainstorm ways to say “No.” What will you say to the director and what comment will be made on the score form?

Aquatics Scenario — Scoring Practice

This is the first time the participants will be using the score forms. It is important for them to practice and have immediate feedback. Therefore, stress that this is not normally the way scoring is done.

Give the participants a few minutes to review the aquatics section of standards.

Normally all observation is done at one time, and all scoring occurs at a later point in the day. For this exercise only, scoring will be done immediately after the section is observed and heard so that questions can be dealt with immediately.

Inform participants that it is okay at this point to make errors; you will be going over all the answers. The point is to learn to use the materials and evaluate their new skills as listeners and observers. They may want to keep track of the rationale of why they answered the way they did: What did they see or hear that caused them to score the way they did?

Simulation of Scoring

Find two volunteers to read the scripted aquatics scenario, one to be the standards visitor and the second to be the camp waterfront director. Remind the participants that this is a snapshot of a visit taking place, so they may or may not hear all the information they need for scoring.

Once the script is finished, pair the participants and give them a sample score form including the PA section. Have them score the PA (Aquatics) standards. If they feel they did not get enough information to score a standard, they should frame an appropriate question to obtain the needed information. They should also make a list of any documents that need to be verified or observations that would need to take place to score the standard. When everyone has completed their scoring, review scores, questions, and lists they created.

Aquatic Scenario — Script for Two Instructors

Role 1 —visitor

Role 2 —camp waterfront director

Setting — The setting is a summer resident camp in South Florida, which serves many weekend groups in the off-season. Some groups (youth and adult) are from the camp's organization and some are not. The pool is operated from March through October. It is in good condition, with water depths clearly marked.

Visitor — *It's nice to meet you. I understand you've been the waterfront director here for quite a while.*

Waterfront Director — *Nice to meet you, too. I hope you're enjoying your tour of our camp. Yes, this is my third summer in this position. Before that I was a lifeguard for two summers. We have a great team here at the pool, which makes my job easier.*

Visitor — *Tell me a little about your waterfront team.*

Waterfront Director — *Well, I've been here the longest. I'm 24 now and am currently a certified lifeguard and windsurfing instructor. I did have a WSI, but that expired last summer. Jamie, my assistant waterfront director, is current in WSI and lifeguarding. The other two guards are both certified, and we rotate them in regularly.*

Visitor — *That's terrific. Sounds like a strong staff. You mentioned that you're all certified lifeguards. How about first-aid and CPR certifications?*

Waterfront Director — *Oh, we've all got those, too. We take safety very seriously here. Besides, we wouldn't have been hired without our cards all being current through the season.*

Visitor — *That's a great policy. Could you tell me a little about how you train your waterfront staff during precamp?*

Waterfront Director — *Sure. We spend most of our time in the water. I can show you the log of the skill and fitness training we do that first week. We all have to be signed-off on this list of skills, rescues, and timed swimming. Usually, if the staff doesn't quit on me then, I know I've got them for the summer. It's a pretty tough week.*

Visitor — *Yes, I'll bet. I'm a swimmer myself. I'm happy to hear about the amount of training you do. How do you keep them fit during the rest of the summer?*

Waterfront Director — *Well, all four of us have our own personal likes and dislikes when it comes to staying in shape. I don't require a set program from anyone, but I do ask everyone to turn in a weekly record of their conditioning exercises. It helps us all stay in shape. Fortunately, we all love to swim, and are all very competitive, so we do what we can to keep fit.*

Visitor — *That's great. It is important to exercise. What about keeping the guarding skills sharp? Do you practice rescues and emergency procedures?*

Waterfront Director — *Sure. It's all written out in our training manual. I surprise the crew with a drill at least once a week. It's always easy to find a volunteer to pretend to drown. The campers would do a drill every day if I'd let them!*

Visitor — *I'll bet. Tell me a little about the campers. What kinds of things can they do as a part of your swimming programs at camp?*

Waterfront Director — *Well, swim mostly. We offer lessons to small groups every morning. Some like it; others don't, so we've kept it as an optional activity. Everyone, however, likes free swim time. We have the pool open every afternoon. When the weather is really hot, we sometimes do a late night swim, to cool off before Lights Out. That's usually a popular one.*

Visitor — *I see. I see the fence keeps access from being a problem. Is that gate locked?*

Waterfront Director — *Yes that gate stays locked. The only way the campers, or anyone else, can get in is through the changing rooms. I keep the keys with me, and keep the changing rooms locked unless we're here on duty.*

Visitor — *That sounds pretty secure. Tell me, how is the pool handled when you're not here as a part of the summer camp. I understand your camp rents out to lots of user groups.*

Waterfront Director — *Oh, the resident manager keeps the key then. He's the one who schedules the groups and keeps track of all that. The camp doesn't provide guards for the groups, but he tells them to bring their own. He opens the pool for a few hours a day, depending on the weather and the group's schedule.*

Visitor — *Sounds good. Now, back to summer camp. This is a big place. How many campers are here during a session?*

Waterfront Director — *There can be up to about 150, but we're usually at about 125. We don't let them all swim at once. That would be a nightmare.*

Visitor — *I'm sure things would get crowded. Can you show me your policy on ratios for guards to swimmers?*

Waterfront Director — *Absolutely. It's one guard for every 25 swimmers. We also use lookouts, one for every 10 swimmers. We have a limit of never more than 75 in the pool at once.*

Visitor — *You mentioned lookouts. Who do you use for that?*

Waterfront Director — *Cabin counselors, usually. I trained the entire staff at precamp. I like to have extra eyes on duty. We're able to rotate them around enough so that they can spend some of the time in the water with the campers. They all know basic rescues and how to help us in an emergency.*

Visitor — *Do the counselors help with swim lessons, too?*

Waterfront Director — *No. They're all off leading other activities. During lessons, Jamie's in charge, and the rest of us stay on deck and guard. The groups are typically very small. During weeks when there are CITs in camp, we use them in the water helping Jamie. Part of their training includes simple rescue techniques. They do a wonderful job with the campers.*

The Mock Visit

Mock Visit Overview

The mock visit is used to help participants understand how the visit will actually take place. This simulation will allow participants to practice visiting, interactively engage in observing and asking questions of staff (actors) for a camp, and to hear peer comments in a debriefing session. The mock visit will take place on whatever site is used; the paperwork, documentation, and outline of the camp are all established in the mock visit packet.

Instructors should review the resources available in the *Mock Visit Toolkit*.

The common information about the camp to be visited is established with the materials provided for each scenario.

The scenarios are:

- ☐ Kitchen/Food Service
- ☐ Ropes Course
- ☐ Canoes
- ☐ Overnight Camping
- ☐ Transportation

You must do at least four of the scenarios.

Prepare the Mock Visitors

- Each of the scenarios will be set up and the participants divided into teams of no more than three visitors.
- The teams will rotate throughout the scenario sites as if they were real visits.
- Instruct the teams where the areas are for each scenario and what order of rotation you want them to follow.
- Be sure to indicate a time frame (approximately 10 to 15 minutes) to visit each location and return.
- The mock visit should take approximately 3 hours to complete.
- Each visitor trainee should take the lead asking questions at the different stations.
- All the visitor trainees should have the opportunity to ask questions and make observations.

Prepare the Mock Visit Scenarios

In advance of the training, recruit mock staff actors (not training participants) to act as the staff member for each area. Ideally these actors are additional standards instructors or standards visitors you have asked to come for the mock visit. They could be staff members from the facility where the training is taking place. It is best if the mock staff actors have some experience with the standards program.

Give the mock staff a copy of the scenario information.

- Actors should review the standards applicable to their area and decide in advance for which one or two standards they will take a “No,” so that visitors begin to learn how to say “No.”
- There should be at least one activity where written documentation exists but is not on site.
- There should be at least one “No” to a mandatory standard so that the Immediate Corrective Action procedures need to be utilized.

Coach the mock staff to give information consistently to each group of mock visitors touring their area.

- Be sure the mock staff understands that it is the responsibility of the visitors to ask questions to obtain the information.

Coach the mock visit staff not only in the role they are to play, but in how they are to play the role.

- You may want some mock staff to give honest, helpful answers and others to be vague and misleading, or overly talkative about things that are not pertinent.
- As groups of visitors are coming to them, however, they need to provide the same answers to each group.

Coach the mock visit staff to avoid giving all the information that the mock visitors need.

- Mock staff should allow the visitors to ask questions. It is best to provide only the information requested by the visitors.
- If mock visitors fail to ask a question about a standard, the mock staff should not offer the information.

Two Options for the Instructors during the Mock Visit

If possible, do not schedule the instructors as mock staff. Instructors should be free to rotate throughout the mock visit and observe the visitors in as many different locations as possible. Here are two good ways to incorporate the instructors in the scenarios.

- Instructors might travel with the visitor trainees through the program areas playing the role of camp director.
- Instructors become a part of the mock staff and are able to observe each group as they come to a program area.

Score the Mock Visit

After everyone has completed visiting the stations, gather for a scoring session. This part requires close observation by the instructors to assess the ability of the participants to assume the responsibilities of an associate visitor. Instructor observations should be geared to determine the following:

- If participants consistently base scoring decisions on objective observations
- If participants tactfully and confidently say “no” when they should
- If participants utilize forms correctly, including the ICA if needed
- If participants make correct compliance decisions for all modes of operation

Fishbowl Technique for Scoring the Mock Visit

A fishbowl is a discussion or activity format in which a portion of the group has a discussion or activity in a small group and the remaining participants form a listening circle around the discussion group. This technique is used to bring focus to large group discussions. It is time consuming but is the best method of combining the virtues of large and small group discussion.

A fishbowl can be used for discussion of an individual question or series of questions, to demonstrate skill in an activity, or to process an ongoing scenario.

The success of a fishbowl relies on prep and tone setting.

- Participants should be informed of the goal of the fishbowl exercise.
- Those on the outside of the fishbowl should be instructed to let the activity/discussion happen uninterrupted, to keep quiet, and to observe what's happening based on the objectives of the exercise.
- Facilitators should not lead the activity but rather set it up and let it happen.

Begin the Fishbowl

Divide the sections of the mock visit among the teams of mock visitors so each team has one section or part of a section (if the group is large) to score/discuss with the mock director or mock camp staff.

Prep all the teams concerning what to listen for or watch for once a team is in the circle. Have those outside the circle consider the following:

- Did the mock visitors ask the right questions?
- Were the questions appropriately open-ended and nonthreatening?
- Did the mock visitors overlook something they should have asked?
- Did the mock visitors mark the score form properly?
- Were the mock visitors appropriately assertive in making compliance decisions or did they give in too easily?
- Did the mock visitors interpret the standard too loosely or too rigidly?
- Did the mock visitors seem like educators or inspectors?

Bring the first team to score/discuss a section of the mock visit with the mock camp director to the center of the circle. Have remaining participants sit in a surrounding circle.

Process the exercise. The facilitator may stop the discussion in the fishbowl at appropriate points to process with the entire group. Continue by leaving the same group in the discussion circle or switching groups and letting the next group have the benefit of the discussion and processing to complete their skill demonstration or address their discussion question. Use with multiple groups switching places. Facilitators may also introduce new discussion questions, or in the case of a scenario, variables in the scenario.

Conclude with a discussion of questions and situations that arose during the scoring.

See Instructor Resources.

Fishbowl Scoring Activity – Observer’s Form

Fishbowl observers may use this form to track their thoughts regarding the scoring techniques of the various mock visit teams. Different teams will be assigned to one of the mock visit areas for scoring practice. Fill in the applicable areas visited during the mock visit and make comments as appropriate related to the team’s scoring efforts.

Questions	Mock Visit Area 1 _____	Mock Visit Area 2 _____	Mock Visit Area 3 _____	Mock Visit Area 4 _____
Did they ask the right questions?				
Were the questions appropriately open-ended and nonthreatening?				
Did they overlook something they should have asked?				
Did they mark the score form properly?				
Were they appropriately assertive in making compliance decisions or did they give in too easily?				
Did they interpret the standard too loosely or too rigidly?				
Did they seem like educators or inspectors?				

Challenges of the Visit

Brainstorm in small groups to determine problems and situations visitors may face.

Record the list on the flip chart.

Give brief but clear answers to questions, not allowing this to develop into a long “I heard about this camp visit once...”

Be sure the following situations are covered:

- **Lack of written documentation available at the visit** — Remember the difference between the Immediate Corrective Action and the 72-Hour Rule.
- **Unpreparedness of the director** — Visitors should use the visit as a learning experience even if the camp is not doing well on the visit.
- **Directors who are negative** — Directors may be negative or fight against what the standards contain rather than meeting the standards.
- **Directors who insist on immediately correcting a nonmandatory** — Directors may insist on correcting a standard that was scored “no” and want the score changed.
- **Disagreements between members of the visiting team** — Remind participants that the lead visitor has the final say. Minority opinions may be noted on the comment form.
- **Directors who try to steer visitors** — Directors may steer visitors away from what needs to be seen. Visitors need to maintain control of the visit.
- **Other problems** — Other problems may arise during the visit. If problems arise during the visit that cannot be resolved, visitors should feel free to phone the local office standards chair, the local office council chair, or ACA staff for assistance.

Remember to make time for participants to complete their portion of the Associate Visitor Participant Assessment form (the self-evaluation portion).

Mock Visit — Short Version

As an alternative to an actual full-blown mock visit, which can take acres of land and hours of time, use indoor spaces and have stations representing places in camp. Associate visitor candidates participate in improvisational role-plays to practice gathering information and asking questions for specific standards. Simple props can be used as necessary.

Mock visit players should be instructed to act in a prescribed manner (you can assign and/or they can improvise these personalities). Consider assigning roles of nonprogram staff, campers, and even a neighbor. See list of players you might include in the scenes.

After the stations, the group moves to a practice scoring session. Where candidates each practice scoring some standards with instructors acting as camp director and improvising a variety of director personalities such as: Bossy, no allowed to take a no, trying to keep things off topic, buddy-buddy, know-it-all veteran, deer-in-headlights director, unprepared director, or the I'll-tell-you-how-to-score director.

Potential Mock Visit Players

Name	Role/Title
Marsha Mellow	Camp Director and Owner
Graham Kraker	Program Director
Bill Ding	Maintenance and Property Director
Bea A. Ware	Waterfront Director
Tad Pohl	Assistant Waterfront Director (Red Cross Trainer)
Chris P. Nugget	Dining Hall Director
Brock Lee	Head Cook
Justin Thyme	Outdoor Skills and Overnights Director
Eileen Dover	Ropes Course Director
Sue Daphed, RN	Health and Wellness Center Director
Jula Joop	Sports and Field Games Director
Art Painter	Arts and Crafts Director
Constance Noring	Staff Person
Anita Shower	Staff Person
Allie Gater	Camper
Sue Duhnymn	Camper
Zour Krabappel	Nosy, Bothered Neighbor

Stations

Players are to have copies of any policies and procedures included in the Mock Visit Toolkit for their preparation. Their responses will reflect what is in this toolkit and should pertain only to the standards listed.

Activity/Location Represented – and Player	What information must actors be SURE to convey to visitors if asked OR What special prop must be seen. <u>Customize for your situation</u>	While scoring this station, actor will act....
Waterfront – Canoeing Bea A. Ware and Tad Pohl		As a know-it-all
Kitchen Chris P. Nugget		Scared to take a no – wants to correct everything – even nonmandatory standards
Camp Craft/Overnights Justin Thyme		Unprepared
Ropes Course Eileen Dover		Chatty – stray off topic (hard to get info from her)
A Camp Vehicle Bill Ding (set chairs to represent a car/van/bus)		As an old veteran, telling you how to score
Health Center Sue Daphed, RN		Very “by the book”
Out and About with Staff Constance Noring and/or Anita Shower		

Standards to Address

Due to the time constraints, the visitor candidates should prepare to seek information for only the specific standards listed.

Station	Standards
Waterfront	*PA.1 Supervisor qualifications & documentation of skills *PA.5 First Aid – CPR PA.27 Watercraft instruction PA.29 Watercraft maintenance PA.21 Watercraft rescue skills
Kitchen	SF.19 Refrigerator charts SF.17 Food service supervisor documentation SF.20 Dishwasher temperature charts
Specialized Program – Overnights/Campcraft Skills	*PD.9.1 Stoves PD.12 Supervisor qualifications PD.15 Staff skill verification PD.16 Supervision of activity leaders PD.23 Operating procedures
Specialized Program – Ropes Course	PD.13 Challenge supervisor PD.15 Staff skill verification PD.23 Operating procedures PD.24 Annual inspection PD.17 First-aider
Vehicle	TR.7 Accident procedures TR.8 Safety procedures TR.12 Mechanical evaluations TR.13 Safety checks TR.15 Training for drivers
Health and Wellness Center	HW.5 and HW.23 Health History HW.9 Permission-to-treat forms HW.11 Healthcare policies and procedures HW.26 Emergency care personnel for user groups
Campers and or Staff – HR Standards	HR.8 Procedures for camper supervision HR.8 One-on-one camper/staff interaction HR.16 Behavior management procedures

Closing and Wrap-Up

Ask participants to complete the self-assessment portion of the Associate Visitor Participant Assessment from the participant handout.

You may wish to have them fill out the assessment during free time of the course so you can review and complete the instructor portion.

When they have completed and turned in the self-assessment portion, hand out and ask participants to complete the course and instructor evaluations. Provide an evaluation to complete on each Instructor.

Instructors review the Participant Assessments and fill in Instructor Assessment of Demonstrated Skills column using the Disagree/Agree column and making any comments about the participant's progress through the course.

Instructors will evaluate the visitor trainees and make recommendations regarding the number of visits required of each candidate as an associate visitor before they will be eligible for visitor status.

Instructors should conduct this evaluation in private. These candidates will receive a copy of their self-assessment with the instructor's assessment. Instructors may mail this copy if a copier is not available.

Remind participants that they must keep their ACA membership up to date to be eligible to visit camps. Let them know that the ACA Local Office Council of Leaders or ACA Affiliate Office Board of Directors will vote to approve their appointment as an associate visitor at its next meeting. Remind participants of local office procedures for assigning visitors.

Congratulate them on completing the American Camp Association Associate Visitor Course!!!

Instructors: Please complete your portion of the Associate Visitor Application and forward it to the Local Standards Committee.