

THE TERESA GROUP SUMMER CAMP PROGRAM

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Evaluation Results

November 2014

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Executive Summary

The Teresa Group, the most comprehensive paediatric HIV provider of support services, works with over 300 families and approximately 700 children who are affected by HIV and AIDS. For many children, being affected by HIV can have a negative impact on mental health. Children living with, or affected by HIV, may endure ongoing stress related to worry about their own health, or that of a family member. The ongoing stigma and discrimination associated with HIV can also negatively affect self-esteem and one's sense of self-worth. Many of the families associated with The Teresa Group face ongoing challenges related to immigration, poverty, and housing; all of these factors can negatively impact a child's sense of wellbeing as well as their current and future mental health. Feelings of depression and anxiety are not uncommon among this group of children.

Given these many possible negative impacts, The Teresa Group has begun a one-week camp for children affected by HIV. It was hoped that the program would allow children and youth affected by HIV a chance to connect with peers facing similar challenges, gain a sense of belonging within a supportive community and reduce their isolation. The goals of the camp were to build supports, learn life skills to help empower them to live self-sufficient, independent, productive lives, and most importantly to have fun.

To help assess how well the camp achieved these goals, The Teresa Group undertook an evaluation; the results of that evaluation are discussed here; for more details, please consult the full report.

Methodology

To measure the shorter-term goals of the camp the evaluation included a survey with campers at the end of camp, an observational tool completed by camp counsellors on the campers (at the beginning of camp and again at the end), a parent survey, an on-line counsellor survey, and a camp counsellor focus group. As well, camper, counsellor and parent surveys also included some process items related to satisfaction with the camp, and for camp counsellors – with the training and support provided.

Outcome Results

All of the campers completed a survey, although not all completed all questions (N=42). As well, camp counsellors completed observation tools on all 42 participants. A total of 26 parents completed surveys (26% response rate) and of the 17 camp counsellors, 13 (76.5% response rate) completed an on-line survey. Response rates, therefore, were excellent.

There were more female campers than male campers (61.9% vs. 38.1%, respectively) and they ranged in age from 9 to 18 – the average age was 11.9. The majority of the campers had attended camp previously (57.1%). Counsellors identified 7 of the 42 campers as having special needs (16.7%).

The camper outcomes assessed included:

- Friendships and social connections;
- Physical activity levels;
- Emotional intelligence;
- Personal development and self-confidence; and
- Other learnings and benefits.

Friendships and Social Connections

- Campers and their parents reported that the campers had made friends and learned how to be a good friend from attending camp – both groups reported high ratings (greater than 4 on a 5-point scale) on those items.
- In open-ended comments, many of the campers reported that they had learned how to be a good listener and communicator.
- They also reported that they had learned to be respectful of others and their opinions and ideas.
- Other common responses included being kind, honest, and nice.
- Less common responses by campers included being there when you needed them and/or facing adversity together, encouraging each other, and sharing good times and bad.

“I’ve learned how to be a good friend because a good friend is respectful, caring, honest, and do not tell secrets behind other people’s back and a friend is very kind.” (Girl; age 9)

“Learned to be a better person and be a better supporter. To be there at all times and to stay true.” (Boy; age 14)

Camp counsellors indicated a significant increase in the number of friends the campers had from the beginning of camp to the end (from 3.8 to 5.0); however, although there was an increase on the “social connections” scale completed by the counsellors, the increase was not statistically significant.

Physical Activity

- Campers and their parents reported that since attending the camp, the campers were more physically active, played more sports, and were more interested in activities and games that are more active (ratings ranged from 3.8 to 4.3 on a 5-point scale)
- In open-ended comments, the most common response was that they were feeling more physically active and/or had an improved attitude toward physical activity and/or sport.
- The girls were also more apt, than the boys, to report that they were more active at camp because there were no electronics or tv.
- The boys were more apt to say that they enjoyed the sports (e.g., “I love sports”; “Felt great about the sports”).

“I do feel more physically active and willing to do physical activity.” (Girl; age 15)

“I feel more active and more excited when I get to play a sport.” (Boy; age 13)

“When I was at home I always played on my tablet or watched tv, but camp brought me to the outdoors and nature. Now I play more sports and do more activities.” (Girl; age 10)

Camp counsellors completed a seven-item Physical Activity scale on the campers when they entered the camp and when they exited. Although a very small increase was noted on the scale, the increase was not statistically significant. However, there were two items that demonstrated a statistically significant improvement; these included:

- Camper has a positive attitude toward physical activity.
- This camper is physically active.

Emotional Intelligence

- Campers and parents reported that since attending the camp, the campers were better at knowing what others, and themselves, were feeling.
- Campers gave a higher rating than parents for knowing how they were feeling (4.2 vs. 4.0, respectively); parents gave a higher rating to knowing how others were feeling (3.9 vs. 4.1 for the campers).
- Both groups gave a slightly lower rating to being “better able to talk about/deal with own feelings” (3.6 for both groups).
- When asked for open-ended comments about what they had learned in this area, both girls and boys reported that it is important to talk things out.
- Girls also reported that it was important to be nice, to help one another, to try to make others happy, and they also reported that they learned to read others’ body language in determining how they were feeling.
- Both boys and girls reported that it is sometimes important to give others time and space to figure things out.

“I’ve learned how to deal with my feelings and other people’s feelings by helping others and making other people happy.” (Girl; age 9)

“I have learned that many kids have experienced different situations in their lives that are different than mine and they may react differently to certain things that are said or done. Some people are more sensitive than others and I’ve learned that even though some people put on a fake smile on their faces, they may feel really hurting inside and they may need someone to talk and admit their feelings to.” (Girl; age 12)

“To let people figure things out for themselves sometimes.” (Boy; age 13)

“What I have learned from camp is that when others are feeling feelings you can always deal with it by talking it out or giving them time alone.” (Girl; age 11)

Camp counsellors completed a 10-item Emotional Intelligence scale. Although a small increase on the scale was noted from the observation provided at the beginning of camp, compared to that at the end of camp, this increase was not statistically significant. Nonetheless, there were statistically significant improvements on 2 of the 10 items:

- Camper seeks out activities that make him/her happy.
- Camper compliments others when they have done something well.

Personal Development and Self-Confidence

- There were nine items examining different aspects of personal development (independence, responsibility, leadership, decision-making, knowing limits) and self-confidence.
- A total sum was calculated for the 9 items. The mean ratings were quite positive: 39 for campers and 35 for parents (out of a possible range of 9 to 45).
- Campers ratings on each of the 9 items were very high at 4.2 or greater (range from 4.2 to 4.6 on a 5-point scale).

“When at the open stage even though I messed up I still got cheered up.” (Boy; age 14)

“Taught me that everyone has problems and that you can deal with anything that bothers you and you can do anything.” (Boy; age 13)

“Now that I know I can walk across a 2 story high tight rope I know I feel better because I

- Parent ratings were also positive, but their ratings were a little lower – ranging from 3.6 to 4.2.
- When asked to explain, in their own words, how camp may have helped them feel better about themselves, the campers reported that they had faced fears, learned to overcome challenges and deal with mistakes, and that the encouragement of others was helpful.
- Many of the girls also reported that the camp had helped them learn new things, and developed leadership skills, which had helped them feel better about themselves.
- When asked how camp might have helped them be more independent or responsible, campers reported that they had learned to do things for themselves.

know I can do it.” (Girl; age 10)
“It teaches me to not be scared when I want to do what I want to do.” (Boy; age 11)

“Camp has made me feel better about myself by making us do new things we have never done before....” (Girl; age 11)

“Camp has lifted my self-confidence and self-esteem because it taught me many lessons on how to be a good leader.” (Girl; age 16)

“It helped me become more responsible for my actions and my things.” (Girl; age 9)

“Because you clean your cabin, you help the younger kids too.” (Boy; age 11)

When parents were given an opportunity to report on benefits of the camp, in their own words, some of the parents commented on their children’s personal development: improvements in responsibility, independence, leadership and self-confidence.

Camp counsellors were asked to complete a 10-item scale on personal development and self-confidence: results revealed a statistically significant improvement on the scale from the beginning of the camp to the end. The items that showed the strongest results included:

- This camper has a good understanding of his/her personal limits
- This campers is good at doing this on his/her own
- This camper appears to be confident in him/herself
- This camper demonstrates good leadership skills
- This camper appears to be comfortable being away from home

Other Learnings and Benefits

Campers were also given the opportunity to provide any other information on learnings and benefits from the camp. These included:

- Physical skills including: fire-making, canoeing, rock climbing, and high ropes
- Leadership skills
- Greater responsibility and independence
- Teamwork skills
- Learning more about others and how to deal with different types of people.

Parents and counsellors reported similar benefits for campers. Parents reported on personal development, making friends, learning new skills, and their children being more active. Counsellors reported on leadership, problem-solving, teamwork and social skills; they also thought that campers had gotten to experience new and challenging things, set goals for themselves, develop confidence and make friends.

Process Results

Camp Activities

- Campers were very satisfied with the camp (mean rating of 9.5 out of 10).
- Parents also rating their children's enjoyment of camp as very high: 9.8 out of 10.
- The activities enjoyed most included: swimming, canoeing, high ropes, archery and climbing wall.
- Very few dislikes remarked upon – a few people had complaints about bathroom facilities and bugs and a few had some interpersonal conflicts or issues with others.
- Recommendations varied but most were only reported by single campers – e.g., more time for different activities, more free time, etc. One person recommended having more male counsellors.
- Counsellors reported on activities that worked better than others and made some suggestions for improvement – e.g., having more structure to some activities (particularly for younger campers) and providing more time for some activities .

Camp Amenities

- Amenities were rated very highly by the campers –the counsellors/staff received a rating of 9.8 on 10-point scale, and the location and facilities rated an 8.1.
- Camp counsellors also rated the amenities pretty positively - no one answered “poor” to any of the amenities listed, and only one person answered “fair” to two of the amenities (meals and restrooms/showers). All other amenities were rated as “okay”, “good”, or “excellent”.

Training and Support/Policies and Procedures

- Camp counsellors reported favourably on the training and preparation time/information. One suggestion was to perhaps have more role-playing/scenarios.
- Counsellors reported feeling supported by head staff at the camp. They felt the nightly meetings were useful, but difficult, after a long day. The visual schedule was positively rated.
- There were a few comments about policies and procedures at camp, but nothing major emerged (issues with kitchen policies; procedures being enforced differently in different cabins; further explanation of HIV/disclosure policies). One counsellor suggested that perhaps there could be one more full time camp counsellor and one more relief counsellor.
- Parents rated the administrative procedures, as well and transportation and bus check-in procedures very highly. There were very few comments or recommendations.

Summary

The process and outcome components to this evaluation demonstrate a very successful experience for the campers. The program was well organized and implemented. Campers enjoyed the camp activities, their fellow campers, and the staff. And, they experienced many positive benefits from attending.

Introduction

The Teresa Group, the most comprehensive paediatric HIV provider of support services, works with over 300 families and approximately 700 children who are affected by HIV and AIDS. For many children, being affected by HIV can have a negative impact on mental health. Children living with, or affected by HIV, may endure ongoing stress related to worry about their own health, or that of a family member. The ongoing stigma and discrimination associated with HIV can also negatively affect self-esteem and one's sense of self-worth. Many of the families associated with The Teresa Group face ongoing challenges related to immigration, poverty, and housing; all of these factors can negatively impact a child's sense of wellbeing as well as their current and future mental health. Feelings of depression and anxiety are not uncommon among this group of children.

Given these many possible negative impacts, the idea of creating a Canadian camp program for children affected by HIV was a long time goal of The Teresa Group. In July 2013 that goal came to fruition when forty children from the Greater Toronto area participated in a one-week camp. It was hoped that the program would allow children and youth affected by HIV a chance to connect with peers facing similar challenges, gain a sense of belonging within a supportive community and reduce their isolation. The goals of the camp were to build supports, learn life skills to help empower them to live self-sufficient, independent, productive lives, and most importantly to have fun.

To help assess how well the camp achieved these goals, surveys were completed by campers, parents, and camp counsellors and results from that evaluation were shared in the fall of 2013. The Teresa Group staff recognized some challenges and limitations to the evaluation measures and framework from the 2013 evaluation and wished to make some changes to the framework for the 2014 camp program. Based upon the goals and objectives for the camp program, as well as experiences from the evaluation in 2013, the evaluation framework (including the measures used) were modified and subsequently implemented during the 2014 camp. This report describes the results from the evaluation carried out in August-October 2014. Please see results below.

Goals and Objectives for the Summer Camp Program

The goals and objectives for the Summer Camp program informed the evaluation process; these included:

1. Increased social support
 - **Access to wider social network both personally with closer bonds with more friends through shared experiences and values**
 - **Learn/demonstrate skills about making and maintaining friendships**
 - Increased social connections lead to greater opportunities, more support overall, more success later in life

2. Increased physical activity
 - **Participate in more activities at home and school**
 - More active throughout life
 - Increased health throughout life leads to personal and societal benefits

3. Increased self-awareness and emotional regulation
 - **Campers develop ability to recognize and discuss their own emotions**
 - **Campers learn to recognize the emotions of others and different ways to deal with them**
 - **Better able to regulate and manage their own emotions resulting in better problem solving skills**
 - **Will engage with others, develop relationships, and manage interactions more effectively**
 - Balanced, self-aware individuals who are capable of empathy and relating to others on an emotional level

4. Increased self-confidence and self-respect
 - **Campers learn to try new things and challenge their perceived limits**
 - **Campers learn how to deal with issues on their own**
 - **Willing and able to try new activities and take on new responsibilities**
 - **Increased self-confidence and awareness of personal abilities and limitations**
 - More flexible, resourceful and self-aware and therefore better able to deal with life's challenges which can lead to greater success later in life

5. To grow as responsible members of their families and citizens of their communities.
 - **Be able to share new knowledge with family members and use camp as an opportunity to strengthen family relationships**
 - **Participate in a program element that focuses on the needs of others (in their family, community, or globally) and allows them to explain how they can take action to make a positive difference.**
 - **Be able to give examples of how camp made them feel welcome, how they helped others to feel like a part of the group, and how they could become more involved in camp in the future (other programs, volunteer opportunities, etc.)**

6. To develop their capacities for leadership and use them responsibly in their own groups and in community life.
 - **Have the opportunity to lead others and demonstrate positive communication skills for encouraging others, sharing ideas, and building friendships.**

In this evaluation the focus will be on shorter-term goals – indicated in bold above – that are more likely to be achieved through the one-time summer camp experience. The other goals listed are longer-term, and cannot realistically be attained nor measured in the time frame for this current evaluation. The methods and measures used in this evaluation are described below.

Methodology

To measure the shorter-term goals listed above, this evaluation included the following:

1. **Survey with campers:** campers completed a survey at the end of camp to measure the main short-term goals.
2. **Observational tool completed by camp counsellors on campers:** A modified version of the Canadian Camp Association observational tool was used to collect information on each camper, by the counsellor most familiar with each child. The tool measures many of the short-term goals established by The Teresa Group and was completed twice: once within 48 hours of arrival at camp, and then again at the end of the camp session.
3. **Parent survey:** parents of campers were asked to complete a survey after the child had completed camp. The survey comprised both outcome and “process” questions - that is, questions about the program implementation and satisfaction. The questions on outcome were matched to those asked of the campers themselves.
4. **An on-line counsellor survey:** an on-line survey was constructed on-line through Survey Monkey that counsellors completed in the weeks after the camp was completed. The survey included process questions about the camp (as indicated above – both implementation and satisfaction questions).
5. **A counsellor focus group:** a focus group was organized with some of the camp counsellors to gather more in-depth information on process. This was conducted in October 2014.

The inclusion of each of these elements, to the evaluation, helps to ensure data triangulation (i.e., cross-referencing data across two or more sources – campers, parents, counsellors) and provides both quantitative data (i.e., ratings on a number of outcome areas) as well as qualitative data (open-ended responses to questions in the survey and the focus group with counsellors).

Each of these elements is described in more detail below.

Survey with Campers

The survey included questions developed to measure the following:

- Friendships (3 items);
- Physical activity (3 items);
- Identification of emotions (self and others) and dealing with his/her emotions (3 items);
- Self-development (independence, responsibility, leadership, decision-making, knowing limits); and self-confidence (9 items).

As well, at the end of each of the sections above, campers had the opportunity to answer an open-ended question (or two questions for the self-development/self-confidence section) about how camp may have helped them in each of these areas. Further, they were asked if there were any other ways that the camp may have helped them, or what they learned. Finally, with respect to process, they were asked to indicate what they liked best about the camp, to rate their enjoyment and the camp facilities, if

there was anything they did not like, and if they have any suggestions or recommendations to improve the camp.

This survey was administered by the staff at the end of the last day of camp. Staff were provided with instructions about how to explain the purpose of the survey to campers and how the survey was to be completed, and they were available during survey completion to answer any questions they might have had.

Please see Appendix A for a copy of the survey.

Observation Survey Completed by Camp Counsellors

The Observation Survey is a modified version used by the Canadian Camp Association (CCA) in research they have conducted in the past.¹ The CCA developed tool included the following sections:

- Information about the camper (age, gender, camp experience, first language, cultural background and if the camper has special needs);
- Social connections at camp (12 items);
- Environmental awareness (5 items);
- Self-confidence and personal development (8 items);
- Emotional intelligence (10 items);
- Physical activity (7 items); and
- Unusual circumstances (anything that the counsellor feels may have had an impact on how s/he completed the survey for any particular camper).

It was decided that “environmental awareness” was not necessary to include in this evaluation. As well, The Teresa Group staff wished to modify the wording on several items and to eliminate two items in the Social Connections section.

The Observation Tool was completed twice during the camp: first, within 48 hours upon arrival in the camp, and second, after the camp was completed (within two days of the end of camp).

Please see Appendix B for a copy of the modified observation tool.

Parent Survey

The parent survey included outcome items similar to those in the camper survey. That is, parents were also asked to rate their children on social support/friendship, physical activity, emotional intelligence, and personal development and self-confidence. Parents rated these different items on a similar scale to that used in the camper survey. Parents were also given the opportunity to provide open-ended comments about benefits and learnings from the camp. As well, the survey included “process” questions about their satisfaction with the program and its administration/organization. Staff contacted parents

¹ The Observation Survey was developed for the Canadian Summer Camp Research Project. Researchers on that project included: Troy Glover, Ph.D (Principal Investigator and Professor, University of Waterloo), Amy Chapeskie, M.A. (Ph.D candidate, University of Waterloo), Steven Mock, Ph.D (Professor, University of Waterloo), and Roger Mannel, Ph.D (Professor, University of Waterloo).

to complete the survey when they were in the office. Surveys were completed during the month of September and the early part of October 2014.

Please see Appendix C for the parent survey.

On-line Camp Counsellor Survey

Since camp counsellors completed the Observation Tool for each camper on camp benefits and impacts, the on-line survey focused on process and satisfaction questions. Questions included queries about camp amenities, satisfaction with training and preparation, the success of different camp activities, and if they felt supported by head staff. Although the survey focused on process-related items, it also included a question about what counsellors felt were the top three benefits for campers.

This tool was completed on-line, through Survey Monkey, in the month following the end of camp.

Please see Appendix D for the counsellor survey.

Camp Counsellor Focus Group

The counsellor focus group included questions similar to those in the Observation Tool and the on-line survey, but was more in-depth and qualitative. Although there were repeated attempts to solicit a date where at least 6-10 counsellors could participate, a date that suited more than 5 counsellors could not be solicited. The focus group went ahead with those five individuals; however, on the night of the focus group only two could attend. Therefore, the interview (conducted on September 29th) only included two of the 17 counsellors. The interview was audio-recorded (with participants' verbal consent) and transcribed.

Please see Appendix F for a copy of the interview questions.

Outcome Results

Participation Rates

All of the campers completed the survey (100%; N=42) – although not all campers answered all questions. As well, camp counsellors completed observation tools on all 42 participants (100% participation). There were 26 parents that completed surveys – a response rate of 62%. Finally, of the 17 camp counsellors, 13 participated in the on-line survey – a response rate of 76.5% (although not all counsellors answered every question). All the response rates for the surveys conducted were excellent.

Camper Snapshot

Over 60% of the campers were girls (61.9%; n=26); 38.1% (n=16) were boys. Campers ranged in age from 9 to 18, with an average age of 11.9, and a median age of 12. The majority of campers had attended camp previously (57.1%; n=24); 42.9% (n=18) were at camp for the first time. Counsellors identified 7 of the 42 campers as having special needs (16.7%). These included three girls with a learning

disability, two boys with ADHD, one boy with ADHD and a learning disability, and one boy where the specifics of the special needs were “unknown”.

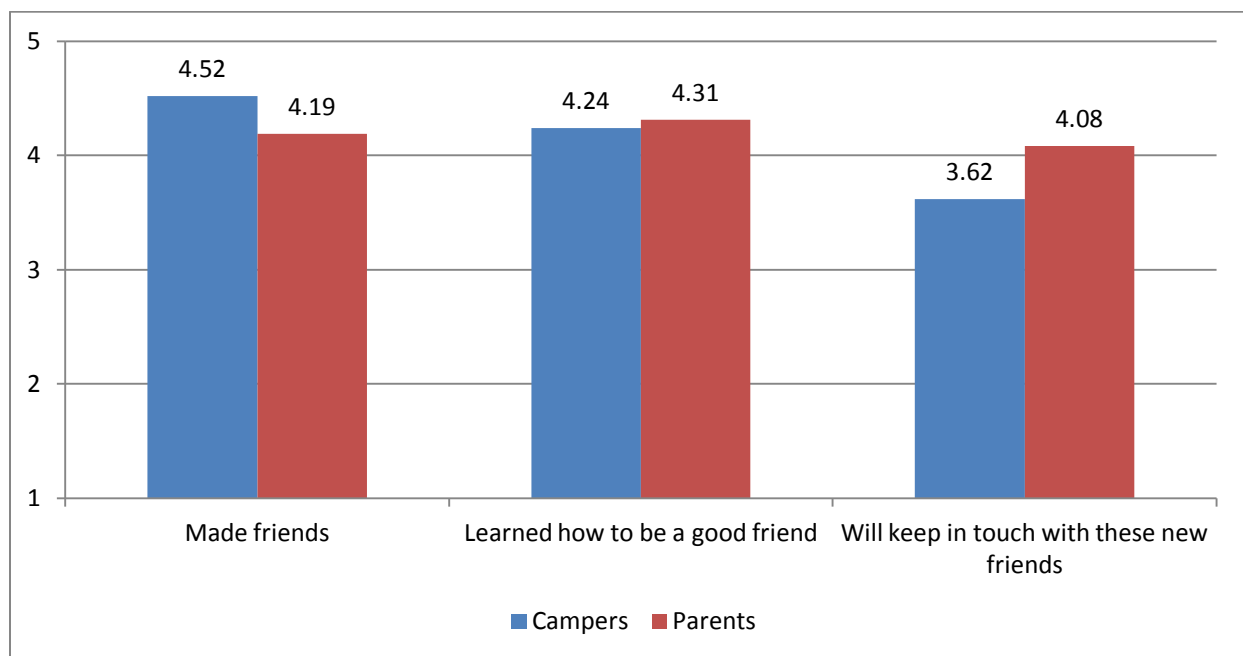
Friendships and Social Connections

Making friends, social connections, and the elements of good friendships were explored in the surveys with the campers themselves, as well as those completed by the counsellors and parents.

Camper and Parent Survey Results

See the chart below for the camper and parent survey results for the three friendship items.

Figure 1: Camper and Parent Survey Results – Friendship



For both campers and parents, all three items were scored on a 5-point scale; the higher the number the more positive the response. As shown above, the results were quite positive for these items, as the mean rating was over 4 for the first two items and over 3.5 for the third item, as rated by the campers, and over 4 for all three items as rated by the parents. Over 90% of the campers answered either a 4 or 5 to the first item, and over 85% answered 4 or 5 to the second item. Responses to the third item were not as positive – with about one-half of respondents (52.5%) answering 4 or 5, and close to one-third (30%) answering a 3 on the 5-point scale (“sort of true”). About 17% answered at the low end of the scale (a 1 or 2). For all three items, 85% or more of parents answered a 4 or 5 on the scale.

There were no gender differences found in camper responses to these items – that is the means were not statistically different by gender. As well, age was also examined – looking at whether there were differences between the younger campers (less than 12) and the older campers (12 and up). There were no differences for the second and third items, but the younger campers rated the first item lower than the older campers: 4.30 vs. 4.67, respectively.

The camper survey also had an open-ended question at the end of this section, where campers were asked to express, in their own words, what they had learned about being a good friend. Almost all of the campers gave a response to this question (38 of 42). By far the most common response had to do with being a good listener/communicator. Another common theme was to be respectful of others and their opinions and ideas. Other common responses included being kind, honest, and nice.

"I've learned that in a group of people listening is the key to communication. Sometimes it's hard to open your ears and listen to someone when you have something to say. You need to be really patient and be able to take the time to listen to what others have to say. It's the key to a good friendship." (Girl; age 12)

"Talking, listening, sharing and being kind to each other." (Boy; age 9)

"I've learned how to be a good friend because a good friend is respectful, caring, honest, and do not tell secrets behind other people's back and a friend is very kind." (Girl; age 9)

"If you [want] to have friends you must learn to respect each other you have to care about the people around you. To have friends you need to treat people the way you [want] to be treated, and be kind to one another." (Girl; age 9)

"You need to respect them and their ideas, to communicate to keep a good relationship, and you need to share your own ideas." (Boy; age 12)

Less common responses by campers included being there when you needed them and/or facing adversity together, encouraging each other, and sharing good times and bad.

"I have learned that even when times get tough, friends always look out for each other." (Boy; age 14)

"Good friends are there in your times of need and listen to you. They can also give advice and can help you feel comfortable in group situations." (Girl; age 18)

"Learned to be a better person and be a better supporter. To be there at all times and to stay true." (Boy; age 14)

"Being a good friend is not just talking/hanging out with people it's also about the times you have shared together and [getting] through obstacles together. Also about listening." (Girl; age 12)

Although the girls were more descriptive than the boys, and gave more information, the themes were similar across both groups.

When parents were asked to explain, in their own words, how their sons and daughters might have benefited from camp, one of the most common responses was that they had made friends, became more social or was getting along better with others since going to camp:

"Learned to be part of a group. Appreciated everyone that helped him. Friendship's importance." (Parent of boy, age 13)

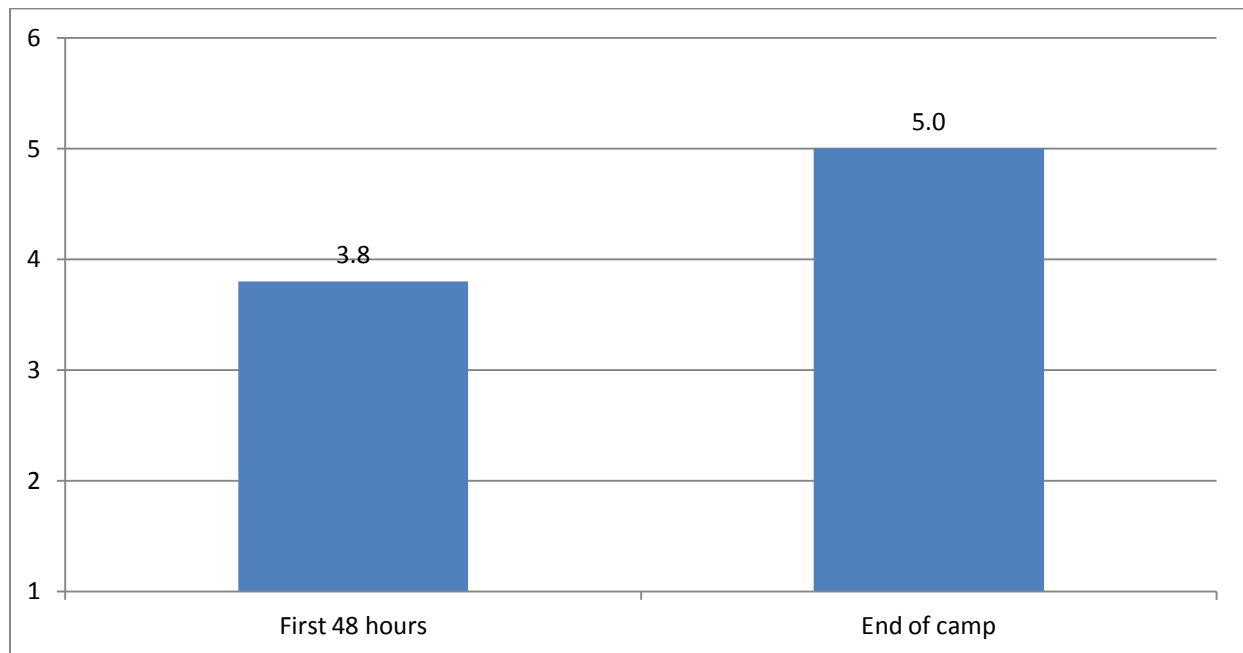
"Happy with friends.... Works better with people." (Parent of boy, age 11)

"More friendship. Better at relating with adults." (Parent of girl, age 13)

Camp Counsellor Survey Results

Camp counsellors were asked to indicate how many friends campers had when they entered camp, and then report again when campers exited camp. Counsellors only reported on both pre and post for 19 of the 42 campers – for the remaining 23 either the pre or post was left blank. Given that there were less than one-half of the campers represented, the results should be accepted with caution.

Figure 2: Camp Counsellor Survey Results – Number of Friends



There was a statistically significant increase in the number of friends reported from the beginning of camp to the end of camp.² The effect size for that finding was moderate at .59.³

The camp counsellor survey also included a 10-item Social Connections scale that counsellors completed when campers entered camp, and then again when they exited. Campers were rated on a seven-point scale from “very strongly agree” to “very strongly disagree”. A total Social Connections score was calculated for each camper and pre and post scores on that sum were examined.⁴ The possible range in scores was 10 to 70. Although there was a small overall increase in the mean from 54.5 to 55.6, this difference was not statistically significant.

² $t(18)=2.52, p=.02$

³ Effect size looks at the magnitude of the effect. Effect sizes of .20 are considered small; .50 are considered moderate; and .80 are considered large.

⁴ This sum was calculated after first testing the internal consistency of the scale (using Cronbach’s alpha) to determine if the items in the scale (at both pre and post) hung together as a scale – and they did. The alphas for both pre and post were .9 and .8, respectively.

Individual items in this 10-item scale were then examined to see if there were any differences between pre and post. One of the 10 items showed a significant increase from pre to post: “This camper exhibits a sense of pride about being a member of this camp.” This item increased from 4.45 to 6.00.⁵

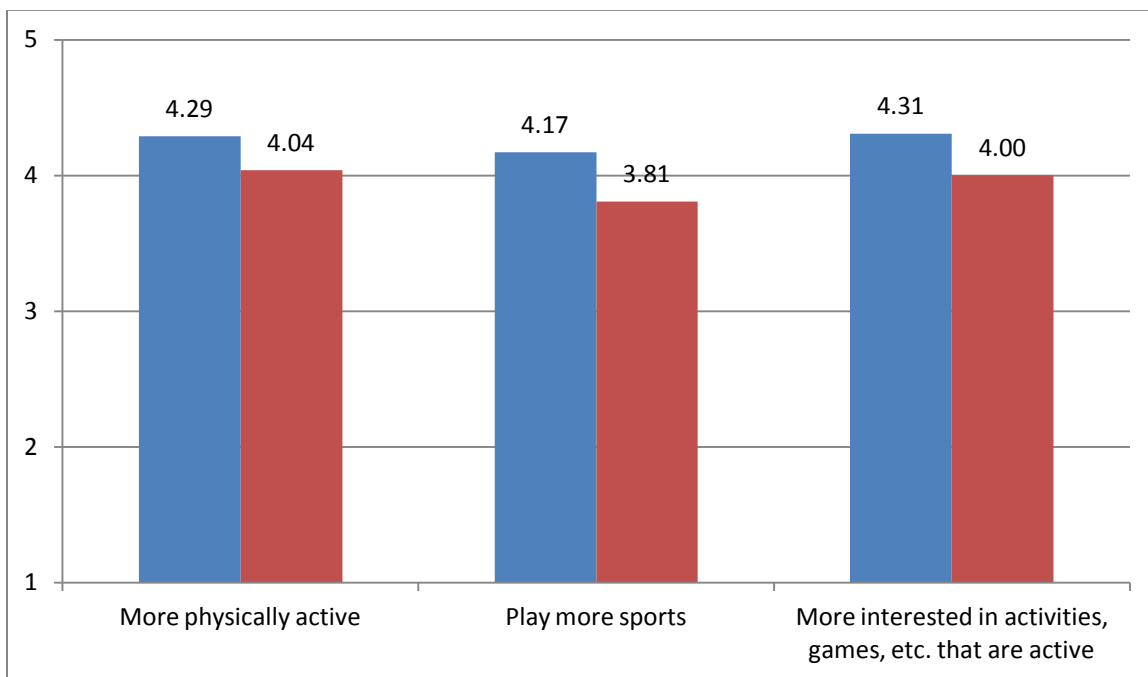
Physical Activity

In all three surveys, campers’ engagement in physical activity and sport was explored.

Camper and Parent Survey Results

The camper and parent surveys included ratings on three physical activity and sport items. Please see results below:

Figure 3: Camper and Parent Survey Results – Physical Activity



The camper results for the three physical activity items were very similar, with campers’ mean ratings on all three items above 4 on the 5-point scale. For items 1 and 3, over 85% of the campers answered either 4 or 5 on the 5-point scale, and less than 10% answered at the low end (1 or 2). For item 2 (I play more sports), close to three-quarters of respondents (73.8%) answered at the high end of the scale and a further 26.2% answered 3 on the 5-point scale. Parent ratings of these three items were a little lower than the camper self-ratings, with the biggest difference being for “play more sports” (a .36 point difference), followed closely by “more interested in activities, games etc. that are active” (a .31 point difference).

⁵ $t(41)=2.57, p=.01$

There were no gender differences found in camper responses to items 1 and 2; however, there was a gender difference found for the third item – boys demonstrated a higher mean than girls (4.9 vs. 4.4, respectively). There were no differences between the older and younger campers on these items.

Campers were also given the opportunity to comment on whether they were more active, or had a different attitude toward physical activity and sport, since going to the camp. Again, most of the campers (37 of 42) answered this open-ended question. The most common response was general comments about how they were feeling more physically active and/or had an improved attitude toward physical activity and/or sport:

“I am more physically active and would like to continue once I leave.” (Girl; age 16)

“I do feel more physically active and willing to do physical activity.” (Girl; age 15)

“I feel more active and more excited when I get to play a sport.” (Boy; age 13)

Several of the girls also reported that they had tried new activities while at camp, things they hadn't done before, and they enjoyed those sports and games.

“I tried new physical things - like climbing wall, high ropes, and low ropes.” (Girl; age 12)

“Well, I've realized that camp makes me try new things that I thought that I couldn't do before. This camp has helped me try new activities that are active. I learned how to put a string on a bow at archery and how to paddle (again) and canoeing. I think I'd like to try those activities later on, like canoeing, for example. I feel more physically active.” (Girl; age 12)

The girls were also more apt, than the boys, to report that they were more active at camp because there were no electronics or tv. They reported that they played more games and were more physically active because of this:

“I am more physically active at camp because there are no electronics and there were more activities to do.” (Girl; age 9)

“When I was at home I always played on my tablet or watched tv, but camp brought me to the outdoors and nature. Now I play more sports and do more activities.” (Girl; age 10)

“I feel more active coming to camp and instead of watching TV or playing electronics you are playing more active games. Also, I have been playing more sports when I come to camp.” (Girl; age 11)

The boys were more apt to say that they enjoyed the sports (e.g., “I love sports”; “Felt great about the sports”).

Camp Counsellor Survey Results

The camp counsellor survey included a seven-item Physical Activity scale. As with the other scales in this survey, counsellors rated the items on a seven-point scale from Very Strongly Agree to Very Strongly Disagree. A total Physical Activity score was calculated for each camper by summing all seven items at both pre and post (scores could, therefore, range from 7 to 49).⁶ Although there was a small increase from 36.05 to 37.22, this difference was not statistically significant.

The seven individual items were then examined separately and two of the items were found to have increased significantly from pre to post:

- Camper has a positive attitude toward physical activity: increased from 5.15 to 5.54.⁷
- This camper is physically active: increased from 5.19 to 5.63.⁸

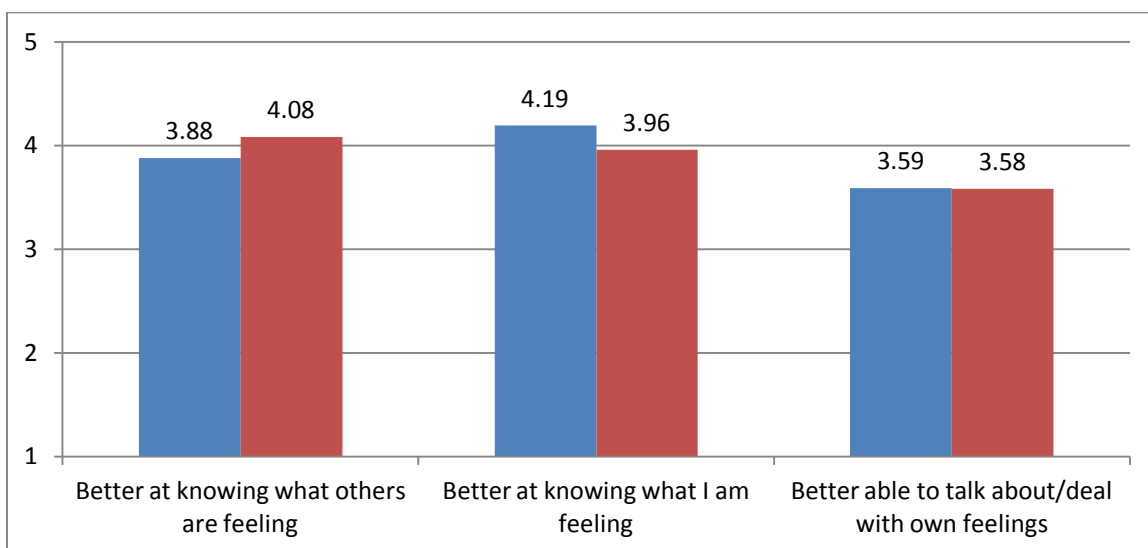
Emotional Intelligence

In each of the surveys conducted (camper, counsellor, parent), emotional intelligence was explored. For the campers and parents this included three items – identification of emotions (self and others) and dealing with his/her own emotions. For the counsellors, this included the 10-item Emotional Intelligence scale from the Observation used by the CCA.

Camper and Parent Survey Results

Results on the three individual items are shown below:

Figure 4: Camper and Parent Survey Results – Emotional Intelligence



⁶ This sum was calculated after first testing the internal consistency of the scale (using Cronbach's alpha) to determine if the items in the scale (at both pre and post) hung together as a scale – and they did. The alphas for both pre and post were .9 and .9, respectively.

⁷ $t(40)=2.64, p=.01$

⁸ $t(40)=2.06, p=.04$

Results for these three items show that parents and campers in agreement for the item “better able to talk about deal with feelings” – both groups gave nearly identical ratings. It is interesting, that for the other two items, parent and camper ratings are different: parents rated their children’s ability to know what others are feeling higher than children’s ability to know their own feelings (4.08 vs. 3.96, respectively) – although there is not a great deal of difference in the two ratings. The campers, on the other hand, rated their ability to know their own feelings higher than knowing others (4.19 vs. 3.88, respectively).

As shown above, the strongest finding for campers was for “better at knowing what I am feeling” – 4.19 on a 5-point scale. Close to three-quarters of the campers (73.6%; n=31) answered the high end of the scale for this item and less than 15% answered at the low end (2 or 1). Campers also positively rated their knowledge of others’ feelings (3.88) – two-thirds answered at the high end of the scale, no one answered “1” and less than 12% answered “2”. The lowest rating – although still positive – was provided for the third item (talking/dealing with own emotions): about 62% answered at the high end of the scale – but more than one-quarter (26.2%) answered at the low end (2 or 1 on the 5-point scale). There were no gender differences, nor age differences, found in responses to these items.

As with the other sections, campers were also asked to provide an explanation about what they had learned at camp about knowing how they or others were feeling and how to deal with those feelings. There did appear to be gender differences in the open-ended comments made. Girls were more likely to report that they learned that it was important to be nice, to help one another, to talk things out, and to try to make others happy. Girls were also more likely to report that they had learned to read others’ body language in determining how they were feeling.

“I’ve learned how to deal with my feelings and other people’s feelings by helping others and making other people happy.” (Girl; age 9)

“When my friends are feeling sick or sad I cheer them up and put a smile on their faces.” (Girl; age 10)

“I have learned that many kids have experienced different situations in their lives that are different than mine and they may react differently to certain things that are said or done. Some people are more sensitive than others and I’ve learned that even though some people put on a fake smile on their faces, they may feel really hurting inside and they may need someone to talk and admit their feelings to.” (Girl; age 12)

“How to work well with the kids and gaining leadership skills. By reading a person’s body language you can determine what a person is feeling. You can deal with those feelings with encouragement, warm words or even jokes.” (Girl; age 18)

Boys also reported that they learned it was important to talk, and both boys and girls reported that it is sometimes important to give others time and space to figure things out:

“To calm down and talk to someone.” (Boy; age 11)

“You [need to] be patient and wait. You respect their personal space and give them time to think.” (Girl; age 10)

“To let people figure things out for themselves sometimes.” (Boy; age 13)

“What I have learned from camp is that when others are feeling feelings you can always deal with it by talking it out or giving them time alone.” (Girl; age 11)

Camp Counsellor Survey Results

The camp counsellor survey included a 10-item Emotional Intelligence scale. As with the other scales, the items were rated on a seven-point scale, and a total scale sum was calculated at both pre and post for each camper.⁹ The difference between the pre and post scores was then examined. Again, although there was a small increase – from 50.49 to 52.15 – the difference was not statistically significant.

The 10 items were then examined individually to determine if there were any differences. Two of the items did increase significantly from pre to post:

- Camper seeks out activities that make him/her happy: increased from 5.73 to 6.12.¹⁰
- Camper compliments others when they have done something well: increased from 5.10 to 5.58.¹¹

Personal Development and Self-Confidence

In this section, independence, responsibility, leadership, decision-making, knowing their limits, and self-confidence were explored.

Camper and Parent Survey Results

Both the camper and parent surveys include nine items examining personal development and self-confidence. Because of the larger number of items in this section, analyses revealed that the nine items did hang together as a single scale.¹² Therefore, the items were summed to calculate a total “personal development and self-confidence” score. Scores could range from 9 to 45. For the campers, scores ranged from 22 to 45; for the parents the scores ranged from 18 to 45. As well:

- The mean rating for campers was 39.2 compared to 35.3 for parents;
- The median rating for campers was 40 for the campers compared to 37.5 for the parents.

⁹ This sum was calculated after first testing the internal consistency of the scale (using Cronbach’s alpha) to determine if the items in the scale (at both pre and post) hung together as a scale – and they did. The alphas for both pre and post were .8 and .9, respectively.

¹⁰ $t(40)=2.80, p=.008$

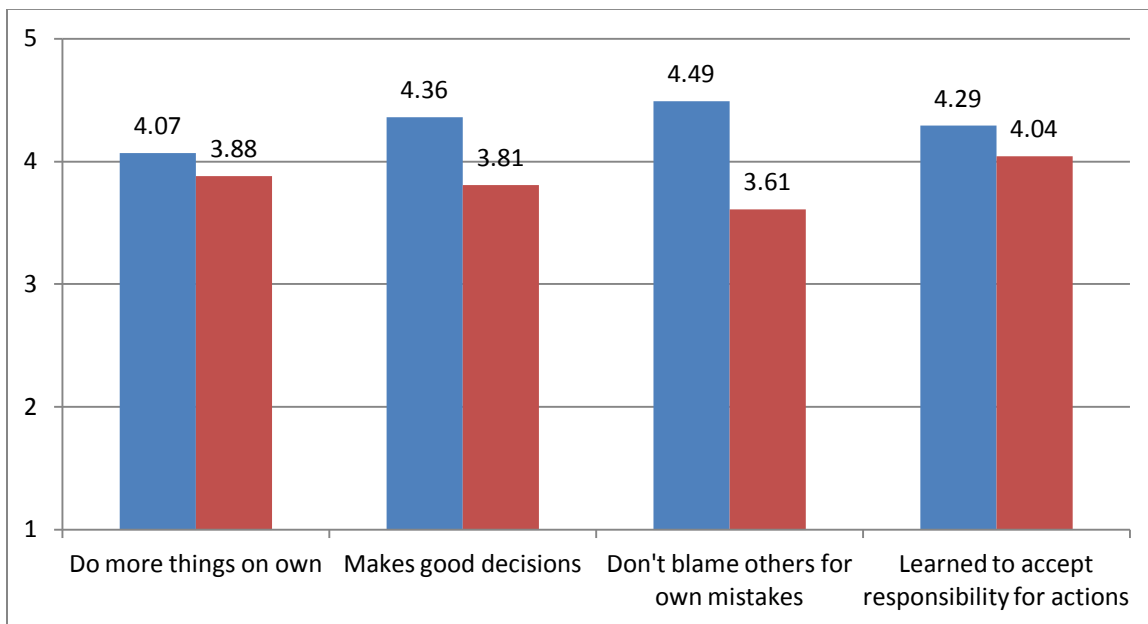
¹¹ $t(40)=2.18, p=.03$

¹² That is, the internal consistency was measured using Cronbach’s alpha.

Therefore, overall, parent ratings were a little lower on this scale than were the campers.

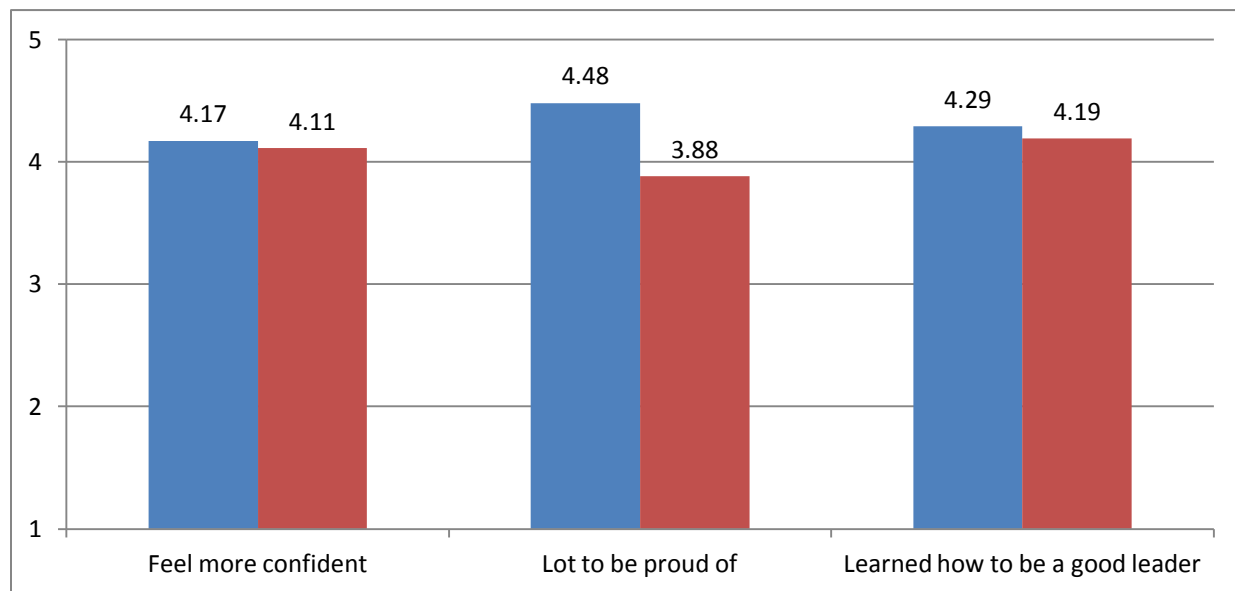
Individual items were also examined. Four items examined independence, responsibility, and decision-making. Please see these results below:

Figure 5: Camper and Parent Survey Results – Personal Development and Self-Confidence (independence, responsibility and decision-making)



As shown above, parents and children's ratings were most similar for the first item – do more things on own (3.88 and 4.07, respectively). Although the results are positive for both groups, parent ratings were lower for each of these items than were the camper ratings of themselves – particularly for making good decisions and not blaming others for their mistakes. The campers gave each of these items a rating of at least 4 on the 5-point scale. Further, at least 80% of respondents answered 4 or 5, on the 5-point scale, for items 1, 2 and 4 and more than 90% answered 4 or 5 for item 3 (don't blame others for my mistakes). Five or fewer respondents answered at the low end of the scale (1 or 2) for each of these items. There were no gender differences on these four items, however, there were age differences: younger campers' mean rating for "makes good decisions" was lower than the older campers (4.25 vs. 4.48, respectively).

Figure 6: Camper and Parent Survey Results – Personal Development and Self-Confidence (self-confidence and leadership)

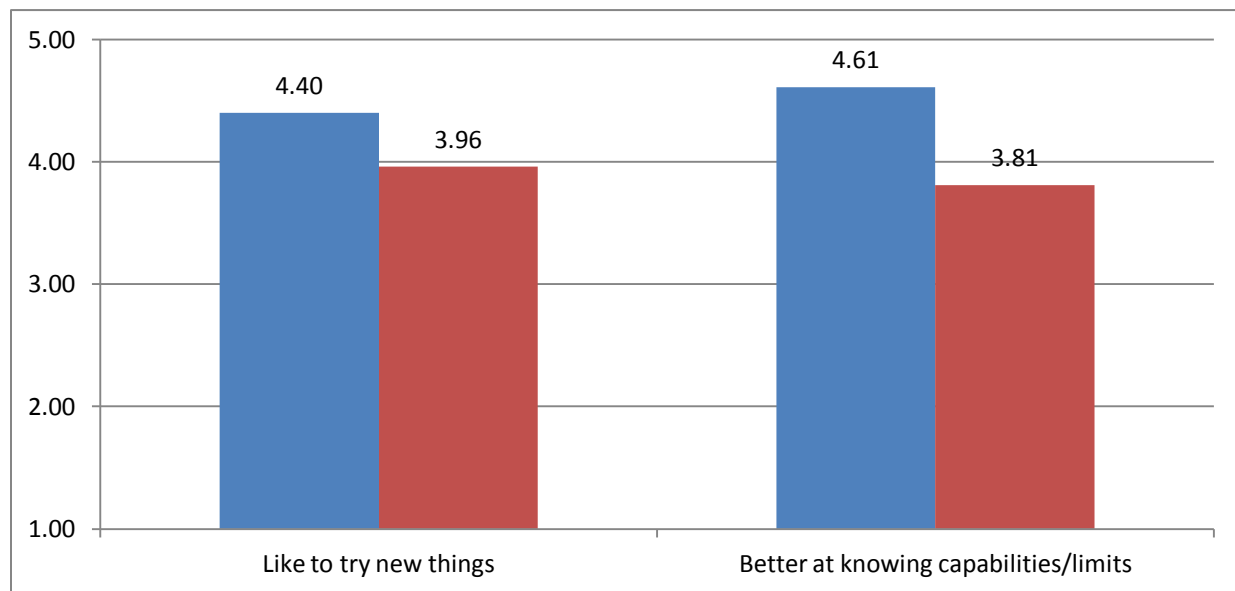


Parent ratings were very similar to camper ratings on self-confidence, and less so, but still similar on leadership skills; however, parent ratings of “lot to be proud of” were lower by 0.6 points. Camper results on these three items were positive – particularly the item around pride. All three items scored a mean rating of 4 or higher – but the “lot to be proud of” item was closer to 4.5. For all three items, close to or more than 80% of respondents rated themselves a 4 or 5. There were more participants who rated a 1 or 2 for the first item (9.5%) than for the other two items (4.8%); still, fewer than five participants answered at the low end of the scale for any of these three items.

Differences by gender on the second item (lot to be proud of) *approached* statistical significance with girls showing a lower mean rating than boys (4.34 vs. 4.69, respectively).¹³ Differences by age on this same item were statistically significant with younger campers showing a higher mean rating than older campers: 4.75 vs. 4.19, respectively.

⁵ A result is considered statistically significant if the probability of finding that result is less than or equal to 5% ($p \leq .05$). This particular result *approached* statistical significance – that is the probability level was less than 10% ($p = .07$).

Figure 7: Camper and Parent Survey Results – Personal Development and Self-Confidence
(trying new things and knowing limitations)



Results for these two items were probably the most disparate between the campers and their parents. Campers rated these two items very highly, as shown above. For the second item, over 95% answered 4 or 5 on the 5-point scale and no one answered a 2 or 1 on the scale. For the first item, over 80% answered at the high end of the scale, and fewer than 10% answered at the low end. Parents' ratings, although positive, were .5 and .8 lower than the campers' ratings, respectively.

There were gender differences found on the second item: the mean rating from the boys was significantly higher than the girls (4.87 vs. 4.44, respectively). There were no age differences found between younger and older campers.

At the end of this section campers were asked two open-ended questions: how the camp might have helped them feel better about themselves and how it might have helped them be more independent and responsible. The girls provided more information about how they were feeling better about themselves, than the boys. Yet, in both groups, campers talked about facing fears, learning that they can overcome challenges or deal with mistakes, and that others were encouraging – all of which helped them feel better about themselves:

"I faced my fear of heights and I am more able to engage myself in group activities." (Girl; age 18)

"When at the open stage even though I messed up I still got cheered up." (Boy; age 14)

"Taught me that everyone has problems and that you can deal with anything that bothers you and you can do anything." (Boy; age 13)

"Now that I know I can walk across a 2 story high tight rope I know I feel better because I know I can do it." (Girl; age 10)

"It teaches me to not be scared when I want to do what I want to do." (Boy; age 11)

There were several boy and girl campers that also reported that making friends had helped them feel better, for example: *"This camp helped me have friends and that makes me feel good"* (Boy; no age provided). Many of the girls reported that learning new things had helped them feel better about themselves:

"Well, I can't say that I wasn't confident before and that I would want to change who I am in any way because I always knew that I was a good person capable of doing so many things. Yet coming to this camp last year is what really helped me be more confident. I believe that this year helped me realize that I could do even more than that. I [was able] to conquer my fear of heights and of not tipping a canoe." (Girl; age 12)

"It made me do more stuff that I didn't think I can do." (Girl; age 11)

"Camp has made me feel better about myself by making us do new things we have never done before...." (Girl; age 11)

Several of the girls also reported that they were feeling better about themselves because they had learned leadership skills or to become better leaders:

"Camp has lifted my self-confidence and self-esteem because it taught me many lessons on how to be a good leader." (Girl; age 16)

"Camp has taught me how to be a better leader among my peers and to be a good role model to the younger girls and boys." (Girl; age 14)

When asked how camp might have helped them be more independent and responsible, once again, the girls were more apt to provide more information. Yet, in both groups, campers described how not having parents around helped them to more independent and responsible. They reported how they had learned to help clean up the cabin, to take care of their belongings, to help others out, to wake up early, and to take care of their personal hygiene (dirty laundry; taking showers). A few of the older campers (mostly girls) also reported being role models for younger campers and taking on more leadership roles:

"It helped me become more responsible for my actions and my things." (Girl; age 9)

"Cleaning up after myself and my group's cabin." (Girl; age 12)

"I had to wake up earlier and I could never be late because other people would be affected by it so I learned not to do it." (Boy; age 13)

"Because you clean your cabin, you help the younger kids too." (Boy; age 11)

“Made me realise that I should take responsibility and that I am supposed to be more responsible to set an example for the other campers.” (Girl; age 15)

When parents were given the opportunity to report on benefits of the camp, in their own words, some of the parents commented on their children’s personal development: improvements in responsibility, independence, leadership and self-confidence were reported:

“More patient with his younger brother. More of a leader.” (Parent of boy, age 14)

“She learned to listen more to others and make good decisions on her own and to accept responsibility for her own actions but most of all she loved helping others.” (Parent of girl, age 14)

“Yesterday, my son got in trouble at school, it was typical 9 year old behaviour, and it involved the principal and a week's detention. The way he owned up, accepted responsibility, held with the consequences and was still able to walk away with his head up is something i was in awe and knew it was through camp where my son learned these valuable life skills and gain confidence and maturity. I can never thank the amazing staff enough for all the hard work, late nights, long days and how each one of the staff puts 100% of their energy and hearts into each of those kids.” (Parent of boy, age 9)

Camp Counsellor Results

The camp counsellor survey included a 10-item scale measuring personal development and self-confidence. As with the other scales, a total sum was calculated at both pre and post and the difference in those scores was examined.¹⁴ The total score on this scale increased from 50.03 to 52.97 – a difference that was statistically significant [$t(34)=3.04, p=.005$]. The effect was close to moderate in size at .41.

The items that showed the strongest results included:

- This camper has a good understanding of his/her personal limits
- This campers is good at doing this on his/her own
- This camper appears to be confident in him/herself
- This camper demonstrates good leadership skills
- This camper appears to be comfortable being away from home

¹⁴ This sum was calculated after first testing the internal consistency of the scale (using Cronbach’s alpha) to determine if the items in the scale (at both pre and post) hung together as a scale – and they did. The alphas for both pre and post were .7 and .7, respectively.

Other Learnings and Benefits

Camper Survey Results

Campers were also given the opportunity to provide any other information on learnings and benefits from the camp. Almost all of the campers gave at least one response to these questions. There did not appear to be any major differences in how campers responded to these questions, although, as in other areas of the survey, the girls were somewhat more descriptive in their responses. Many of the campers reported on different camping or physical skills that they had developed: fire-making, canoeing, rock climbing, high ropes, etc. But many also reported on more personal development: leadership skills, greater responsibility, more independent, teamwork, and learning more about others and how to deal with different types of people.

Camping and physical skill development:

"I learned how to make a shelter and how to hold a bow and arrow." (Girl; age 12)

"How to adjust a helmet, a harness and how to build a fire." (Girl; age 9)

"At camp this year I learned how to climb really high on high ropes and rock climbing." (Boy; age 10)

"How to canoe, kayak, high ropes." (Boy; age 10)

Personal development:

"You have to be responsible for your mistakes and learn to be independent, caring, sharing and well-behaved." (Boy; age 12)

"I learned to take full responsibility of what mistakes I made. Camp helped me feel better about myself and help other people feel better about themselves." (Girl; age 10)

"I learned more about nature and about other people's feelings. Helped me control my feelings about others." (Boy; age 14)

"I learned many important things about being responsible, respectful, caring and kind. But most of all I learned how to be a GOOD LEADER." (Girl; age 16)

"To be responsible, independent and confident... and to interact with others." (Boy; age 14)

"...different ways to deal with different people, behaviours and personalities. Helped me feel comfortable in my skin, to speak out and show enthusiasm." (Girl; age 18)

Parent Survey Results

In their open-ended question about benefits and learnings, some of the parents' comments mirrored those above. That is, they did talk about personal development and self-confidence, and making friends and social connections, as reported in previous sections. However, they also reported generally that the camp was a good experience for their children, they enjoyed the various activities, and got them out of the city and into nature:

"Experienced rock climbing for the first time. Enjoyed creating charm bracelets." (Parent of girl, age 9)

"Learned how to hike, rock [climb], go on a boat. She was able to meet a new friend who she can laugh with." (Parent of girl, age 11)

"Was able to experience life in a new environment and that is different from Toronto (more urban) compared to Camp Mandala where she gained exposure to a more natural environment." (Parent of girl, age 12)

"Learned that there is more to life than games and TV." (Parent of boy, age 11)

Finally, parents were asked to report on the top three benefits for their children from going to camp. The most common responses included:

- Personal development: more responsible, independent, respectful, patient, social, supportive and mature.
- More friends.
- Learned new skills.
- More active.

Camp Counsellor Survey and Interview Results

In the on-line survey conducted with camp counsellors, they were asked to indicate (in general) what the top three benefits or learnings were for the campers. Counsellors believed that campers had developed some skills such as leadership, problem-solving, teamwork, and getting along better with others. They also felt campers got to experience new and challenging things, set goals for themselves and develop confidence. As well, they made friends.

"Learning to solve problems with other campers."

"Working together as a cabin to support one another."

"Opportunity to try new activities/develop new skills."

"Being a good leader/role model."

"To challenge themselves to meet and socialize with people from other cultures and backgrounds."

"Opportunity to develop new friendships."

"Setting realistic goals for one self."

n the interview with the two counsellors, they also touched on some of these same outcomes: independence and responsibility, leadership skills, problem-solving, and physical activity. For example:

“One definite leader in our group...just really like singing songs and like getting people kind of in the camp spirit. But I think they all [developed those skills] by the end – it kind of comes with that responsibility piece because you see them getting more and more responsible and growing leadership too. Encouraging each other to clean up and ‘come on guys – we got to go and get there on time.’”

Process Results

Campers, counsellors and parents answered different questions about their satisfaction with the camp program. Campers were asked what activities they liked the best, if there was anything they did not like, and if they had any recommendations for improvement. Counsellors were asked about the different camp amenities (meals, dining hall, restrooms, etc.), training and support, camp activities, policies and procedures, and support while at camp. Parents were asked to rate the administrative procedures, transportation and bus check-in, if their expectations for the camp were met, and if they had any recommendations with respect to administrative procedures, transportation and check-in, or anything else that could help improve the camp.

Please see results below.

Camp Activities

Camper Survey Results

Campers were asked to rate their overall enjoyment of the camp on a scale from 1 to 10. Ratings ranged from 5 to 10, and the mean rating was very high at 9.5. In fact, three-quarters of the campers rated the camp a 10 out of 10. [Parents were also asked to rate their children’s enjoyment of camp and the results were very similar – the mean rating was 9.8.]

Campers were asked to list their top 3 favourite activities. The top ranked activity reported was the high ropes – 12 campers listed this as their #1 favourite activity. However, if the total number of people reporting an activity in their top three activities is tallied, the top 5 activities include:

- Swimming – 20 campers ranked this in their top 3 (8 as #1; 7 as #2; and 5 as #3);
- Canoeing – 19 campers ranked this in their top 3 (6 as #1; 8 as #2; and 5 as #3);
- High ropes – 17 campers ranked this in their top 3 (12 as #1; 2 as #2, and 3 as #3);
- Archery – 17 campers ranked this in their top 3 (4 as #1; 7 as #2; and 6 as #3); and
- Climbing wall – 15 campers ranked this in their top 3 (4 as #1; 6 as #2; and 5 as #3).

When asked if there was anything they did not like, by far the biggest concerns were the bathrooms (not clean; showers didn’t work well) and the bugs – in the bathrooms and elsewhere. A few of the campers reported some interpersonal issues (not liking how one person talked to them, not being welcomed at the table, not wanting to talk to others when they felt like being alone); but, other than that only one other complaint was made – one girl reported that she was getting into trouble for something she did not do.

Overall, there were not many recommendations provided. Given the most common concern, it is not surprising that the most common recommendation was to improve the washroom facilities (cleaner; better showers). Three people said that would like the camp to be longer (e.g., 2 weeks instead of 1). Other than that, there were only single recommendations including:

- More floaties in the water;
- More high ropes time;
- More free time;
- Longer swim period;
- More male counsellors;
- Have a boat for fishing and tubing; and
- Establish more rules for the marathon.

Campers were asked for any final comments – either about the camp or about the survey. Three campers commented on the survey: one liked it (she said it served as a good summary of the week), one thought it was too long (but commented that the scales helped), and the other just reported that she didn't like it. All of the other comments were favourable, with campers expressing their gratitude and how much they enjoyed the camp:

“This survey I didn’t like but I loved camp! It was really fun.”
(Girl; age 12)

“I really liked camp! I can’t wait to come back next year!!!!”
(Girl; age 14)

“Thank you so much for one of the most memorable weeks of my life.” (Boy; age 14)

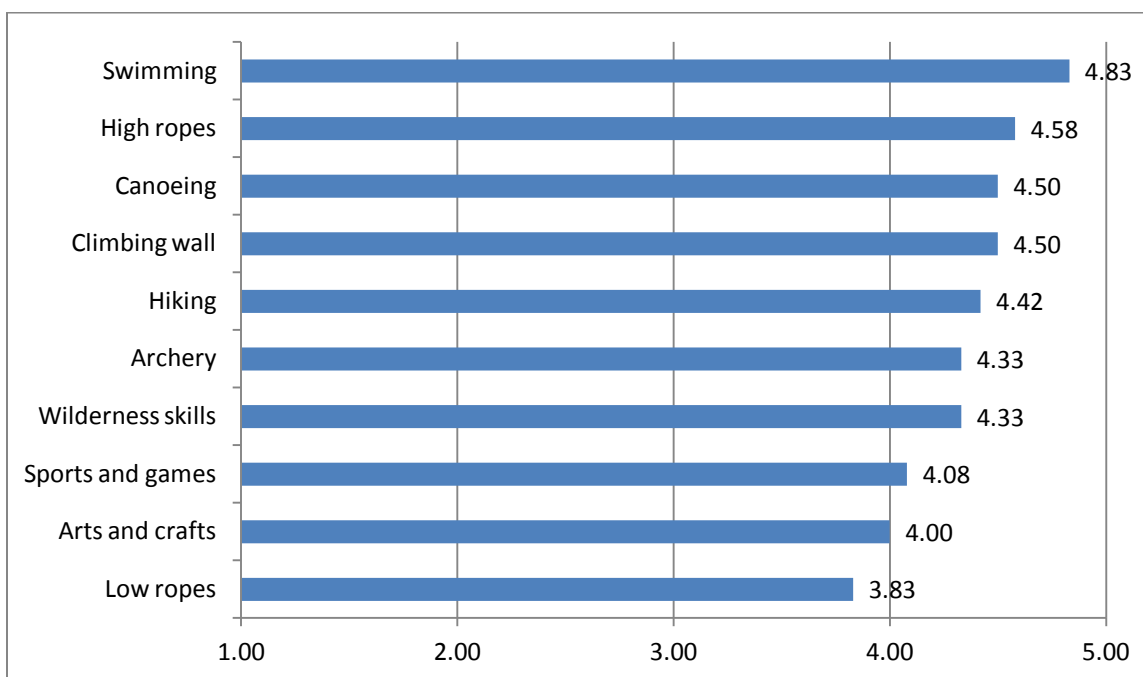
“I loved camp and the people there. I hope to come back next year.” (Boy; age 14)

“Thank you for making this camp fun....” (Girl; age 10)

Camp Counsellor Survey Results

Camp counsellors, in the on-line survey, also rated the success of the various daytime activities offered at the camp. Please see results below:

Figure 8: Camp Counsellor Survey Results – Ratings on Daytime Activities



As shown above, the camp counsellor results show very positive ratings on all activities – with all but one receiving a mean rating of at least 4 on a 5-point scale. As well, their ratings were similar to the campers – with the exception of “hiking”. The top 5 activities for the campers were swimming, canoeing, high ropes, archery and the climbing wall – 4 of these 5 were highest rated by the counsellors. The counsellors, however, rated hiking higher than did the campers.

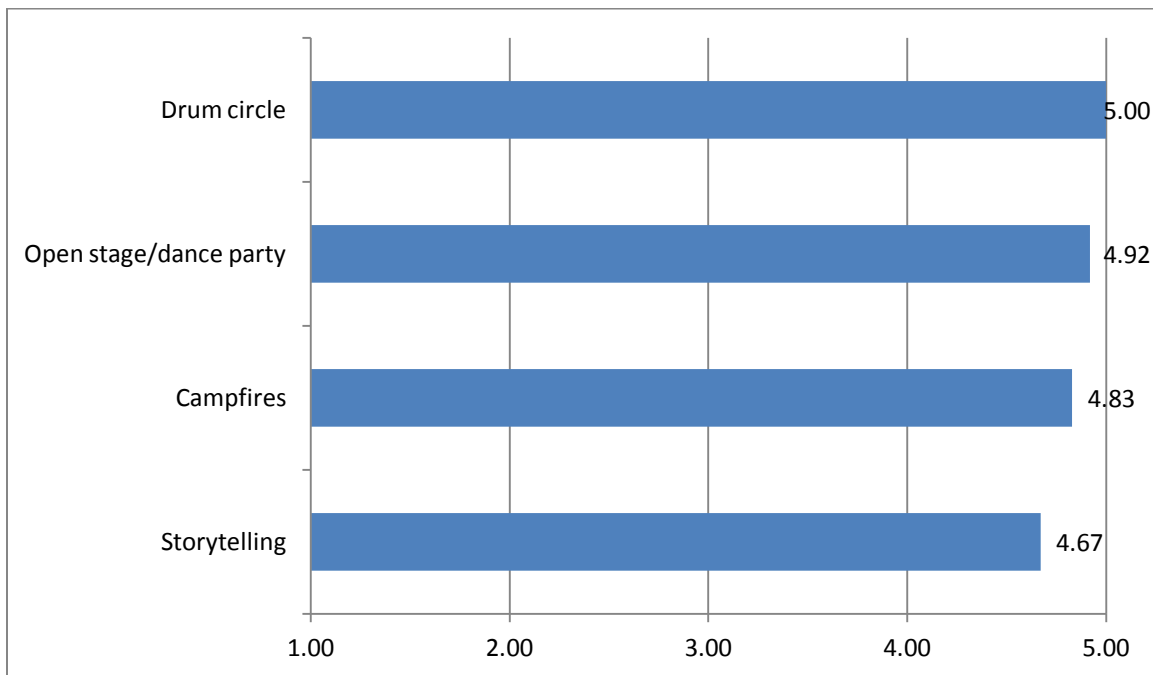
Only two comments were made, by camp counsellors, about these activities:

“All the activities were great. In the Arts and Crafts room there needs to be a BIG note about cleaning up/not taking all the supplies. When my cabin got there things were gone or just messy. It would have also been nice to have more markers. There were lots of crayons and pencil crayons but kids wanted markers. More time in arts and crafts might have been nice. They loved being in there and it was hard to get them to leave. They were so focused on whatever they chose to work on I didn't want to stop them. We didn't have time to do the open Sports/Games. In our one scheduled period in Sports the facilitator was tired and the campers just lost interest.”

“In the future having a more structured sports/games period would have been useful. As well when taking the hike the instructor moved rather fast on difficult terrain and was prone to rushing children to keep up. I think that more focus on making sure that every person's access needs are met is more important than the time the hike takes to complete or how much of a challenge the activity might be.”

Camp counsellors were also asked to rate some of the evening programming activities. Please see results below:

Figure 9: Camp Counsellor Survey Results – Ratings on Evening Activities



The evening programming activities were rated extremely positively by the counsellors: all counsellors felt that drum circle was “excellent” – the mean rating was 5.0 on a 5-point scale. The other three activities were also similarly rated – the lowest rating was 4.67. With the exception of one camp counsellor who rated the storytelling as “okay”, all other counsellors rating these three activities as “good” or “excellent”.

There were only three comments made by the camp counsellors about these evening activities:

“I really liked the storytelling but my campers mentioned that they found it boring. They thought it was repetitive. I thought it was great and he should have kept talking until we all fell asleep!”

“Amazing”

“Drum circle was the best!”

Camp counsellors were also asked to rate the elective activities: kayaking, space and time away, board games, and drama. Many of the counsellors did not feel like they could rate these items and answered “N/A; do not know”:

- Kayaking: was rated by only 2 counsellors. Both answered “excellent”.
- Space and time away: was rated by 5 counsellors. Three answered “excellent”, one answered “good” and one answered “fair”. Average rating was 4.2.
- Board games: was rated by 6 counsellors. Three answered “excellent”, one answered “good”, and two answered “poor”. Average rating was 3.5.

- Drama: was rated by 3 counsellors. Two answered “excellent” and one answered “good”. Average rating was 4.67.

Only one comment was made about these elective activities:

“Board games was low key, but it was a really nice time. With only six of us it was much more relaxed than the other activities. It was an exciting game of headbanz and a nice break after so many activities in the sunshine.”

When asked if there were any other activities that were not asked about, only one comment was made about “morning dip”:

“Morning Dip was impossible to get our cabin to in time. No one wanted to wake up for it and then they were upset they didn't get to go.”

When asked to comment on activities that didn't work as well, the most common responses were: sports/games (n=5), arts and crafts (n=3), board games (n=3), and kayaking (n=3). One person commented that the sports and games did not work well for younger campers or those not interested/aware of sports. Another commented that kayaking had a small turnout because you had to be a good swimmer.

When asked for suggestions or recommendations, six people provided responses, including:

“Games needed to have either more structure or just be facilitated by the counsellors. The games on the last day after lunch felt like they were intended to just take up time. Some kind of debrief game would have been nice. Perhaps the picnic lunch could have been a last day thing?”

“All activities were very well presented to everyone; there was really no one activity that could be considered not successful.”

“Limited space at choice activities prevented some kids from trying new things. Working drama, space and time away or board games into the schedule would give kids a chance to try something they wouldn't have known to pick for themselves.”

*“The most successful activities were those that the campers would not otherwise be able to participate in at home - these activities generated the most excitement and engagement. The electives were *all* fantastic, but I wish there could have been more time for drama and board games. Some campers found it frustrating that they had to wear life jackets on the beach and in the shallow water, regardless of whether or not they had taken the swim test. Providing swimming as an elective AND ensuring there was time for open waterfront for all campers was very successful.”*

“Not enough time to do full group activities like capture the flag.”

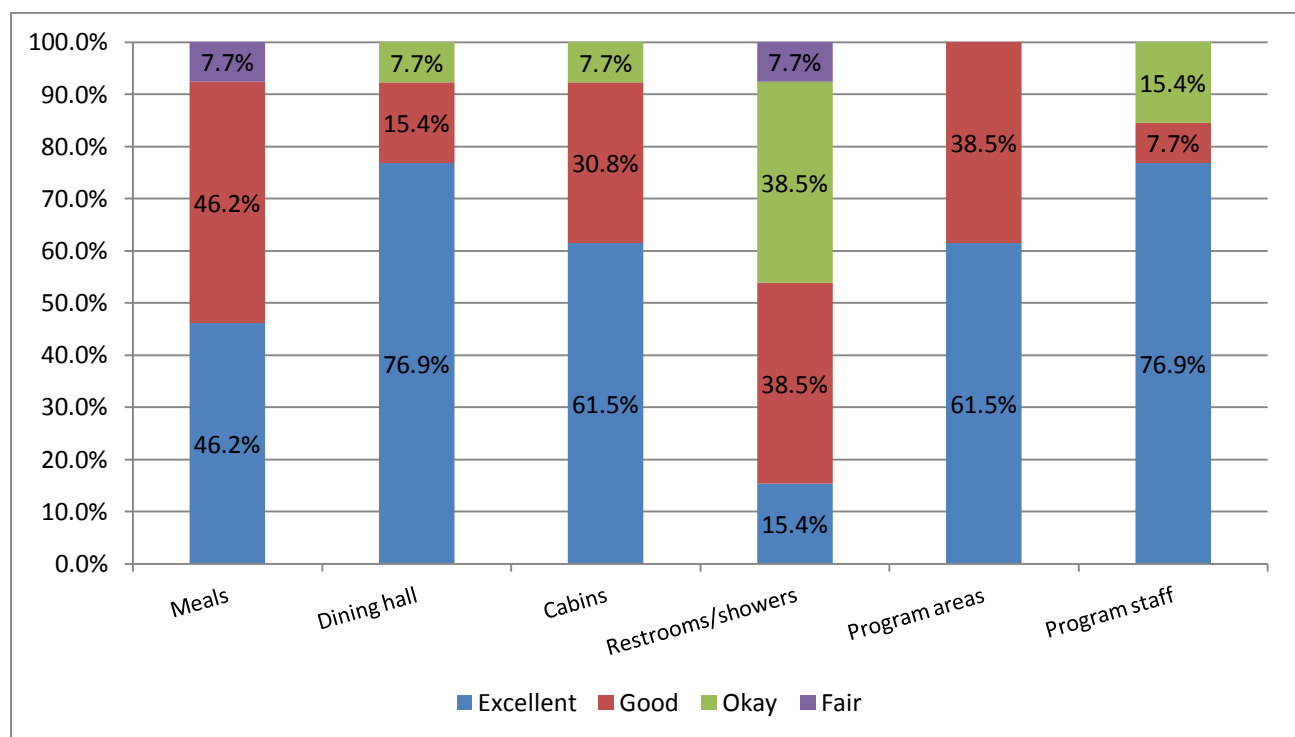
In the interview conducted with two counsellors, they reported that the activities worked well. Swimming, the high ropes, and rock-climbing were highlighted.

Camp Amenities

In the camper survey, campers were asked to rate the counsellors and staff at the camp on a 10-point scale: the mean rating was very high at 9.8 – the lowest rating given was 8 and over 88% gave the counsellors and staff a rating of 10. They were also asked to rate the location and facilities: they gave a rating of 8.1 on the 10-point scale. Responses ranged from 5 to 10 with two-thirds of the campers given the location and facilities a rating of at least 8.

In an on-line survey, camp counsellors were asked to rate a number of different camp amenities or elements. Please see results below:

Figure 10: Camp Counsellor Survey Results – Ratings on Camp Amenities



As shown above, no one answered “poor” to any of the amenities listed. Further, only one person each answered “fair” to two of the amenities – meals and restrooms/showers. The highest ratings were given to the dining hall and to program staff – with the majority of respondents answering “excellent” to these items.

Only three comments were made about camp amenities:

“The showers were clean enough, but the lack of warm water and water pressure in the girl's end was frustrating. It was difficult to get the campers to shower, and more difficult to shower myself. It would have been good self-care to have been able to have a warm shower. Certain meal items were difficult, when all the campers wanted hot chocolate for example. With only one kettle and one can of mix it was really hard to make enough. The cabins were perfect,

especially the window seating areas. The program areas were also great. I don't think anything about the programming could have been better."

"A couple problems with no pressure or hot/cold water in the shower. Meals were very good and well prepared. Program staff was top notch and very informative.

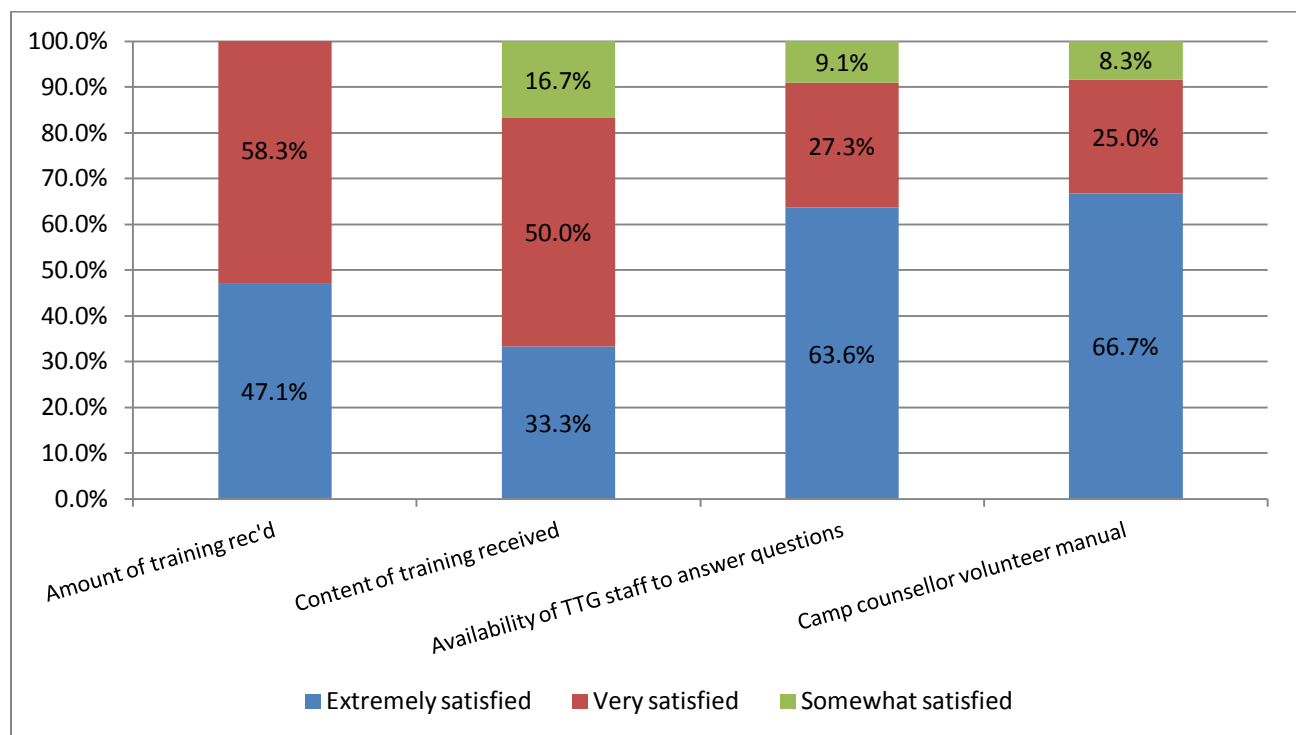
"Really liked the new facility and staff. Meals were great and the dining hall was beautiful. I guess the only downside was not having the washrooms attached to the cabins."

In the interview with the two counsellors, they reported that they really liked the camp. The scenery was lovely, the staff was really good, as were the amenities.

Training and Preparation for Camp Counsellors

Camp counsellors rated the training they received as well as whether they believed they received enough time and information for preparation and survey completion. The chart below shows results for the counsellors' ratings of the training received:

Figure 11: Camp Counsellor Survey Results – Ratings on Training Provided



Although the responses were rated on a 5-point scale, no one answered a “2” (not very satisfied) or “1” (not at all satisfied) on the four items shown above. The responses to all four items were quite positive. The amount of training seemed sufficient as all respondents answered either “extremely” or “very” satisfied. Perhaps there is some room for improvement in the content of the training (two people answered “somewhat” satisfied). One person did provide some feedback for content (although this was not one of the respondents who answered “somewhat” satisfied).

When asked to comment on what they found most useful, or what they felt was needed in the training, five of the camp counsellors provided feedback:

“The training was good. I think it would have been helpful to have done more scenarios and even role playing. The first day we arrived at camp was hectic, but I think it would have been a good time to do this. Even if we had to learn well we were eating, it would have been nice to have more. The training from Jelly and the Moorelands woman wasn't really anything new, time to look at scenarios and practice would have been more useful. If there are resources we could have read on our time in advance, aside from the training manual, that would also help. Journal articles on group work, behaviour management, anything extra would have helped.”

“It was helpful getting to know our kids beforehand on paper, as well as icebreakers with our fellow counsellors on the first training day.”

“Having an entire day reserved for training before we got to the camp site as well as some time for training at the camp site as well was very helpful as we got to bond with our fellow counsellors/staff and our training was able to be more in depth than maybe it would have been otherwise.”

“The training was very helpful as to responding to emergency and various situations that could arise.”

“The training was good, but for people who don't have CPR training it would be costly.”

In the interview conducted with two of the counsellors, feedback corroborated the above – that the amount of training was sufficient, but that some more role-playing may have been helpful. As well, one of the counsellors felt that the training received while at camp was more helpful than training provided at The Teresa Group:

C2: Yeah - it was like two full days and then the night before really helped as well.... We got to know like the dynamic of the group and how well we worked together.

C1: And I feel like the training at camp was better than the training here... I don't know if it was just because we were ...– so visually you think of what it was going to look like a lot easier than you could when you're sitting in this room. And then just in this room is a long day.... Whereas at camp, we were all like 'Yeah! We're doing this.' So I think that was a little bit better... [and include more] ...training scenarios Bullying was a big issue in my cabin.... I know we had a chapter in the [manual] on bullying ... and I read it but I still didn't feel prepared to deal with it. Maybe ... scenarios on that. And then I know some of the other cabins had ... behavioural problems and just more scenarios on that.”

The one counsellor who felt that more scenarios might have helped, did report that she did not feel prepared to deal with the behaviour issues that occurred in her cabin (bullying), but she wasn't sure what could have been done to better prepare her.

“I’m not sure how I could’ve been. Like I don’t think that’s anyone’s fault – like I think it was just way more than I had anticipated. And I think if they had asked me before hand, like are you prepared to deal with bullying? I would have said yes and believed it. And then I got there and I was like what?!”

One of these two counsellors also thought it would have been helpful to have an electronic version of the volunteer manual, so that she could have searched for information more quickly.

Camp counsellors were also asked if they had received sufficient information and time in four areas: general camper information, cabin decoration time, time to mentally prepare for campers, and time to complete observation surveys:

- Everyone agreed that they had sufficient general camper information (although one person did provide a comment about this – see below);
- All but one of the camp counsellors felt they had sufficient cabin decoration time; one person did not.
- All but two of the camp counsellors felt that they had time to mentally prepare for campers; two counsellors did not.
- All but two of the camp counsellors felt that they had time to complete the observation surveys.

Two people had comments about these items:

“With the surveys I felt that I was so tired I'm not sure that I managed to convey what I wanted to. Also, completing them at the group meeting made it difficult to concentrate. Focusing on which camper I was evaluating and how they were doing in a crowded chatty room was difficult (especially when I was so tired). Maybe we could have moved around a bit to do them, sitting outside or on the dining hall porch? The camper information was fine. I think it would have been nice to have on the sheet any dietary restrictions of my campers, since I had to get their food from the kitchen. Maybe any allergies could be on their too. It was hard to know if campers really did have an allergic reaction to sand if it wasn't washed off, or if the camper was looking for attention.”

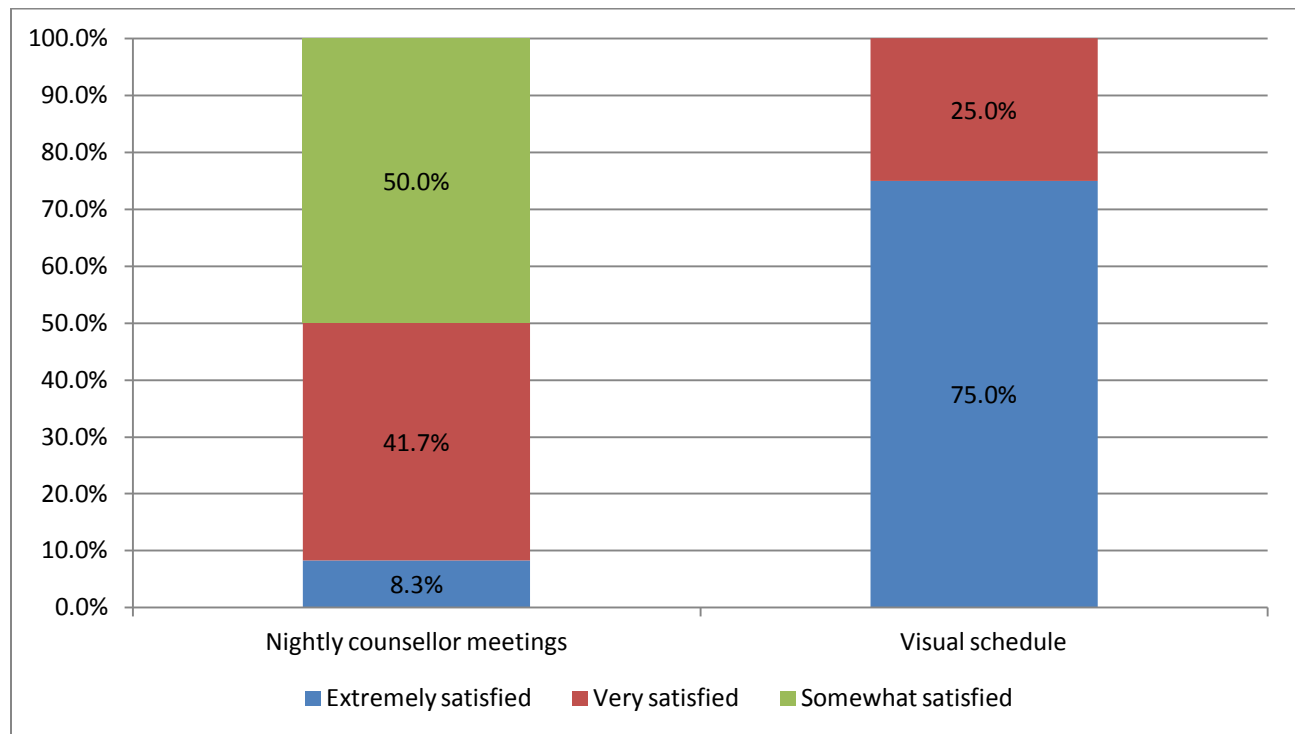
“Observation surveys should be completed at another time other than late in the evening, perhaps in the morning or a separate break period.”

In the interview with the two camp counsellors, one reported that the information sheets on the campers were quite helpful.

Support for Camp Counsellors

Camp counsellors were asked to rate the helpfulness of the nightly counsellor meetings and the visual schedule, and were asked to comment on those items.

Figure 12: Camp Counsellor Survey Results – Ratings on Support Provided at Camp



Camp counsellors found the visual schedule helpful – three-quarters answered “extremely satisfied” and the remainder answered “very satisfied”. The nightly counsellor meetings, although rated positively (3.6 on a 5-point scale), demonstrated that there is definite room for improvement. Four counsellors provided open-ended comments about the nightly meetings:

“I was too tired to get much out of the nightly meetings. It was nice to be able to let head staff know what was going on in the cabin, but we didn't have enough time to talk about anything. It was repetitive to say one thing I liked and one challenge I had. There has to be a more innovative way to do that, especially with the limited time available. Meetings were too short to let everyone talk and some people dominated the conversation. Yet, if they were any longer I probably would have fallen asleep. It's hard to find a balance. I'm not sure how they could be made better. The snacks were great, coffee would have been awesome. Maybe if we had met in smaller groups? 2 counsellors and one head staff?”

“Extremely hard to concentrate would have preferred a quick morning debrief.”

“I think the nightly meetings are important, if for no other reason that to provide a time and space for counsellors to take a break, decompress, and debrief with their peers and staff.”

“More of an effort to include the relief counsellors in the nightly meetings would be appreciated so that the relief counsellors could be more aware of possible issues among campers and so that the relief counsellors feel more a part of the general counsellor team to avoid a social separation between the two roles.”

Finally, camp counsellors were asked if they felt supported by staff while at camp. They were asked to rate this item on a 4-point scale from “very much” to “not at all”. All but one of the counsellors answered “very much”; one counsellor answered “somewhat”. The two camp counsellors interviewed felt very supported by staff while at the camp:

“They were always there... they were there to support us. They were there when things got hectic.”

When asked for any final comments on the survey, one counsellor did provide feedback re: development of a policy regarding how camp counsellors behaved with one another:

“We needed a strict and clear policy asking volunteers not to gossip about each other. How can we role model for the campers when counsellors are doing it? It was hard to talk about between-counsellor issues at camp. I did not feel like there was time to address any issues or that it would have had a positive result had I tried...”

This came out in the interview conducted with two of the camp counsellors as well, as one of the counsellors reported the same as above (could very well have been the same person).

Policies and Procedures

Camp Counsellor Survey and Interview Results

All but one of the counsellors answered “yes” when asked if they had a clear understanding of the policies and procedures and why they were in place; one person answered “no”. The person who answered “no” did not provide any comments; however, three other camp counsellors did:

“The kitchen policies felt very strict and like they kept changing. I felt like I was bothering Zephyr by asking for the vegan/vegetarian cards but I couldn't get food for my campers without it. I didn't know which cabin I was allowed in during break. I knew I could go in the one with the TV, but could I have gone in the log cabin? It was confusing. I always felt like I was somewhere I shouldn't be when I was on break.”

“It is important for all counsellors to adhere to the policies and procedures of the Camp. Since the campers were in different cabins, the counsellors of each group could be amenable to the needs and concerns of their campers. This is important, but it also resulted in rules being enforced differently across cabins/groups (i.e., bedtimes, use of rest hour, rule of three, not wearing open-toe shoes).”

“Further explanation into the Camp's policies and procedures regarding camper HIV disclosure to counsellors and by parents to campers and the reasons behind those policies/procedures would have been helpful, especially in regard to older and disclosed campers in terms of offering support to campers in appropriate and sensitive ways.”

Counsellors were asked to provide any comments or suggestions regarding health and safety procedures at the camp; two counsellors did so:

“Long periods between eating ended up being okay, but I was concerned that the kids would get exhausted from 5 hours between meals. I think the night snack was too much food at night, but it would have been great to have around 11am?”

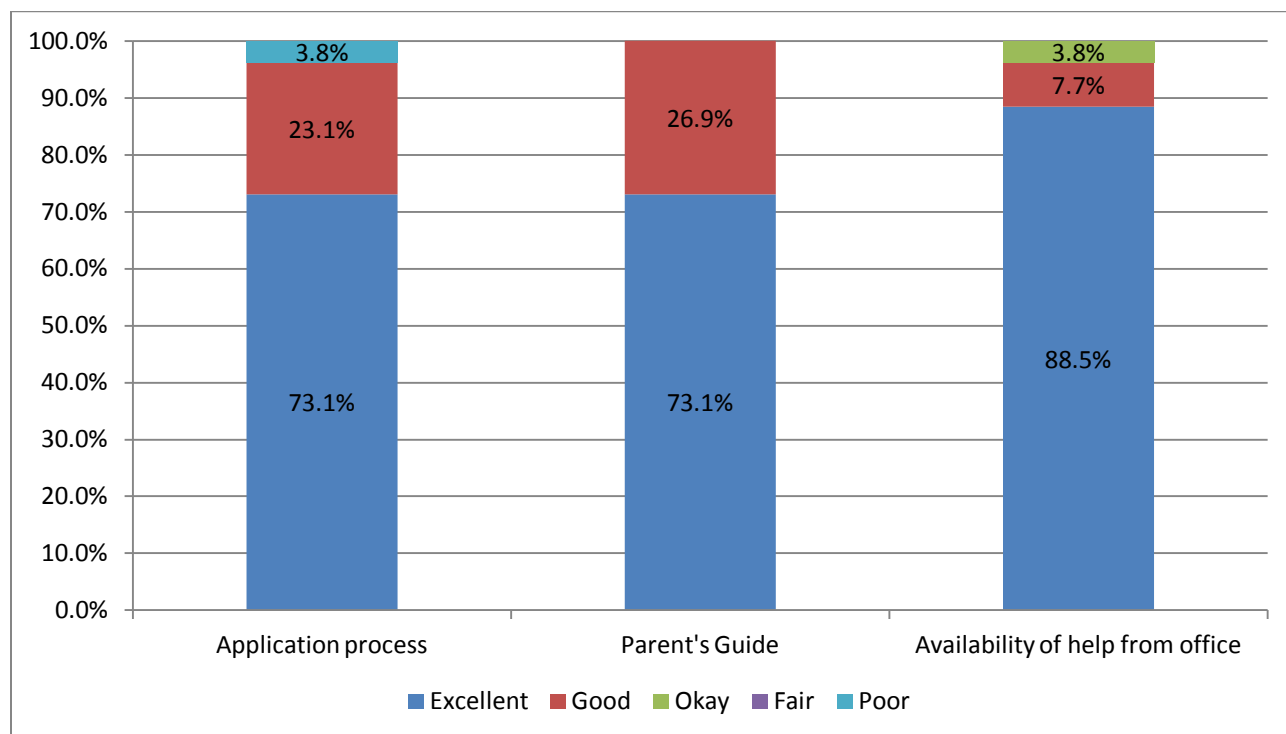
“Having another full time counsellor as well as a relief counsellor assigned to the junior cabins would be perhaps useful in terms of supervision and dealing behavioural issues.”

Policies and procedures were also reviewed in the interview conducted with the two counsellors. For the most part, all policies and procedures were clear. There were only two points that arose: it would have been helpful to have information, next to campers’ names, about dietary restrictions and about medication requirements. As well, one counsellor commented that having a DVD on board the bus might have been helpful.

Parent Survey Results

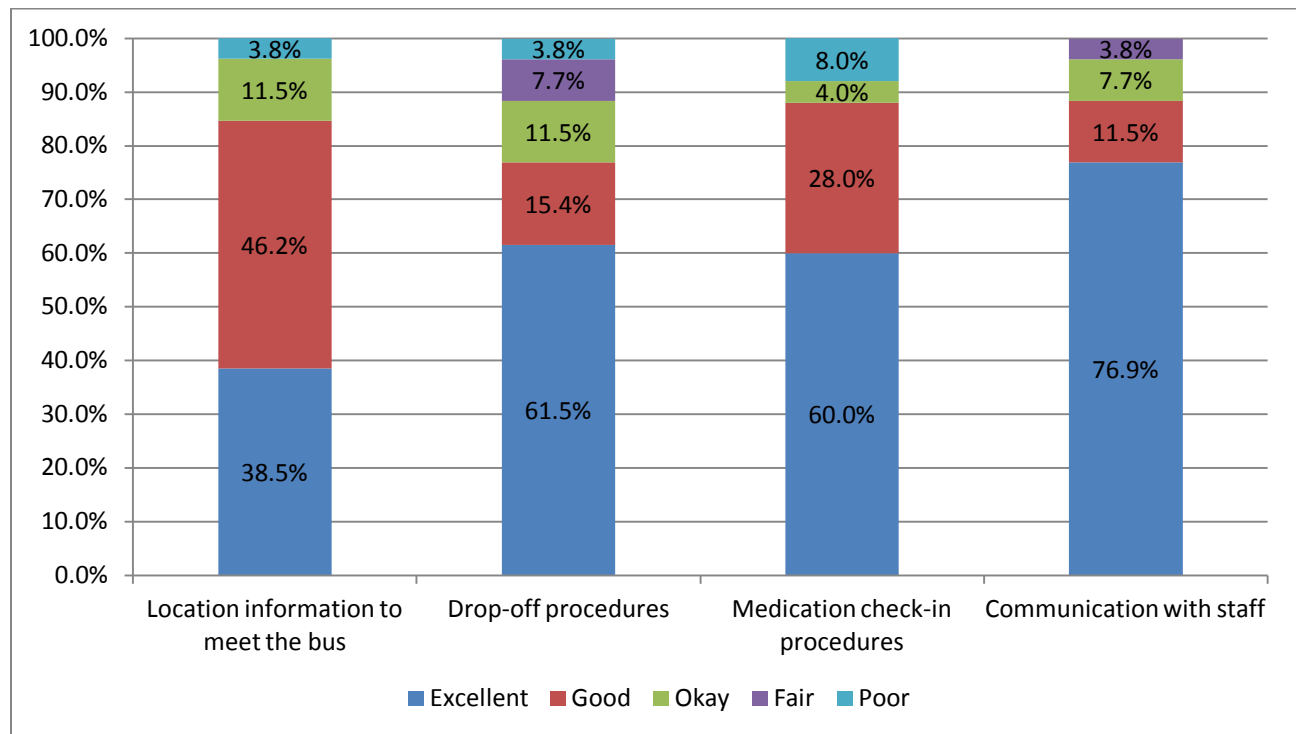
Parent surveys included three satisfaction items related to administrative procedures. Results revealed that the parents were very satisfied with these procedures: the mean rating (out of 5) for each of the three items was greater than 4.6. Breakdowns by response are shown below; as shown – the majority of parents gave an “excellent” rating to administrative procedures.

Figure 13: Parent Survey Results – Ratings on Administrative Procedures



The survey also included four items about procedures with respect to transportation and bus check-in:

Figure 14: Parent Survey Results – Ratings on Transportation and Bus Check-in Procedures



The mean ratings for the above four items were 4.15, 4.23, 4.32, and 4.61, respectively – all very positive. With the exception of the “medication check-in procedures”, only person (the same person) gave a rating of “poor” to these items. For medication check-in procedures two people rated this as “poor” (one person left it blank).

When asked for recommendations or suggestions for improving any of these procedures, there were very few provided by the 26 parents who provided suggestions. Most left the item unanswered or said that staff was doing a good job. Only four parents provided comments and/or suggestions:

“Concerned that meds went missing first night. More frequent check-ins to ensure that child has meds with them at all times.”

“Prefer on Sunday, not Monday. No one checking in/out.”

“A drive to pick the kids up would be helpful. Last year’s bus drop off was a better location.”

“The application was hard. The bus location was far away, had to take the train and [had] no directions. No help to meet me.”

Summary and Conclusions

This year's summer camp evaluation results were quite positive. The evaluation seemed to work fairly smoothly, with few complaints from participants. And, the participation rates were excellent. The outcome results were very encouraging. The process results were also positive with campers, parents, and camp counsellors reporting positively on camp enjoyment, amenities, activities, and policies and procedures.

Outcomes

The strongest outcome findings were found for making friends/social connections and personal development and self-confidence. In those two areas there was positive feedback from all three groups: campers, parents and camp counsellors. Parents and campers rated improvements in making friends and knowing how to be a good friend; and, their qualitative comments support these ratings. Campers talked about learning how to be a good listener and communicator, being respectful of others, and being kind, honest and nice. Parents reported that their children had made friends, were more social or were getting along better with others. Further, the camp counsellors reported a statistically significant increase in the number of friends the campers had. However, there was no significant increase on the Social Connections scale in the Observation Survey.

With regard to personal development and self-confidence, again there were very positive findings among all three response groups: campers, parents, and camp counsellors. Although both campers and parents rated these items positively, there were differences in how their ratings: in general, parents rated the items lower than the campers. The highest ratings provided by campers were for: knowledge of capabilities and limits, learning not to blame others for your own actions, having a lot to be proud of, and willingness to try new things. The highest ratings provided by parents, however, were for: leadership skills, self-confidence, and learning to accept responsibility.

In open-ended comments about personal development and self-confidence, girls tended to provide more information than boys. Yet, both groups talked about facing fears, learning that they can overcome challenges or deal with mistakes, and that others were encouraging – all of which helped them feel better about themselves. There were several boy and girl campers that also reported that making friends had helped them feel better. Several of the girls also reported that they were feeling better about themselves because they had learned leadership skills or to become better leaders. Both boys and girls described how not having parents around helped them to be more independent and responsible. They reported how they had learned to help clean up the cabin, to take care of their belongings, to help others out, to wake up early, and to take care of their personal hygiene (dirty laundry; taking showers). A few of the older campers (mostly girls) also reported being role models for younger campers and taking on more leadership roles.

When parents were given the opportunity to report on benefits of the camp, in their own words, some of the parents commented on their children's personal development: improvements in responsibility, independence, leadership and self-confidence were reported.

The results on the Personal Development and Self-Confidence scale in the Observation Survey, completed by camp counsellors, also showed a statistically significant increase from the beginning of camp to the end. The size of that effect was small-to-moderate at .41.

There were also positive findings in the physical activity and emotional intelligence areas. Campers felt that they were more physically active and interested in sports and active games, since coming to camp and their parents agreed – although their ratings were a little lower than the campers on these items. In their open-ended comments, girls were more likely than boys to report that they had tried new things and that they were more active because there were no electronics or television. Boys were more apt to say that they enjoyed the sports at camp. There was a small improvement on the physical activity scale, as reported by camp counsellors, but it was not statistically significant. There were two items, however, where there were differences found: having a more positive attitude toward physical activity and being more physically active.

In the area of Emotional Intelligence, campers felt that they were better at knowing their own feelings – they gave this the highest rating in this area. Parents, however, thought their children were better at knowing how others are feelings – they gave that item the highest rating. Both groups, however, were in agreement about the child expressing his/her emotions – this was rated the lowest (but still positively at greater than 3.5). In the qualitative comments, girls were more likely to report that they learned that it was important to be nice, to help one another, to talk things out, and to try to make others happy. Girls were also more likely to report that they had learned to read others' body language in determining how they were feeling. Boys also reported that they learned it was important to talk, and both boys and girls reported that it is sometimes important to give others time and space to figure things out. There was no significant increase, overall in Emotional Intelligence from the beginning of camp to the end, as reported by the camp counsellors in the Observation Survey. Two of the items, however, did improve significantly (camper seeks out activities that make him/her happy; and camper compliments others when they have done something well).

Campers also reported, in the open-ended questions, about camping or physical skills that they had developed: fire-making, canoeing, rock climbing, high ropes, etc. But many also reported, when given the opportunity to use their own words, on more personal development: leadership skills, greater responsibility, more independent, teamwork, and learning more about others and how to deal with different types of people. In their open-ended question about benefits and learnings, some of the parents' comments mirrored those above. That is, they did talk about personal development and self-confidence, and making friends and social connections, as reported in previous sections. However, they also reported generally that the camp was a good experience for their children, they enjoyed the various activities, and got them out of the city and into nature.

Counsellors' open-ended responses regarding outcomes and benefits revealed that they believed that campers had developed some skills such as leadership, problem-solving, teamwork, and getting along better with others. They also felt campers got to experience new and challenging things, set goals for themselves and develop confidence. As well, they made friends.

It does appear that some of the camper and parent data is at odds with the camp counsellor observational data. Camp counsellors, as reported in the Observation Survey, did not report any overall improvements in social connections, emotional intelligence, and physical activity. There were some

individual items that improved, but not the scales as a whole. It could be that counsellors were fatigued, from long days, and were unable to focus and complete the observation surveys well – that was the feedback from one camp counsellor. However, it may also be the case that results in these areas are not as strong as in Personal Development and Self-Confidence and in making friends.

Process (Program Implementation and Satisfaction)

It is clear from campers' comments and from their rates – they really enjoyed the camp. Parent ratings of enjoyment concur with the campers. Campers' favourite activities included swimming, canoeing, high ropes, archery, and the climbing wall. They had few complaints. Their main issues were with the bathrooms and with bugs. Counsellors also reported positively on the activities (with many similarities to campers). Counsellors also rated the amenities very well; again the lowest ratings were given to the shower facilities/bathrooms.

Camp counsellors reported favourably on the training and preparation time/information. One suggestion was to perhaps have more role-playing/scenarios. They felt well supported by head staff at the camp. They felt the nightly meetings were useful, but difficult, after a long day. The visual schedule was positively rated. There were a few comments about policies and procedures at camp, but nothing major emerged (issues with kitchen policies; procedures being enforced differently in different cabins; further explanation of HIV/disclosure policies). One counsellor suggested that perhaps there could be one more full time camp counsellor and one more relief counsellor.

Parents rated the administrative procedures, as well as transportation and bus check-in procedures very highly. There were very few comments or recommendations.

Summary

The process and outcome components to this evaluation demonstrate a very successful experience for the campers. The program was well organized and implemented. Campers enjoyed the camp activities, their fellow campers, and the staff. And, they experienced many positive benefits from attending.

Appendix A: Surveys for Campers

Instructions for Camp Counsellors

Attached to this letter is the survey for the campers in your group. Here are a few things you should be aware of:

1. Please ensure that you put the campers' id#s on the surveys (each page please) BEFORE you distribute them to the correct campers.
2. Ensure you have envelopes, for each survey, in case the campers want to put them in an envelope to ensure greater confidentiality.
3. Explain what the survey is all about. Something like:

“The reason we are doing this survey is because we want to know in what ways, if any, the camp is helping the kids who participate in it – as well as what they like or dislike about the camp. To find out how the camp helps kids, I'd like you to complete a survey which asks you some questions about how you are feeling. Most of these questions ask you to rate how you're feeling on a scale from 1 to 5. Some questions ask you to write, in your own words, what you learned or what you liked or disliked about the camp. We will only know how good this camp is, by the information that you provide – so we ask that you please take the time to answer each question.

*For the rating questions, after you read each item, I want you to **circle** the number that **best** shows how you are feeling today. There are a possible 5 answers: **5** means that you think it is VERY true, **1** means that you DON'T think it's true AT ALL, and **3** is about halfway in between those two answers. You can also answer '2' (between 3 and 1) or '4' (between 3 and 5).*

*This is NOT a test. I want you to be **honest** about how you are feeling – there are no right or wrong answers. And even though it is sometimes hard to pick an answer – we want you to pick one number or another if you can – not something in between. BUT, if you don't want to answer a question, leave it blank.*

If you don't understand any of the items, please ask me for help and I will try to explain the question. If you still don't understand it, then you can skip that item.

If you like, we will provide you with an envelope and you can put your survey in that so that I won't see your answers. The envelopes will then be sent to the researcher.

Do you have any questions before we get started?”

Section #1

Please answer the following questions – by placing an X or ✓ next to your answer:

I am:

___ a girl ___ a boy

___ years old

How many times have you come to this camp?

___ this year is my first time

___ 1 time

___ 2 times

___ 3 times
















___ 4 to 6 times

___ more than 6 times
















___ I don't know

For these next sections I want you to think back to when you came to camp at the beginning of the week. We want to know if anything is different for you now, compared to before camp. Please read each item and circle the answer that BEST fits how you are thinking or feeling NOW.
















Section #2

Since coming to the camp ...	Very true	True	Sort of true	A little true	Not at all true
1. I have made friends	 5	 4	 3	 2	 1
2. I have learned how to be a good friend (e.g., talking, listening, sharing)	 5	 4	 3	 2	 1
3. I will keep in touch with the friends that I have made	 5	 4	 3	 2	 1
In your own words, can you tell us about what you have learned about being a good friend?					
<hr/>					
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Section 3














































Since coming to the camp ...	Not at all true	A little true	Sort of true	True	Very true
1. I am more physically active	 1	 2	 3	 4	 5
2. I play more sports	 1	 2	 3	 4	 5
3. I am more interested in doing activities, games or sports that are active	 1	 2	 3	 4	 5
In your own words, can you tell us if you are more physically active, or feel differently about playing active games, being physically active or participating in sports since coming to camp? <hr/> <hr/> <hr/> <hr/>					

Section #4

Since coming to the camp ...	Very true	True	Sort of true	A little true	Not at all true
1. I am better at knowing what others are feeling (e.g., when they are sad, angry, upset).	 5	 4	 3	 2	 1
2. I am better at knowing how I am feeling.	 5	 4	 3	 2	 1
3. I am better at talking about, or dealing with, my feelings when things are bothering me.	 5	 4	 3	 2	 1

In your own words, can you tell us what you have learned, from camp, about knowing how you or others are feeling and how to deal with those feelings?

Section #5

Since coming to the camp ...	Not at all true	A little true	Sort of true	True	Very true
1. I can do more things on my own	 1	 2	 3	 4	 5
2. I can make good decisions even when members of my family aren't around to help me	 1	 2	 3	 4	 5
3. I feel more self-confident	 1	 2	 3	 4	 5
4. I like to try new things	 1	 2	 3	 4	 5
5. I feel I have a lot to be proud of	 1	 2	 3	 4	 5
6. I don't blame others for my own mistakes	 1	 2	 3	 4	 5
7. I have learned to accept responsibility for my actions	 1	 2	 3	 4	 5
8. I am better at knowing what I am capable of doing, and what I'm not capable of doing	 1	 2	 3	 4	 5
9. I have learned how to be a good leader (e.g., listening to others, cooperating with others, sharing my own ideas)	 1	 2	 3	 4	 5

In your own words, can you tell us how camp might have helped you feel better about yourself?

In your own words, can you tell us how camp might have helped you become more independent and/or responsible?

Section #6

What did you learn at camp?

Are there any other ways that camp has helped you?

Section #7

1. What were the three activities you liked the best?



1st favourite activity: _____

2nd favourite activity: _____

3rd favourite activity: _____



2. On a scale of 1 to 10 (where 1 = absolutely the worst and where 10 = the best time ever), how much did you enjoy camp?

1 2 3 4 5 6 7 8 9 10



3. On a scale of 1 to 10 (where 1 = terrible and where 10 = great), how would you rate the camp counsellors and staff?

1 2 3 4 5 6 7 8 9 10

4. Overall, how would you rate the camp location and facilities (i.e., the cabins, bathrooms, play areas, equipment etc.) (where 1=terrible and 10=great)?

1 2 3 4 5 6 7 8 9 10

5. Was there anything that you did not like about the camp?

6. What suggestions or ideas do you have about how the camp could be improved?

7. Do you have any final comments about the camp or about this survey?

THANK YOU FOR COMPLETING OUR SURVEY!

Appendix B: Observation Survey Completed by Camp Counsellors

Please ensure that you have put the correct id# at the top of each page (see your Master List). Following the first section of this survey, which will be completed by staff at The Teresa Group and which asks for background information about the camper, the remaining sections need to be completed **twice** during the camp.

Please complete one survey for each participating camper in your group: once within the first 2 days at camp and once at the end of the camp session. The first time you fill the survey out, please **put an X** in the appropriate spot. The second time you fill out the survey, please **circle** the appropriate answer. **Please see the example below.**

Please be as honest and accurate as you can be. If you have any questions regarding the survey, please speak to the head staff.

Example of a completed question:

Answer for first 48 hours = X
 Answer for END of camp = O

Answer based on the first 48 hours of
 Camp session (X)

Answer at the end of the camp
 session (O)

Please indicate the extent to which you agree with the following statements		Very strongly disagree	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Very strongly agree
A.	This camper appeared to enjoy his/her free time		X	O				
B.	This camper complained about the weather		⊗					

Answer if response is the same for the first and last recording periods

Confidentiality:

This survey contains items that may upset campers if they were to read your comments. For this reason, and to protect the confidentiality of your campers, please do not leave completed surveys where others (campers or staff) can read your observations. **Please store them away in a safe and secure location.**

Information about this camper

These questions will be completed by Teresa Group staff.

1. How old is this camper? _____

2. What sex is this camper? (Please circle your response)

- a. Male b. Female

3. Has this camper attended this camp before? (Please circle your response)

- a. Yes b. No

4. Has this camper attended other camps before? (Please circle your response)

- a. Yes b. No **[Go to Question 6]**



5. If the camper has attended other camps before, what kind of camps were they? (Check all that apply)

- day camp residential camp traditional outdoor camp specialty camp

6. What is this camper's first language? (Please circle your response)

- a. French b. English c. Other: _____

7. What is this camper's cultural background? _____

8. Does this camper have any special needs? (Please circle your response)

- a. Yes b. No



Please explain: _____

Section A: Social connections at camp

In this section of the survey we are asking you about the camper’s friendships and his or her other social connections during the reporting period. We are interested in how many friendships the camper has developed, the nature of these friendships, and how much support he or she receives from others at camp. Do your best to answer the questions. If it is not possible to answer a question, however, please leave it blank.

1. How many friends does the camper have in his/her cabin group?

a. First 48 hours: _____ (number)

b. End of camp: _____ (number)

		<i>Answer for first 48 hours = X</i>				<i>Answer for END of camp = O</i>			
2. Please indicate the extent which you agree with the following statements:		Very strongly agree	Strongly agree	Agree	Neutral	Agree	Strongly agree	Very strongly agree	
a.	The camper has a group of close friends at camp from which he or she can draw support								
b.	The camper has friends at camp besides those in his/her cabin group								
c.	When needed, the camper receives emotional support from his/her fellow campers								
d.	When needed, the camper receives other kinds of support from his/her fellow campers								
e.	This camper gives to other campers as much as he/she receives from them								
f.	This camper exhibits a sense of pride about being a members of his/her cabin group								
g.	This camper exhibits a sense of pride about being a member of this camp								
h.	This camper resolves conflicts in a positive manner								
i.	This camper gets along with other campers								
j.	This camper gets along with camp staff								

Section B : Self-confidence and Personal Development

In this section we are interested in the degree of personal growth and self-confidence the camper is showing.

		<i>Answer for first 48 hours = X</i>			<i>Answer for END of camp = O</i>			
3. Please indicate the extent which you agree with the following statements:		Very strongly agree	Strongly agree	Agree	Neutral	Agree	Strongly agree	Very strongly agree
a.	This camper appears to be confident in him/herself							
b.	This camper needs help with most things he/she does							
c.	This camper appears to be comfortable being away from home							
d.	This camper is good at doing things on his/her own							
e.	This camper makes good decisions							
f.	This camper has a good understanding of his/her personal limits							
g.	This camper appears to feel good about him/herself							
h.	This camper appears to accept responsibility for his/her actions							
i.	This camper demonstrates good leadership skills							
j.	This camper is willing to try new things							

Section C: Emotional Intelligence

In this section, we are interested in the extent to which the camper displays an understanding of his/her own emotions as well as those of others around him/her. ***Please reflect upon the camper's age and what would be considered an age appropriate level of development in this area prior to completing this section.***

		<i>Answer for first 48 hours = X</i>			<i>Answer for END of camp = O</i>			
4. Please indicate the extent which you agree with the following statements:		Very strongly agree	Strongly agree	Agree	Neutral	Agree	Strongly agree	Very strongly agree
a.	This camper displays an awareness of his/her emotions							
b.	This camper likes to share his/her feelings with others							
c.	This camper seeks out activities that make him/her happy							

		<i>Answer for first 48 hours = X</i>			<i>Answer for END of camp = O</i>			
4. Please indicate the extent which you agree with the following statements:		Very strongly agree	Strongly agree	Agree	Neutral	Agree	Strongly agree	Very strongly agree
d.	This camper is aware of the non-verbal message he/she sends to others							
e.	This camper presents him/herself in a way that makes a good impression on others							
f.	This camper has control over his/her emotions							
g.	This camper is sensitive to the feelings and emotions of others							
h.	This camper compliments others when they have done something well							
i.	This camper helps other feel better when they are down							
j.	This camper uses good moods to help him/herself keep trying in the face of obstacles							

Section D: Physical Activity

In this section we are interested in the extent to which the camper enjoyed participating in physical activities in general and relating to specific activities.

		<i>Answer for first 48 hours = X</i>			<i>Answer for END of camp = O</i>			
5. Please indicate the extent which you agree with the following statements:		Very strongly agree	Strongly agree	Agree	Neutral	Agree	Strongly agree	Very strongly agree
a.	When given a choice this camper always choose physical activities							
b.	This camper has a positive attitude toward physical activity							
c.	This camper has a positive attitude toward <i>sports</i>							
d.	This camper has a positive attitude toward <i>active games</i>							
e.	This camper has a positive attitude toward <i>walking</i>							
f.	This camper has a positive attitude toward <i>active play with other children</i> (if age appropriate)							
g.	This camper is physically active							

Section E: Other Comments or Concerns

6. Do you have any concerns about the information as provided in this survey (either at 48 hours or at the end of the camp) – that is, anything you think we should know about when we are analyzing the data?

a. Yes

b. No [**Go to Question 7**]



7. Please provide any final comments you might have – either about this camper or about the survey.

THANK YOU FOR COMPLETING OUR SURVEY!

Appendix C: Parent Survey

[Note: This survey will be formatted differently if it is constructed on-line.]

Thank you for agreeing to participate in our survey about the summer camp program. The information is really valuable to the evaluation we are conducting of the program. The evaluation will help us learn from the campers, parents, and camp staff, about what the campers learned from camp, how they benefited, and what campers, parents, and staff thought about the camp in general. This information will be used to help improve the camp in the future.

Please answer each question by circling your response. There are no right or wrong answers - we just want your honest opinion. Although we hope that you answer all questions, if you do not wish to answer a question, please leave it blank.

Thank you very much for your time in completing this survey!

AFTER attending the summer camp program, my son/daughter					
1. Has made friends	Not at all true	A little true	Sort of true	True	Very true
2. Has learned how to be a good friend (e.g., talking, listening, sharing)	False	Somewhat False	A little False	A little True	Somewhat True
3. Will probably keep in touch with the friends s/he has made at camp	False	Somewhat False	A little False	A little True	Somewhat True
4. Is more physically active	False	Somewhat False	A little False	A little True	Somewhat True
5. Is playing more sports	False	Somewhat False	A little False	A little True	Somewhat True
6. Is more interested in doing activities, games or sports that are active	False	Somewhat False	A little False	A little True	Somewhat True
7. Is better at knowing what others are feeling (e.g., when they are sad, angry, upset)	False	Somewhat False	A little False	A little True	Somewhat True
8. Is better at understanding his/her own feelings	False	Somewhat False	A little False	A little True	Somewhat True
9. Is better at talking about, or dealing with, his/her feelings or emotions	False	Somewhat False	A little False	A little True	Somewhat True
10. Is able to do more things on his/her own	False	Somewhat False	A little False	A little True	Somewhat True

AFTER attending the summer camp program, my son/daughter					
11. Can make good decisions on his/her own (i.e., without help from family members)	False	Somewhat False	A little False	A little True	Somewhat True
12. Is feeling more self-confident	False	Somewhat False	A little False	A little True	Somewhat True
13. Is more willing to try new things	False	Somewhat False	A little False	A little True	Somewhat True
14. Feels s/he has a lot to be proud of	False	Somewhat False	A little False	A little True	Somewhat True
15. Does not blame others for his/her own mistakes	False	Somewhat False	A little False	A little True	Somewhat True
16. Has learned to accept responsibility for his/her own actions	False	Somewhat False	A little False	A little True	Somewhat True
17. Is better at knowing what s/he is capable of doing, and what s/he is not capable of doing	False	Somewhat False	A little False	A little True	Somewhat True
18. Has learned how to be a good leader (e.g., listening to others, cooperating with others, sharing his/her own ideas)	False	Somewhat False	A little False	A little True	Somewhat True
In your own words, can you tell us how your son/daughter benefited, or what s/he learned, from attending the camp? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					

19. What would you say were your child's top 3 learnings or benefits from attending the camp?
 #1 learning/benefit: _____
 #2 learning/benefit: _____
 #3 learning/benefit: _____

26. Do you have any questions or concerns about the health, safety, or medical care your child rec'd at camp?

27. Any other recommendations or comments?

28. Do you think your child will attend camp next summer?

Yes Not sure No, because: _____

THANK YOU FOR COMPLETING OUR SURVEY!

Appendix D: On-Line Camp Counsellor Survey

[This survey will be constructed on-line so is not formatted for paper.]

Thank you for agreeing to participate in our survey about the summer camp program. The information is really valuable to the evaluation we are conducting of the program. The evaluation will help us learn from the campers, parents, and camp staff, about what the campers learned from camp, how they benefited, and what campers, parents, and staff thought about the camp in general. This information will be used to help improve the camp in the future.

Please answer each question by circling your response.

Thank you very much for your time in completing this survey!

1. Please rate the following aspects of the camp:

a) Meals	Excellent	Good	Okay	Fair	Poor
b) Dining hall	Excellent	Good	Okay	Fair	Poor
c) Cabins	Excellent	Good	Okay	Fair	Poor
d) Restrooms/showers	Excellent	Good	Okay	Fair	Poor
e) Program areas	Excellent	Good	Okay	Fair	Poor
f) Program staff	Excellent	Good	Okay	Fair	Poor
COMMENTS:					

2. How satisfied were you with:

a) The AMOUNT of training received	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not very Satisfied	Not at all Satisfied
b) The CONTENT of the training received	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not very Satisfied	Not at all Satisfied
c) The availability of The Teresa Group staff to answer any questions or concerns you had	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not very Satisfied	Not at all Satisfied
d) The Camp Counsellor Volunteer Manual	Extremely Satisfied	Very Satisfied	Somewhat Satisfied	Not very Satisfied	Not at all Satisfied

COMMENTS ABOUT TRAINING (please tell us what you found most helpful and what you could have used more of):

3. Did you receive sufficient information and time in the following areas:

a) General camper information	Yes	No
b) Cabin decoration time	Yes	No
c) Time to mentally prepare for campers	Yes	No
COMMENTS:		

4. Please rate the quality and successfulness of the following activities: [NOTE: these will be completed one the list of activities is known.]

a)	Excellent	Good	Okay	Fair	Poor
b)	Excellent	Good	Okay	Fair	Poor
c)	Excellent	Good	Okay	Fair	Poor
d)	Excellent	Good	Okay	Fair	Poor
e)	Excellent	Good	Okay	Fair	Poor
f)	Excellent	Good	Okay	Fair	Poor
COMMENTS:					

5. What were the top 3 MOST successful, and top 3 LEAST successful activities in your cabin.

MOST SUCCESSFUL	LEAST SUCCESSFUL
#1	#1
#2	#2
#3	#3

6. a) Did you have a clear understanding of the Camp’s policies and procedures and why they were in place?

Yes No

b) Do you have any comments or suggestions about the policies and procedures?

7. Do you have any comments or suggestions about health or safety concerns at the camp?

8. Please rate the helpfulness of the following:

a) Nightly Counsellor meetings	Extremely helpful	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
b) Visual Schedule	Extremely helpful	Very helpful	Somewhat helpful	Not very helpful	Not at all helpful
COMMENTS/SUGGESTIONS:					

9. Did you feel supported by head staff?

Very much Somewhat Not very Not at all

10. As you know, we are collecting survey data from counsellors, campers, and from parents, about benefits and learnings for *individual* campers. If you had to sum up for your group as a whole, what would you say were the top 3 benefits for the campers?

#1 benefit/learning: _____

#2 benefit/learning: _____

#3 benefit/learning: _____

11. Name [Disclosing your identity is greatly appreciated as it allows us the opportunity to follow-up; however, you are welcome to opt out.]

12. May we contact you if we have any questions? Yes No

THANK YOU FOR COMPLETING OUR SURVEY!

Appendix E: Interview Guide for Camp Counsellor Focus Group

Thank you very much for agreeing to be interviewed today about your experience with the summer camp program. As you know, we also conducted surveys with the campers and parents, and you completed individual surveys about your campers, as well as on-line survey about the camp as a whole. All of this data is part of an evaluation of the camp program. We want to make sure that the camp is well organized and implemented, that it is fun for campers, and that they benefit from it. The purpose of today's interview is to provide some richer detail to information we sought in the surveys a few weeks back. It's helpful, we find, to have open-ended answers to go along with the survey data.

With your permission, I would like to audio-record our interview – this ensures that I don't miss anything and that your words are captured accurately. Once the interview is complete, the recording will be listened to by my assistant, and she will complete a transcript. I will be reporting back to the organization about the results from the surveys, and this focus group, but staff will not know who said what – the information you provide in this interview will remain anonymous.

Do you have any questions at all before we begin?

[Answer any questions. Start recorder.]

1. I would like to begin by hearing about the interview process – how did you feel about it?
[Application, written essay questions, face-to-face or phone interview, group interview]
2. Can you tell me about the training you received? Was it enough? Should more have been done? Was the training manual helpful?
3. I'd like to talk now about policies and procedures.
 - Did you feel the medication procedures were clear? Is there anything that can be improved?
 - Did you feel the emergency policies and procedures were clear? Is there anything that can be improved?
 - Were there any issues or concerns around the policies having to do with photos? Disclosure? Reporting harm to children?
 - Any other comments or suggestions about policies and procedures?
4. Did the transportation to camp work for you? Any suggestions for improvement?
5. Did you feel you received enough information about the campers prior to camp?
6. Are there any changes you would like to see made to the program activities?
7. What was your experience with the workload at camp?
 - Did you feel there were sufficient breaks?
 - Do you have any recommendations for improving the workload?

8. Did you feel sufficiently supported by the head staff?
 - What did you understand the roles of the head staff to be?
 - How did you feel about the communication between head staff and the counsellors?
9. How did you feel about the communication between counsellors? How did you feel the evening meetings worked?
10. This was our first time using the Moorelands campsite. Was the campsite and variety of programs adequate?
11. Did you feel trained and supported enough to deal with any behavior management issues?
 - Do you have any recommendations for improvement?
12. Before I move on to outcomes for campers, are there any other comments or suggestions you would like to make about organization or implementation of the camp program?
13. Now I would like you to ask you about the types of learnings or benefits experienced by the campers. How do you think the children may have benefited from participating in the camp?
 - Self-confidence?
 - Self-awareness/emotional intelligence?
 - Independence and responsibility?
 - Teamwork?
 - Leadership and communication skills?
 - Attitude toward/participation in physical activities and sports?
 - Do you see these as skills or learnings that will be long-lasting – that is, post-camp?
14. Were there any other ways that your children benefited from the camp?
15. What was the experience like of administering the evaluation surveys? Is there anything that we could improve?
16. Those are all the questions I had. Are there any other comments you would like to make about the camp?