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What Are the Characteristics of a Residential Summer Camp Setting That Allows For Campers to Develop As Leaders in Their Communities?

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Abstract

This study is framed in the following question: Exploring the characteristics of summer camp that create leaders at camp and in their home communities. Findings will show that campers have learned confidence, how to support peers, were able to safely take risks, and become independent in residential summer camping environments. Findings will also show, campers and staff are now able to use those skills to help them in their lives outside of residential summer camping in many ways. In the course of eight interviews the researcher discovered how campers and staff members were able to find their niche or passion growing up and become leaders. All in all, camp has created leaders in their home communities in many ways, but it sometimes takes the right people or situations to bring out those leadership traits or actions to the forefront. This study provided data supporting the following themes where individuals stated, *generating family bonds*, *uniform (sameness because of camp uniform)*, *technology free (no distractions)*, and *the carefree environment* produce the *leadership* qualities which likely keep them returning to their residential summer camp at Camp Blue Ridge and Camp Equinunks every year.

Executive Summary

“Each year, more than 14 million children and adults attend camp in the United States” (ACA, 2013, pg. 1), I am a part of this statistic as I have spent eight summers as a camper and the last five as a staff member in various roles (i.e., assistant group leader, post-camp leadership staff). In my experience, camp has allowed me to grow as a person, learn about myself and develop skills I did not know were possible. As a camper with eight years of experience and five years as a staff member, I see how camp has sculpted myself and I have been able to reflect on it. I am convinced that camp has a unique ability to change everyone that has the ability to come in contact with it. Therefore, as I enrolled in the Honors program, I sought to explore the characteristics of summer camp that create leaders at camp and in their home communities.

There are many different kinds of camps that exist; Day Camps, Resident Camps, Not-For-Profit Camps, Private Camps, JCC, Boy and Girl Scouts of America, 4H and the list goes on. I have experienced camp in a private resident camp called Camps Equinunk and Blue Ridge (CECBR). These camps are family-owned and are seven weeks long, pulling campers from the Pennsylvania, New York and New Jersey area.

This capstone project was completed through a partnership with Camps Equinunk and Blue Ridge (CECBR), a brother-sister camp, located in upstate Pennsylvania, fifteen minutes off the boarder of Hancock, New York. Camp Equinunk, the boys camp, and Camp Blue Ridge, the girls camp, are run by the same owners and directors. There is a three minute walk from one campus to the next, and they share certain facilities. The separation allows boys and girls to share experiences in a setting where they can develop commradery and friendships without the opposite sex around. These gender-specific environments allow campers to learn about self-efficacy, self-advocacy, self-esteem and more (Johnson, Goldman, Garey, Britner & Weaver,

2011). As I formulated my ideas for the capstone project, I developed some ideas with my mentor and then came to the resulting topic of leadership. From there I began to research camping as a whole, the history of resident camping, and the research that is currently published on camping's affect on people. Once I gained background knowledge, I began developing Interview questions and began the Expedited IRB approval process, as I would be working with minors. Once approved, I was able to begin recruiting participants, conducting interviews which lead to transcribing the data, analyzing it, and finally drawing conclusions form it.

Through a partnership with CECBR, I was able to send out a mass recruitment email to all qualified Camper Families and Staff Members to participate in this study. To be qualified, one had to work at or attend Camps Equinunk and Blue Ridge for 2 (+) years, and be between the ages of 14-16 years old and 18-35 years old. From this correspondence, eight participants were found. They all scheduled interview times, printed and signed consent/assent forms and questionnaires. Half of the Staff and Camper participants were male, the other half being female.

Prior to speaking with the participants, I believed that camp created leaders, but I did not have reasons to back up the statement. After speaking with each participant I was able to figure out why. Through each interview transcript I dissected five themes that showed how camp created leaders; (a) Family, (b) Uniform, (c) Stress and Carefree Feel, (d) Environment and Technology, and (e) Leadership. Each theme flowed into the next and eventually shaped how Leadership comes to be at camp.

The participants consistantly spoke about their camp friends and referencing them as "sisters" or "brothers" or their counselors as the older sibling they never had. Camp is the only place that can create that feeling and that is my *first* theme. Each camper and counselor is living together for seven weeks. They get to know these people on a closer level than some of the

friends they have known since they were born because of the close quarters. This is the kind of feeling that keeps campers coming back year after year and is eventually why they send their children to CECBR. There is a very large alumni base at CECBR which has been shown to impact campers and the culture of the camp. Some campers are second and third generation CECBR campers. Often, they are born to spend their summers at camp.

Equinunk and Blue Ridge are uniform camps (theme *two*) allowing for a sense of ease for each camper. Each camper was able to try on the uniform and choose the style that they are most comfortable in or thought was the cutest before the summer. They find comfort in this, and allows for a level playing field amongst campers, further building the camp community affecting each child's summer.

The uniform builds into the *third* theme of a stress and carefree feel. Not only does each camper and counselor not have to worry about his or her wardrobe, they don't have to worry about the schedule. The entire summer is planned for everyone; allowing each camper to focus on just having fun. They understand that they only have seven weeks to spend in this place so they have to take in every moment before they have to go back home for the year. Home environments are completely different than the camp environment.

I found that the Environment and Technology are huge factors affecting children's camp experiences, creating theme *four*. Children today grow up with a screen in their hand. They constantly feel like they are being judged or have to put off a front on social media that is not their true self. Camp takes that away and allows the spirit and tradition of such an old place take over. Campers and counselors alike are taken over by the cheers and songs that generations before them have sung. They in turn want to be the role models they had while growing up, so they can pass on the traditions to the next generation of campers.

All of these themes and ideas; Family, Uniform, Carefree Feel, Technology and Environment, play a part in allowing camps, specifically Equinunk and Blue Ridge, to create leaders, theme *five*. What I have come to notice is people change people. It isn't the physical structures at camp, the facilities, the waterfront, or the activities. The spirit and tradition that campers and counselors pass on in those facilities create the environment that camp is for everyone. It might mean something different for everyone but at the heart of each participant's responses they stated it allows them to feel comfortable and safe, and gives them the confidence to take risks. That confidence in turn is what has been shown as leadership. This leadership can be seen by doing the right thing when no one is watching, cheering on a bunkmate, or being the captain of a color war team.

Through this study I have learned that a place or people can bring out the best in one another. This is the case with leadership. Camp allows people to find this part of them and continue to use it once they leave the stimulating environment. Campers and counselors also might struggle to use or recognize the skills outside of the environment. According to the study, it seemed that males recognized themselves as leaders at camp, but not in their home communities as this was not clear expressed during the interviews. On the other hand, females were able to transfer those learned skills very easily and recognize ways in which they were leaders in their home communities.

All in all, camp has created leaders in their home communities in many ways, but it sometimes takes the right people or situations to bring out those leadership traits or actions. In my mind, *generating family bonds, uniform (sameness because of camp uniform), technology free (no distractions), and the carefree environment* produce the leadership qualities of the camp participants which are due to their continued involvement in residential summer camp.

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Chapter 1

Introduction & Literature Review

Introduction

“Each year, more than 14 million children and adults attend camp in the United States” (ACA, 2013, pg. 1), I am one of those people as I have spent eight summers as a camper and the last five as a staff member in various roles (i.e., leader, assistant director). In my experience, camp has allowed me to grow as a person, learn about myself and develop skills I did not know were possible. In these experiences at camp, I observed my peers having the same affinity for summer camp. Thus, when I enrolled in the honors program, as a final capstone project my goal was to explore the characteristics of summer camp described by my interviewees that shape them into leaders in their community.

For eight consecutive summers, I had the opportunity to attend residential summer camp at CECBR. I believe residential summer camp experiences taught me things that have helped in my personal, professional, and academic life that have been key aspects of my development. Additionally, I have a sense that residential summer camp provides others with the same personal, professional, and academic life experiences for others. The ability of an individual to successfully live in an environment away from home with campers, staff members, and directors in a remote setting, in my mind, is what makes the difference. The time away from home (seven weeks each summer) allows campers to learn how to create lasting friendships make connections

with friends outside of camp. As a resident summer camp, I have developed the ability to speak in front of large crowds confidently and feel empowered to get involved in activities in my home and school community. It is exciting to reflect on these residential summer camping experiences and how it shaped me as a person, which is why I chose to complete the capstone research project on this topic. Throughout development of this honors capstone, not only have I considered development from a campers perspective, but also considering what factors might be in play that causes a person to return year after year. Therefore, this project will explore the characteristics of residential summer camp allow campers and staff members (counselors) to develop into leaders in their communities. The goal of this project is to interview why people in various roles at Camps Equinunk and Blue Ridge, i.e., campers, activity leaders, and program staff (directors) return to camp year after year.

Camping is defined as “a place usually in the country for recreation or instruction often during the summer” (Merriam Webster, 2018, p. 1). With the many types of camps, Residential, Day, and Non-profit vs. Private. The camp program is different in different places (i.e., Boys or Girl Scouts, YMCA, JCC), but at the heart of it, they allow children to try new things, learn about themselves and learn about others. For the purpose of this study, residential summer camping consists of programs where campers and staff provide activities and programming throughout the day while also providing lodging and food for an extended stay away from home. Non-profit camps make up most of the camping industry, which includes programs run by the YMCA, JCCs, Camp Fire USA, Boys Scouts and Girl Scouts of America. All of these organizations “have made camp a rite of passage for millions; a breeding ground for community, political, and business leaders; and an indispensable ingredient of the moral fiber of this country” (Ellett, 2015, p. 2). A critical group of individuals developed this idea of bringing children

together in 1932 by establishing Day Camps with the purpose of having children become active in an outdoor setting with experienced young adults as leaders of those experiences. The YMCA's have been making an impact on the camping world for years as they were influential during war times playing "a steady role in creating leadership training programs that turned a generation of junior high boys into future leaders" (Ellett, 2015, p. 2). YMCA Camps have always been at the forefront of social movements banning racial discrimination in the late 1960s as children of all racial groups were included in attendance at summer camp (Ellett, 2015, p. 2). The Judeo Christian values, engaging children in activities, and being in a remote outdoor setting allow children to have a wholistic experience of Spirit, Mind, and Body (YMCA) philosophy which helped to grow more YMCA residential summer camps.

Another association at the forefront of establishing resident summer camping was the Jewish Community Center Association, or JCCs, is very similar to the YMCA as they were founded on religious ideals and have "a commitment to provide the highest quality camping experience with unique Jewish environments" (Ellett, 2015, p. 1). Being surrounded by people of the same faith and ideals creates these unique environments. They provide similar experiences as other residential summer camps and have been said to be "a huge builder of people's careers" (Ellett, 2015, p. 1). In the 1920s and 30s, the JCC founded a Lecture and Concert Bureau which offered training for camp counselors. After WWII there was a surge in JCC programming, specifically the 50s and 60s brought on a surge in JCC day camp, travel camps, and arts programs. That surge has brought on the success found in JCC camps across North America today (JCC, 2017).

Camp Fire USA, another non-profit, started as a camp to support young women and girls providing them with the chance to gain independence and learn about the outdoors and

themselves (Ellett, 2015). Camp Fire programs did not add anything to the industry, but furthered the expanded camping programs that existed. This was one of the first programs to make it “from East Coast to West Coast” (Ellett, 2015, p. 1) establishing camping across the USA due to the need for female outdoor opportunities and experiences. This is similar to the founding of the Boy Scouts of America and Girl Scouts of the USA programs. The Boy and Girl Scouts have always seen camping as an integral part of their programs. They focused on civic duty such as volunteering, selling war bonds, assisting relief agencies, serving at the world fair (Ellett, 2015, p. 1) in addition to growing as a person. All in all, both The Boy Scouts and the Girl Scouts “believed camp provided learning opportunities about community and working together that couldn’t be replicated in a troop meeting” (Ellett, 2015). Unique to both of these organizations is their ability to provide a space where boys and girls can grow without the opposite sex being around. This allows them to feel comfort through activities with other females going through the same points in their lives. The environment and programing allows them to challenge themselves, and learn new skills to accomplish their merit badges in a camp setting while also cultivating relationships and growing as an individual outside of one’s home environment.

4-H is another organization focused on camping and providing positive youth development programs. 4-H is “a youth organization committed to building outstanding leaders with marketable skills to succeed in today’s global society” (University of Kentucky, 2001, p. 1). Through specific goal driven programing, the 4-H values of *Head*, *Heart*, *Hands* and *Health* are conveyed. These four concepts focus on positive youth development, positive relationships between youth and adults, activities that build life skills, and opportunities to apply what they have learned to grow as leaders (4, 2017, p. 1).

The American Camp Association (ACA) is the overarching organization that provides accreditation of various types of camps using specific criteria for accreditation. The ACA has “joined together to share knowledge and experience to ensure the quality of camp programs” (ACA, 2017, p. 1). They put on conferences of all types each year to help grow and improve the Camp Community. These conferences range from Resident Camps, Day Camps, Non-Profits, and their largest Tri-State Camp Conference each year that pulls in attendees from all over the world. ACA’s mission is to enrich “the lives of children, youth and adults through the camp experience” (ACA, 2017, p.1). Without the ACA camping would not be the industry it is today and making the professional and powerful impact on each camper that attends Camps Equinunk and Blue Ridge each year.

In conclusion, residential summer camping has a rich tradition in the history of the U.S. and continues today. The various types of residential camping experiences continue to build children’s self-confidence, improve social skills, and build self-efficacy (ACA, 2018). Defining and identifying the types of residential summer camps out there help to more readily know and see connections I will make to Camps Equinunk and Blue Ridge. The next section will examine the literature related to residential summer camping and discuss the benefits of these experiences.

Literature

For the purpose of this project, my goal in outlining the research in the industry is to provide a brief summary of the current climate in residential summer camps and the setting as a whole. I will discuss how the different formats of camp programs affect camper experience. I will also reference what the industry has learned as well as pitfalls of the studies being completed. I will conclude by summarizing how these studies identify specific characteristics residential summer camp provide children in camp environments.

Camping and Character: A Camp Experiment in Character Education, a study by Dimock and Hendry (1929), was one of the first studies conducted on the outcomes of summer camp. They studied changes in 216 male campers who attended a seven week camp based in Canada. Through observation, conferring with psychologists, camp counselors, sport and activity instructors, as well as Dimock and Hendry, case studies were completed on each camper. They were able to conclude positive effects on boys' behavior, younger campers benefitted more than older campers, and some of the changes continued weeks after the campers returned into their home environment (Thurber, 2006, p. 2). This means, that parents were able to see positive growth, maturity and leadership once their children returned home from the residential camp. Throughout my time at camp I have noticed this to be true. Younger campers are more malleable than the older campers. They still want to learn the traditions, hear the stories, and build new relationships that they can bring to their home community. Older campers get caught in the drama of being a teenager which can affect how the camp setting ultimately impacts them once they have left the environment.

Studies have been completed through post camp surveys to parents and children on their experiences. In a study published by the American Camping Association, 153 campers were surveyed on Social Skills and Happiness during their time at a two week residential summer camp. "The children reported social skills changes significantly above the neutral value of 3" (The Impact, 2015, p. 1). Of the 147 children who answered all of the social skill survey questions, 140 reported positive changes (The Impact, 2015, p. 1). Parents were also asked to reflect on their children's change after assimilating back into their home environment. They "reported significant positive changes in their children's social skills above the neutral value of 3" (The Impact, 2015p. 2). Some of these social skills included: choosing people who would be

good to be friends with, getting to know more things about my friends, understanding my friends emotions, and enjoying being with my friends. Evident by this study, friend making is a large aspect of residential summer camp. Children rate their happiness at camp on relationships because camping programs emphasize forming relationships and strengthening already existing ones. Counselors are trained to help build these relationships so one can make the argument that if it were not for a trained committed counselor, campers might never get the right opportunity to build relationships and enjoy their time in camp settings.

Another study completed by Thurber, Scanlin, Scheuler, and Henderson (2006), showed significant positive social skill gains as well. In addition, they were able to show additional growth six months after leaving the residential summer camp setting. They focused on changes in positive identity, social skills, physical and thinking skills, and positive values and spirituality. They believed “participation in a week or more of organized day or resident camp would result in growth in all four domains, as reported by parents, camp staff, and children themselves” (Thurber et al., 2006, p. 243). They also hypothesized, “different types of camps would have comparable outcomes because camps accredited by the American Camp Association (ACA, 2017, p. 2) typically possess the essential components of a positive youth development delivery system” (Thurber et al., 2006, p. 243). Throughout the research I have studied, their hypothesis has stood strong. Questionnaires from parents and campers were collected along with checklists from counselors at the beginning and end of each camper’s session. Through these methods, they found “camp was rarely an aversive experience for children, nor was it an experience reliably associated with significant negative change among the constructs measured” (Thurber et al., 2006, p. 254). Positive change was found in all four topics of their proposed study which should stay consistent at other camps as well.

Residential group care has shown "fiscal restraints that have emerged in recent years, [along with a] spotty record of effectiveness" (Arieli, Beker and Kashti, 2001, p. 412). This fiscal restraint period began when the market dropped in 2008. Families began to have less children during those few years due to the cost of living and unknown job security. Ten years later, children that would have been born in 2008 would just be starting to attend camp. Since there are less children and families enrolling in camps today, the recession is now directly impacting camps ten years later. This directly relates camping to economics and society and has impacted Camps Equinunk and Blue Ridge specifically as well as other camps. Researchers such as myself now rely on campers who have attended residential summer camp for a few years instead of families just beginning to enroll which also creates a research gap.

At the beginning of the twenty first century, the American Camping Association, began studying the effects of camping and researching the industry. They started a "three-phase national study to better understand children's experience at camp" (American Camping Association, 2015, p. 2). This study involved the efficacy of the camp experience in relation to the developmental process of campers. So far, the ACA has been able to see with its high standards for camps, different types of programs are able to have similar effects on the campers that attend each camp. Someone at a YMCA camp might be learning interpersonal and tangible skills that a camper at a 4-H camp is learning but those campers are with different staff members, in different settings, surrounded by different campers. Although completely different environments, the same knowledge is being gained and will be used outside of the instruction setting.

Residential summer camps take children out of their natural environment, into nature, and allow for children to disconnect in a connected society. According to Arieli, Beker and Kashti

(2001), there are three types of Group Care Settings: “Incidental” Group Care, Remedial Settings, and Socializing Settings. Residential Camping would fall under a Socializing setting which is “frequently viewed as educationally or developmentally oriented and holistic in approach” (Arieli et al., p. 405). Socializing Group Care Settings are created to ensure all participants have a sense of belonging. Programs vary in length. Most range from one week minimum to seven weeks maximum program. Camps Equinunk and Blue Ridge thrive on the idea of feeling like each camper and counselors is a part of a family. There is something about the camp that allows campers to have a sense of belonging that socializing camps try to create. Although these points have been made evident through this study, the small time frame of camping adds a challenge to studying camps.

The research shows that different residential settings allow for alternative opportunities of achievement, expressiveness, and belongingness (Arieli et al., 2001, p. 408-409). In the experience of this researcher, this has personal meaning as one feels comfortable and care free when time spent at summer camp.

Paired with the studies that currently exist, this study hopes to add to the data base related to residential summer camps and fill some of the gaps in camping research starting with Camps Equinunk and Blue Ridge (CECBR). By diving into personal experiences and opportunities at CECBR, research participants will give individual narratives of their experience that will help build a new branch of residential camping research leading to a knowledge about how people grow as a leader and as a person because of their summer camp experiences. This study will shed light through interviews of individuals experiences at camp and how this helped to develop their leadership skills because of their time at camp.

Chapter 2

Methods

Methods

To complete this study, individuals were recruited from CECBR with the goal to get a subset of participants across varying administrative levels of CECBR. Initially, a range of staff starting with the Director or Assistant Director, Group Head or Assistant Group Head, and Campers from various ages. However, individuals choosing to participate in the study were Group Heads and Assistant Group Heads and campers (See Figure 1.1). The following is a table of the participants, their gender, role at camp, and years at camp.

Figure 1.1 Participant, Gender, Role, and Years at Camp

	Gender	Role at camp	Years at Camp
Participant 1	Male	Group Head	13
Participant 2	Female	Assistant Group Head	12
Participant 3	Female	Assistant Group Head	17
Participant 4	Male	Group Head	15
Participant 5	Female	Camper	8
Participant 6	Female	Camper	10
Participant 7	Male	Camper	7
Participant 8	Male	Camper	8

This study consisted of eight participants, who were provided with assent and consent forms where necessary to conduct interviews. I was working with minors and discussing personal experiences, Institutional Review Board Approval was necessary. Once Expedited Review was approved, *Appendix 1 – IRB Approval Letter*, participant recruitment and data collection was allowed to commence.

The leadership staff of Camps Equinunk and Blue Ridge were helpful as I was able to send out a mass recruitment email to camp families with children in the age range of 14-16 years of age and staff members in the age range of 18-35. This email can be found in the Appendix Section labeled *Appendix 2 – Recruitment Email*. Attached to the email were Consent Forms (*Appendix 3 – Consent Forms*), Completed Demographic Questionnaire (*Appendix 5 – Questionnaire*), and Assent Forms (*Appendix 4 – Assent Form*). If participants were interested in participating by sending a response email, with completed Consent, Assent, and Demographic Questionnaires. I then answered any questions the participants and or legal guardian had about the study, which was followed by scheduling a time to conduct the telephone interview.

Each participant was asked to complete a 15-30 minute phone interview about his or her experiences in residential summer camp settings. The interviews began with me reading the script found in the *IRB Application Section 9.4.1*. The participants were asked if they signed the Assent and Consent forms and asked if there were any questions before the interview began. Participants were also assured that he or she did not have to participate if they did not choose too, and they could stop the interview at any point throughout the thirty minutes. Confidentiality was explicitly stated as well, meaning participant information and identity would not be divulged to anyone.

Appendix 6 has the Interview Protocol, where it lists all of the interview questions asked. Following each interview, a transcript was completed using Trint. Once the researcher had a chance to review the data and check the data along with the Primary Investigator, a copy of the transcript was sent to each participant. Each participant had the ability to change any of any responses to the interview questions if they felt it was not reflective of their answers providing trustworthiness in the study.

The researcher recruited two male campers ages 14-16, two female campers ages 14-16, two male staff members ages 21-22 and two female staff members ages 20-25. All of the campers attended camp for more than two years, and all attended camp last summer, 2017. Some of the campers might not be returning this summer. All of the staff members grew up at camp, all starting at very different ages. Each participant had attended or worked at Camps Equinunk and Blue Ridge for two or more years. Half of the staff members attended camp last summer and the other half does not have the luxury of going back for the full summer any more.

Campers embark on their last year as campers at the age of 16. Using participants around this age allowed campers to reflect on their full time as a camper and what it has meant to them. When 14-16 years old at camp, campers receive honors and leadership roles. These leadership roles often determine how camp has influenced them in their experience as leaders. This is also an age where participants are easily able to express their feelings and experiences during a conversation with me.

The researcher conducted all interviews over the telephone from March through April, 2018 in a quiet room to ensure the researcher privacy. As the researcher was speaking with each participant they had a notebook to write down key words, phrases, thoughts, and questions that came to mind with each answer. The primary investigator, Dr. Norris, was present for the initial

interviews to support the researcher during the interview. Throughout the interview protocols, the primary investigator and the researcher met to discuss themes found in participant's answers, as well as, review data collection, and to complete dependability audits to check for accuracy in the research process.

Data Analysis

After each interview was recorded and complete, the researcher uploaded the mp3 file onto Trint.com, an online transcription program. The mp3 file was transferred into a word document on the website. The site provided a stop and go listening feature to help edit each transcript so the researcher could make any necessary corrections to the transcription. As Trint is a low quality transcription service, the document was not perfect. The transcripts were completed within 5 days of the initial interview and the researcher emailed a copy of the transcript with instructions for the participant to review, correct, and return within 3 days. If the researcher did not hear back from the participant, it was assumed the participant was comfortable with the transcript of the interview.

After all data was collected, it was shared with the primary investigator and saved via Flash Drive with an encryption code. The drive was then stored in his locked office and cabinet in his building. All data was analyzed without others around to ensure confidentiality. All write-ups were stored on the same flash drive with encryption. The research team is required to keep the data for seven years. After seven years the flash drive with all of the transcripts, write ups, recordings, etc. will be destroyed.

The researcher then read over each interview again taking more notes and was able to reduce the data by highlighting only the information pertinent to the study. The data was then arranged into major themes across each participant's responses. Each theme was verified in

consultation with the primary investigator by reviewing the transcripts. A color-coded key was created to highlight and mark up each transcript see Figure 1.2 below:

Figure 1.2 Transcript Coding Chart for Theme

Color	Theme
Blue	Family
Red	Uniform
Green	Stress/Carefree
Teal	Leadership
Pink	Environment//Technology

Once each transcript was highlighted and reduced, the supporting responses to each theme were compiled. There were also trends to the overall themes produced, which were sub-themes to most of the themes. These themes allowed for analysis and discussion points drawn from the data collected and produced in the narrative for the study.

Chapter 3

Results

Five recurrent themes arose from the data analysis. These themes were (a) Family impact, (b) Uniform, (c) Stress/care free culture, (d) The camp environment and (e) Leadership. Below is an explanation of each theme and their subthemes that go with them.

Theme 1: Family

The first recurrent theme found in the data was the concept of family and how it ties into the Equinunk and Blue Ridge environment. Three subthemes emerged, Family Support, Alumni Families, and Family-Type Bonds.

Subtheme 1: Family Support. CECBR is a brother sister camp, which means the boy's camp is run by the same owners and directors as the girls camp, and they have night time activities as well as major event days together. This is appealing to most families in order to have their children together while also giving them their own space to grow. Participant 1, who used to go to Equinunk with his brother, stated "it let me really grow up and become who I am because I was put in a situation where I didn't necessarily have my parents or siblings so I was forced to be by myself". By this he means that growing up with his brother by his side helped shape him into the person he was at camp after his brother stopped attending summer camp, he (P1) learned even more about himself. Participants also expressed how important it was for them to have their family near by while getting the chance to become independent and grow on their

own. Participant 3 stated “my family has always been there with me, teaching me along the way”. Whether it was her cousin or brother, she always had support at camp. Participant 3 is a special case; her family has been going to CECBR for generations.

Subtheme 2: Alumni Families. Camps Equinunk and Blue Ridge is known to have a very large alumni base. Alumni day occurs every summer as old staff members, campers and counselors come to campus, sing songs, and play activities with current campers and staff. In this study, many of the participants were current alumni campers/counselors or past alumni campers/counselors. Participant 8 is one of them and stated:

Well I think with my family I sometimes I like to try and put it aside as like I’m just a normal camper, I’m not, I’m not, I wouldn’t say I’m a celebrity but I feel like I do get more attention than some of the other kids, but I think with the way my family has tied into camp it really makes me proud of having my last name that my family has built up this this name for themselves since the 40s and then it kind of feels incredible that I get to keep living it myself, and it really makes me feel proud to be a Tucker even more so.

Participant 8 wasn’t alone in these feelings. Participant 3 stated, “There is so much like legacy in attending this camp... my grandparents met there, my mom works there, my aunt works there, my cousin and my brother, and its different in the way where it feels like home”. Each camper and staff member that I interviewed feels a strong connection to camp due to their family heritage and the legacy imparted to them attending CECBR. Participant 6 also supported this when she was explaining her thinking about being apart of an alumni family, “even though my mom’s not at camp she did go to CBR and I think that she’s one of the main people that has

helped my camp experience”. Each alumni family believes that this is an experience one can’t fake or recreate, it is something very unique that they wouldn’t trade for anything.

Subtheme 3: Creating Family-Type Bonds. A great deal of participants stressed how living in and sharing a bunk (also known as a cabin), is crucial toward learning and getting along with someone. This living experience in a bunk can make or break the summer camp experience if campers don’t get along well with their bunkmates. Participant 5 stated:

You really you have to learn how to talk to people I think being in a confined space with girls, we’re all teenagers you know, we’re all going through similar situations. You just learn to talk it out instead of holding it inside I guess coming home like being with your friends at home or being with your family you know you learn to like actually talk about maybe your feelings or just whatever that’s going on. You’re able to like communicate it with your friends and like figure it out instead of holding it in and then getting in fights.

Additionally, Participant 7 described the relationships he has created at camp. He believes, “at camp there’s definitely less people I interact with throughout the day and all those people are like a lot more meaning for me than people back at home”. It isn’t about the number of people; it’s about the quality of the friendships that are created during time spent at camp. Through each subtheme it is evident that creating relationships and family feel are at the crux of the summer camp experience.

Theme 2: Uniform

During the study, many participants commented that the uniform was a key component for both Camps Equinunk and Blue Ridge – this was evident among campers and counselors.

Within this theme, two subthemes emerged – appreciation and ease of having a uniform & leveling the playing to build a community.

Subtheme 1: Appreciation and Ease. Campers are required to wear the camp uniform every day. The colors are red, white, grey and black at Equinunk, and blue, white, and grey at Blue Ridge. All of the colors match and campers and counselors are able to choose the clothing they have in those colors so they are comfortable with how it all fits. All of the female participants I spoke with loved the ease of what the uniform brought them. Participant 5 said,

I don't know if this is everyone but I love having uniforms at camp. I think it just makes it so much easier. Its something you really don't have to think about while you're there, you get up and put on whatever is in front of you.

This response became more interesting after the same participant said she didn't enjoy her school uniform during the year. She claimed "I don't love it as much as my uniform at camp, but I also think it makes my life easier getting up in the morning" The clothing itself isn't as comfortable as she would like it to be especially compared to the camp clothing that is meant to be worn for active use.

Participant 3 felt the exact same way here is their statement:

I love having a uniform camp, I think its so easy to get dressed every morning and it takes a lot of the stress off of the kids, granted there have now become a lot of different styles of clothes that kids can choose from so it's a little more of a thought process of getting dressed in the morning... We all come together and are able to wear the same uniform. I think it does great things for the camp.

This sub-theme also was a mainstay with participant 2 as well. She said:

I really appreciate it, going to a camp with a uniform. I think it is like another aspect that allows the campers to be just free and like you get up in the morning and you don't think about what clothes match or what you already wore like you can just like get up, throw clothes on and its easy and quick

She continued with, "I'd be stressed and I'd be planning my outfits in May". The uniforms create a more positive inclusive environment for everyone. The male participants didn't have as much to say about uniform. If they could jump out of bed in their clothing from the day before they would. For them, it's more about unity. They see the ease and understand how it might affect and be more important for the girls but for them it adds to the family dynamic. Participant 1 believed "It's a good thing because nobody is different, you're all wearing the same thing, and you're all doing the same thing". Participant 7 also thought "it kind of just like unifies the camp" as well as Participant 8, "the uniform is good because it establishes more order and to feel the same as everybody else so we're all wearing the same thing. I feel like it does kind of make us closer in a way too". As participant 8 has sisters at camp, he recognized the uniform is a way to ensure they are not "showing off" and wearing clothing "10 sizes too small" because it isn't practical or acceptable in the camp setting.

Subtheme 2: Level playing field building a community. Growing up, girls can be competitive. They start to be aware of brand names, money, types of sneakers, and more. When interviewing the participants, a majority of them shared that uniforms create a level playing field for all of the campers. Participant 7 stated, it "might unify the camp like ... judge people based on what they wear or something like that so it can possibly take that out of the conversation". Participant 1 stated;

It's a good thing. My camp we definitely had a uniform. It's a good thing because nobody is different, you're all wearing the same thing, and you're all doing the same thing. There's no real issue with what you have and what you don't.

Another male participant, Participant 4, recognized the same idea, "as girls its probably a lot different but I don't really have experience with that". Even though he might not be able to directly relate to the subtheme, he is aware that it exists. When speaking with the females, they had very specific reasoning's as to the uniforms creating less competition. Participant 5 expressed:

If we are all wearing around the same clothes we can still express ourselves with which types we wear but I think that it creates more of a community type of feel.

Especially we're not like competing against each other to see who's wearing the trendiest cutest outfit.

She wasn't alone. Participant 3 shared similar views:

I think that the campers they all come from different backgrounds. Some have one sense of style, some have others. I think when you're all thrown together and it's like a giant mixing pot of campers and counselors and you have that free ability to wear your clothes from home it may put campers on different levels from each other. It just doesn't feel like one camp as much as you can separate them a little more its nice when everyone is in the same type of clothing, campers and counselors together and it just puts everyone on the same playing field.

This continued with participant 2, "it eliminates the competition between those campers and counselors who has better clothes or who looks better and also allows people to appreciate the

times you can dress up and look pretty and put on make up.” As well as participant 6, “especially in girls there’s a lot of competition”.

Theme 3: Stress and Carefree Feel

Throughout my conversations, a common feeling amongst applicants was how their cares were able to disappear at camp. Two subthemes came from this theme; Scheduled daily routine, and period of time.

Subtheme 1: Scheduled daily routine. It is said that people work and live better when they are in a routine and know what to expect. My participants expressed agreement with this thought throughout our conversations. Participant 8 felt strongly that life just gets easier when he gets to camp;

I get in at 7:30 wake up at 6:30 get all my work done, get home, get more work done, then drive my sister’s places. It just feels like a whole schedule. Everything is, it’s like a little too cut into times and then once I get to camp it’s just such a relaxation. I get to really chill, hangout with my friends. There is a schedule but it’s not so strict that it’s to every minute that I get to kind of relax and enjoy myself for a good portion of the summer

Participant 2, without being prompted about the schedule said camp is “a stress free summer” and continued to claim that camp is a place where “no one is really stressed about school and overwhelmed with schoolwork.” It’s a place where everyone is “very authentic and true and the schedule is planned for you, again like stress free. Everyone at home is so fast paced and striving to be better than one another. At camp you work to make each other better”. Participant 3 believes lthough camp is structured, it is nothing compared to what home feels like staying consistant with Participant 2;

It's also a lot more carefree and even though you are on a schedule...it's just a place where you can let loose and sing on the top of your lungs and that is definitely different from a home environment where things are a little more structured and you have homework and you have school and extracurricular activities and every thing at camp is a little more pleasure based rather than timely, organized, and scheduled.

She continued by explaining,

I was always very busy growing up like I did gymnastics so I would go to school and then like straight from school go straight to the gym to coach and then I would have my own practice and then I would have to come home to dinner and do all of that. [The] busyness was take away when I was at camp over the summer.

Participant 3 concluded with "you're just following everyone else. It's set schedule you don't have to think about it, you're just going to go and it's just so easy to follow it". Participant 6 further agreed, "at camp everything's stress free and you do what you want and well not technically do what you want but you know you have the freedom to just relax and it makes it a lot simpler". To some extent, all of these participants expressed their need and desire for the camp schedule over their home schedule. It allowed for a sense of relaxing and stress relief during everyday life.

Subtheme 2: Period of time. Although two months seems like a lot of time, each camper and counselor that goes to any camp will be the first people to say two months is nothing. This theme was found consistent in my conversations, each participant wants to take in the environment, the people and the stress and care free ways for as long as they can before they have to leave. Participant 6 struggles with the distance outside of camp;

I live further from everyone else since I live in Florida and majority of the people live in New York New Jersey, that area. It definitely I feel like those people that I associate myself with like leaving all the stress and drama behind when I go to camp I definitely would like to have those people closer to me than I am because girls that live close to each other they're together and you miss out on that but that only makes it better when you see them.

Participant 4 also agreed that life is just easier in those two months. Hard situations at home seem hard, while hard situations or problems at camp don't. "Even though I recognize the difficulty in them I think that's the biggest difference and that compares to my life right now. It's I think its carefree there". He knows that is not always the case at home and thrives in those two months where camp provides the comfort he needs. Participant 7 stayed consistent with this.

You're never stressed, you're never nervous, you're always just excited and ready to have fun, wake up, I mean even though we wake up a little bit early that's probably the only bad thing at camp, you still wake up and say I'm going to have another great day at Camp Equinunk. When I'm back home you're like another day at school or something like that. It's just such a difference of how you feel while we're at camp.

There isn't a care in the world, and Participant 7 knows he is bound to have fun day and live the two months to the fullest. Participant 2 continued this trend when speaking about how camp makes her try new things. The environment "forces you to try new things ranging from like cooking to a flying squirrel to soccer and tennis and all these other sports. Although it is very structured...no day hour or even a year, are the same". All of these opinions center on the fact that each participant only has so much time at camp each summer. They don't know when their

camping days will come to an end which allows them to enjoy every second of their time while its still around.

Theme 4: Technology and Environment

In the second topic of questions during each interview, I asked for the participant to “describe your life at home and how it changes when you come to camp?” I then followed up with “are there things at home that you have access to, participate in, or use that might be different at camp? And how does that affect your time spent at camp?” From these questions, I found three subthemes that added to the idea of how special the camp environment is and what aspects create that environment. The subthemes found were; Technology or lack there of, Spirit and Tradition, and Role Models.

Subtheme 1: Technology, or lack there of. Today’s children are born with a phone, an Ipad, a computer screen in their hands. Camp takes that away and the participants in this study have identified that the lack of technology plays a crucial role in creating the positive environment they have grown to love. Participant 5 said,

We don’t have our phones at camp. So that’s a big one like social media I think plays a huge role in who you are at home. You know you’re on your phones all day, you’re seeing all these pictures of outfits and just like where everyone is vacationing, like when you’re at camp you don’t have your phone, its like face to face communication just like who you actually are instead of like hiding behind a screen which allows each camper and counselor to create real, genuine, authentic relationships with one another. Participant 1 also agreed, “at camp it’s like seven days of the week is playing sports with your friends. There is no technology you’re kind of just there to have fun and all the distractions as a camper are gone”. He continued by stating, “There’s no like communication with the outside

world. You are just being you, being the best you and you're just having fun". This is the epitome of camping for him, just being yourself. Although campers feel this way, staff members do as well. "I try and not go on social media. There's not really any service at camp so that's pretty easy" but Participant 2 continued by saying it changes the kind of person she is. She said, "I talk to people, where outside of camp I don't know if I would approach someone like that. Although there is that camp bubble, it give you like freedom to do anything." The lack of technology creates the allure that "everyone is a little less judgmental than they are at home so like trying new things...going out of my comfort zone at camp more than at home" continued Participant 2.

Participant 3 feels the same way about the camp bubble,

When you go to camp and like yeah you get filled in on whatever is important that's happening at home but besides that like you are completely cut off and just so nice. It adds the element of relaxation that you don't have to worry about carrying your cellphone...so like the fact that you're so cut off from all that technology is so nice

It is evident each participant believes technology and the lack of it in the camp environment allows for everyone to be themselves and feel more comfortable about what they have and who they are.

Subtheme 2: Spirit and Tradition. The camp environment thrives off of the people in it. Without the people, at the end of the day, the environment is just a plot of land with activity areas, bunks, and a lake. The people create the energy. Participant 3 couldn't agree with this more.

The people is a huge part and just the environment like just being at camp and going to tribes and the traditions that are there that like when the alumni come and just

like everyone that comes back it's just, I guess the traditions would like be the biggest part because if that includes like the singing and tribes and color war and that day to day activities that take place that I've been doing since I was 9. Like I couldn't imagine being home for a fourth of July and not being on campus doing a bucket brigade. Like there just like tradition that just keep pulling you in and reminding you why it's such a great place.

All of the people that come back year after year are able to teach and pass on the legacy that lives in the hills of the camp. Participant 4 also agrees with Participant 3. He claimed,

I think that spirit idea, although I joke, it is something that I carry through today. I love being an up beat person and I think the spirit and cheering, the idiotic nature I can have at camp kind of pulls through into my personality today.

This spirit both participant 3 and 4 have found, creates the tradition of the camp allowing everyone to feel connected and come together. They feel like they are in on the biggest secret that no one else knows about because they attend CECBR. Their parents don't even know and understand the traditions these campers and counselors understand. Participant 5 said; "You're sitting around a campfire every Thursday night and you just like use traditions that have been going on for years and years and years". While campers and staff are in the traditions and still being apart of acting them out it is hard to totally understand, but when they finally take a step to look back on them they understand the essence of each camp. Participant 4 felt this way when talking about color war; "participating in a tradition that's been done for nearly 100 years now and being apart of it is something special". Participant 4 was able to take part in traditions that his grandfather took place in years and years before him. He continued with,

Being able to participate in a tradition like that and know that you are part of it, that's taken very seriously and people make it an experience to remember. Its just

memories that you don't forget because of the emotion and the passion that is put into organizing and planning and actually delivering the event.

A great deal of these traditions are lead by people in the camp that have been there for a long time, and understand how camp works and the meaning it has for everyone who returns each summer.

Subtheme 3: Role Models. This seems to be at the heart of the camp environment. Each participant stated or alluded to the idea of looking up to someone who was in a leadership role before them or just because they were a genuine friend and nice person. Participant 7, the youngest out of all participants was able to express this very clearly, “especially for the younger kids, upper seniors are big role models. All sophomores, juniors, cadets when I was really young I always looked up to the upper seniors. I wanted to just be like them.” Participant 6 felt the same way,

Well as you grow up in camp you see all these girls above you or that are older and you grow up and get these positions. And I think that since I started the camp nine summers ago I've always wanted to become one of the girls that was standing on the chair leading, or that was running the camp during tribal day or color war or anything like that so it definitely pushed you to want to be like them.

Participant 7 claimed the same;

Especially at sleep away camp when it starts for kids who are seven, eight, nine years old that these kids especially with their electronics they get so unattached so quickly is such a huge adjustment that the guys who have lived it who have learned how to shape themselves as human begins, how to deal with theses younger individuals...having just such a welcoming culture in camp really helps the little kids

adjust and it really shows how much a role models the older people are from their experiences.

Even someone like Participant 3 who is much older, graduated college with a fulltime job is able to relate and express this;

The group heads that I've worked with were also great role models, my cousin Amy, she's so up there in like my entire life like looking up to her since I was born while she always taught me like how to lead with the best foot forward and just like not care what other people think and just put yourself out there and be the confident person that you know you could be.

She even continued with, "There's just so many people that are there that are great role models for women growing up at camp". Participant 2 also felt this way; "Watching the people older than me and always wanting to be those older kids". She continued with,

My big sister when I was 8 years old was color war chief that summer and like I was that happiest person when I found out. It's just something we're like she was able to do that. Like throughout my camping experience like I always wanted to be her even when she didn't come back I was like I wan to be her. Now you see other people do it I think it's like inspiring in itself.

Interesting to note, each camper was able to articulate how effective role models are for him or her but the staff members don't think of that as their first idea anymore because they are now those role models they once looked up to.

Theme 5: Leadership

As leadership is the crux of this study, there were many themes and interesting thoughts pulled from this topic and the questions that sparked the many insightful answers. The two major

subthemes found where their leadership thoughts in participant's camp environment vs. their home environment.

Subtheme 1: Leadership at camp. Every single participant I spoke with said that the camp environment allows people to become leaders. Each camper is given the opportunity at some chance to lead a team, a group of people, or the chance to do the right thing in front of younger campers, therefore indirectly leading by example.

Participant 1 was interesting. He saw himself as a leader in a huge way this past summer and believes it was his pivotal moment in becoming a leader. He said, "I was chosen to lead at least half of my camp. So coming from the administration side them showing me that they had that much trust and confidence in me to lead half the camp really said something". He believes camp gives people "confidence to reach out to people to reach out for assistance or anything" while also "being personable you're communication with people", also helping to become a leader.

Participant 2 also said "camp has given me confidence to stand on a chair in front of three hundred people like to encourage people to like do their best and like just to strive to make others the best". She also believes, "it teaches you how to understand people and engage people who really like meet their physical, emotional needs." This past summer she was promoted to an Assistant Group Head, she said, "I feel like being given that position is like they're instilling almost trust in me and obviously a leader needs to have trust". As a camper Participant 2 had a very important leadership experience that still sticks with her today,

I remember when my team was in last place and the one thing I said is it's like we can only go up from here. I think like almost every counselor who is older than me

complimented me. That was like a moment where I was like wow it was a really good thing to say.

This was her first time recognizing herself as a leader and recognizing that others saw her in that way as well. She realized the affect she can have on people is “really like confidence boosting” and “forces you to go out of your comfort zone and empower others when you might have not done that ever before”. She believes her camp “Experience influences my whole life a lot of my life”. Participant 2 continued further and was able to pin point the specific aspects of camping that allow for campers to develop into leaders.

Authenticity and the lack of technology the lack of makeup on things like everyone is able to be their selves. And I think a leader just before they lead other people they have to be true to themselves...if you don't know what you want, you can't lead other people.

Participant 2 is right, one has to create their own opinions to be able to help others form their own. Participant 3 had a similar experience. She didn't recognize herself as a leader until she was given the opportunity to prove to herself she could command a group of people and take charge. She said:

From there on out I knew that what I wanted to do so when my time came to be color war chief like I knew I take it from the past leaders that I observed and just like all my friends that have done it like before and my mom

And this took most people by storm in the process. She said it her self, “I think it was a pleasant surprise for most people to see me get up on that chair, not hold a sheet of paper in front of me and be able to speak publicly with such confidence and lead the camp”. Camp was able to make a quiet camper into a confident, passionate counselor who has touched the hearts of all of her

campers through the years. Also agreeing with Participant 2, Participant 3 named confidence, friendship and working with others as key characteristics she learned at camp that has helped her grow outside of the environment.

Participant 4 names spirit as the biggest characteristic he learned at camp that allowed him to become a leader. His idea of spirit allowed him to create a wild and goofy personality that he can't match anywhere else. This personality gives him the confidence to stand in front of everyone and lead his campers in the way he was lead. He also stated "I never thought I would get it [a leadership position] and I didn't get it that summer but just kind of hearing people talk about me like I never really though of myself as that person." He showed that sometimes it is just the people that believe in you that can make the most impact in your leadership transformation. He then had the confidence to "consider [himself] in a pool" of people that he never would have before.

Participant 5, a camper, also believes the camp setting can make her a leader but thinks it is up to the camper and counselor to get out of each summer what they want to get out of it. She claimed, "I think you get out what you put in. I know I put in a lot and I know a lot of my friends have to so I think most of us would feel the same way especially my bunk". Consistent in each conversation is the idea of receiving a leadership role of some sort and then having the confidence to begin to see him or herself as a leader. At the end of the day, communication was a key trait she would say she learned. She stated, "you're spending seven weeks in a confined space with like eight or ten girls like if you don't know how to communicate with them and its not going to be a fun summer". Communication, and role models were her main traits she identified that she believes helped her become a leader.

Participant 6 made an interesting comment not consistent with others. She brought up the idea of accepting everyone for what she believes are his or her differences. This was unique compared to the other participants. Specifically she said, “I think that I’ve learned to have more courage. I’ve definitely learned to like the values of friendship and what it means to be someone’s friend and to help them through things”. This ties into becoming more independent and brave enough to try new things while away from her home environment. As participant 6 is a camper she does not have as much experience as a leader in the camp community as participants 1-4. Along with everyone else, receiving her first leadership role helped her realize her potential,

I had to figure out how to lead a quarter of the camp that was definitely like even though I had people by my side to help I think that was my pivotal moment because it showed me that not only was I picked for this position that they thought I could do it. I had to learn how to like believe in myself and tell myself that like its going to be ok. You’re going to be able to do it.

But she was able to rise to the challenge and even grow from the experience.

Participant 7 threw an interesting opinion into the mix. As the youngest participant, and the only member of the study to not experience his last summer as a camper when campers receive all of these leadership roles. His answers began to shape how campers feel about leadership. He stated, “I think I’m not too much of a leader yet. I think this year I’ll mainly develop into one since I’m getting this opportunity”. It’s interesting that he said this because when he began talking about hockey he felt differently. When asked “would you consider that as kind of like a leadership role of some sort, showing your friends that you know it’s possible and that we can do it?” because he was the youngest camper to make the competitive hockey team, he responded with “definitely and also for this upcoming year, I’m going to be one of the oldest

kids on the team so I'm going to have to be a leader out there to help us win some games". It was interesting to see that he doesn't necessarily see himself as a leader unless being prompted by a specific question. Although he comes from a different opinion about being a leader himself, Participant 7's opinion on the parts of camp that help people become leaders are consistent,

I think having an opportunity and role models to fix thing. You can't really be a leader if you're not given the opportunity to be one. You see how to be a leader form those role models who are either older counselors or people work full camp or upper seniors all of them just really help shape you into a leader.

It is evident that role models are key to this transition.

Lastly, Participant 8 clearly views himself as a leader. He stated, "I would consider myself as one as one of the main leaders" in his age group. He transitioned from a shy new camper to an expressive and determined older camper. He was determined as he clearly stated, "I wanted to be respected and I wanted everyone to love me and I think that the idea of the [leadership] position [at the end of the summer] has really helped me through that". Participant 8 also referenced handling situations "as best as possible as calmly and coolly as possible without showing off any emotion" he stated he is able "to express myself which also carries, comes back home" with him.

Throughout each participant interview, five main characteristics of how summer camp creates leaders was found; (a) Being given the opportunity to become a leader, (b) communication and working with others, (c) Confidence/courage, (d) Friendship, and (e) Spirit.

Subtheme 2: Leadership at home. Although each participant clearly stated they saw themselves as a leader in some right at camp, Participant 1, 4, and 7 did not see themselves in the same light when they returned home. All three of these participants are male.

When asked about his involvement at Syracuse University and leadership roles within those involvements, Participant 1 stated, “one job, one camp and one off. Sophomore year I worked for sidarm sports in the iSchool, last semester I interned for the Syracuse Crunch”. These roles, although entry level, are leadership within the greater Syracuse University but Participant 1 does not see it like that.

Participant 4 was much more articulating with this thought. He stated, “I was always the kid in high school and college like participating in clubs like I was never the secretary, treasurer, or president or anything like that. So it is really funny kind of putting together my first resume, the only significant leadership position I had in my life is through camp”. Until becoming a Group Head at camper where he had to take care of 60 boys for seven weeks, he did not see himself as a leader at home. After that experience he graduated college and claimed,

Just this past winter I was set to give a presentation at work about a new project. The way the pitch was set up was that my team and I would show our solution followed by a second team giving their solution to the same issue. My team and I prepared properly and we're ready to go. The only catch was, the presentation was on a Monday morning that I had returned from California on a red eye in which I landed at 6 am the same Monday morning. I had barely gotten sleep and lost 3 hours from the time change. My team asked if I would be ok to present and I said, "If camp has ever prepared me for anything, it would be this moment." Giving a speech in front of your team, peers and higher-ups on little to no sleep is the bread and butter of color war. I was able to give the presentation, and beat out the other team's pitch without anyone noticing I was not fully awake or prepared to do so. I think that is the most applicable moment of bringing skills I learned at camp into my work place.

In addition to this story he stated, “always every morning as a part of my job I like stand up to get together with my team. To check in and see how they are doing and I always say it is a good day.” After both of these experiences he was able to finally view himself as a leader in the work place and outside of camp, but only with a little help and realization.

Participant 7 never mentioned a love for a group of friends while at home or a best friend. It is evident he is comfortable taking a role not in the forefront of a group of guys. Consistent with how he views himself at camp and home, until he was prompted to talk about hockey, he didn't see himself as a leader at all. He stated, “on the field like I'm always going as hard as I can because at camp you put everything out on the field and that's kind of just translating back into my everyday life in school”. This effort is his leadership skills coming through his actions at home. The tone of his voice when speaking about hockey made him sound more confident and comfortable as well.

All other participants can be found in various leadership roles outside of camp and fully believe camp has driven them to be leaders in their home communities. Participant 2 is enrolled in leadership classes at The Ohio State University, recently went on a leadership expedition, became a team leader for local fundraisers. Before college she was the captain of her softball team, and works closely with second year students at O.S.U. to write grants through an organization that is willing to grant each student a transformational experience.

Participant 3 is currently a dietitian and is comfortable in any situation as a leader in her field because of her experiences at camp. She stated,

Any like Job Interview or a presentation I've had to get or even like working at my current job or my previous job like anywhere it's just like a lot of people skills and like public speaking skills and it's like all of those like life skills that you don't even

realize that you're learning throughout the summer they all come into play when you're like working with other people or needing to give a business presentation

This feeling of confidence and preparedness didn't stop there; she feels the same when speaking with her boss,

One of our accounts that I'm happy to go to is a school and my boss pre-warned me a little bit. It's really loud like they're going to come up to you with a lot of questions and they're going to be on top of you and they're going to want to know this and this, its not like a big deal I've worked at a summer camp my entire life

She has had the experience necessary to be more than prepared in her field and take on any role that comes her way.

Participant 5 as she is still in high school she stated she is now "running for like an officer position or being in charge of like an organization", definitively a leader in her home community.

Participant 6 like Participant 5 is very involved in her home community. She stated,

I'm into leadership at school and that definitely helps because of the stuff that I learned over the summer I can take that back to my school and to my student government and planning events for the school. It's absolutely make makes it easier on a lot of people because I know well I better know how to run a group and how to get everyone interacted with what's going on at the school.

Participant 8 never stated he was involved in leadership activities in his home community. He consistently spoke about his family responsibilities focusing on "driving my sister's places". Although he did not reference leadership positions in outside organizations, he

has proven to be a leader in his family, as the oldest sibling, making sure both younger sisters are getting to where they need to go.

Camp so far has shown that if campers or counselors are given the opportunity to be a leader everyone has the ability to succeed. It is a matter of one's personality, opportunities, communication with others, confidence and friendship when returning home if they use the skills they learned while at camp to further become a leader at home.

Chapter 4

Discussion

There were five themes determined after analysis of the data and they are: Results; Family, Uniform, Carefree Feel, Environment, and Leadership. Within these themes, there were sub-themes that were generated as well. This section will highlight the themes and a brief discussion as it relates to the development of characteristics of summer camp environment.

Theme 1: Family

The first data theme highlights family and its relationships to camping, while three sub-themes were generated from this idea of family 1) Siblings; 2) Alumni Family 3) Creating Family bonds. Family support is a key factor in one's upbringing, "Nurturing relationships in a family are critical for the healthy development of a child. If a child feels safe, secure, and loved in their family, it helps with the formation of their self-esteem and well-being" (LaFortune, 2017, p. 1). When a child leaves home for summer camp, parents are not there as a support system. The relationships created with the people around at camp may substitute for the family connection and ultimately camp peers and counselors become that support system similar to siblings. As indicated in the data, the subtheme of siblings was prevalent in the discussions with participants. For example, Participant 2 spoke about being an only-child at camp "I'm also like an only cousin so I'm literally the only child in my family. I was living with 10 other people. It really did give me like sister figures". Another example, Participant 1, shared that he might live under the

shadows of his older brother, but going to camp allowed him to create his own name for himself. Then there are campers like Participant 5 who's siblings go to another camp and they are now on their own for the first time ever. She stated, "when I go to camp its completeley different, you're on your own but you're not because you have like people in charge of you that take care of you but you have some type of independence when you're there". For this participant and others the data showed how they were able to determine their own independence at camp. All participants cited above expressed the importance of relationships created at camp that were similar to that of a brother/sister relationships. These family bonds are crucial to the camp environment. Their discussion revealed how the setting of a bunk or cabin and the interactions within this space at night is crucial and important to each summer. Participant 5 stated, "You and your bunk can make or break your experience if you don't get along well." Finding that relationship and positive bond to foster becomes the crux and success of each camper's experience.

Similarly, the subtheme of alumni families was illuminated from the data as a key influence by campers and counselors who contiuously return to Equinunk and Blue Ridge. Several participants commented that the establishment of long term ties to camp occurred because of their grandparents, parents, and children from certain families have attended Camps Equinunk and Blue Ridge for a long time. One clear example illustrates this plainly, Participant 8's family has been a part of CECBR for many generations and he expressed the following:

Well I think with my family I sometimes I like to try and put it
aside as like I'm just a normal camper, I'm not, I'm not, I wouldn't say
I'm a celebrity but I feel like I do get more attention than some of the
other kids, but I think with the way my family has tied into camp it really

makes me proud of having my last name that my family has built up this this name for themselves since the 40s.

A few other participants shared experiences like this and they felt their families are legacies at these camps as everyone knows who they are and how many years their families have attended camp. These campers know that attending CECBR was their destiny and are often known because of the family heritage at camp. Five out of the eight participants are apart of Alumni Families. The tie to camp that these families have keeps these past campers/counselors sending their kids to CECBR year after year.

The idea of family and how one's family has impacted each camper and counselor's time at camp ultimately affects the way one behaves at camp, the bonds created at camp, and the leadership roles learned at camp. The camp uniform has been found to also largely affect the camp environment and campers and counselors alike just like the family bonds created.

Theme 2: Uniform

The second data theme highlights the camp uniform and the sub-themes of 1) Appreciation and Ease, 2) Level Playing Field Building a Community. The camp uniform is a required part of the camp experience and affects the environment of the camp due to the fact that each camper and counselor is required to be in camp uniform each day. Having a uniform at camp is unique and a part of the culture at Camps Equinunk and Blue Ridge. Many camps have uniforms, but don't have to wear them and campers and staff are allowed to wear whatever they want or wear the camp T-shirt one day a week. At CECBR, the uniform is a part of the culture and necessary toward creating sameness and community.

During the interviews, campers and counselors alike shared an understanding and appreciation for wearing the camp uniform. The directors at CECBR removed the stress and

worry of getting dressed in the morning for everyone at camp by providing the uniforms. Participant 2 (P2) said, “I love having uniforms at camp. I think it just makes it so much easier. Its something you really don’t have to think about while you’re there, you get up and put on whatever is in front of you” as well as Participant 3 (P3), “it just put everyone on the same playing field and takes away that sense of competition for them so it definitely would have changed my camping experience. Anything that a child wants to wear will look good, and match due to the uniform options and colors. This adds to the positive environment that CECBR has created. Every camper and counselor knows when they wake up, they can throw on anything and it will be appropriate for the day and they don’t have to stress about it shown by P2 and P3. The uniform guarentees that each camper starts off their day with a win, meaning they have successfully completed a task independently. That mindset fosters a healthy environment and confident campers. Confidence leads to leadership.

CECBR is able to eliminate another worry for each camper with the uniform. It removes the anxiety of being judge on what each camper owns or is wearing. Participant 2 agreed with this saying, “it just (the uniforms) put everyone on the same playing field. And takes away that sense of competition for them so it definitely would have changed my camping experience.” From the interviews, I noted that girls seemed to say “uniforms really allow everyone to look the same and everyone’s the same level” (Participant 6), while boys seemed to just appreciate having clothes to wear all summer, “for girls, clothes are probably a lot bigger than they are for boys” (Participant 7). The male participants are still able to see how and why a uniform is so beneficial for the girls and the different reasons males like it such as unity. The uniform creates the feeling of comfort for each camper and counselor. They are able to be themselves further pushing forward the idea that camp is able to let everyone be the best version of themselves and foster the

concept of leadership. Being one's best self stems from the environment that is created which was the third theme I found in the data.

Theme 3: Stress and Carefree Feel

The third data theme highlights the stress and carefree feel of camp and the sub-themes of 1) Scheduled Daily Routine, 2) Period of Time. I have found that when campers and counselors arrive at camp, they instantly associated the camp environment with being stress and care free. Participant 4 said it plainly, "when I'm at school, things that were hard seemed hard, when I was at camp, things that were hard didn't seem hard".

Having a schedule for each camper adds to this environment. As participant 3 stated,

It's a set schedule you don't have to think about it you're just going to go and its just so easy to follow. It's a nice way to add some variety to the kids day and let them try new things that they may not have the ability to try at home.

No one has to think about who is going where at what time. Constantly during my discussions, participants said there is nothing I want to change about camp but if there was something, I guess it would be making camp longer if it was possible. Although each participant claims that camp is not long enough, it is long enough to keep them "living 10 months for 2" every year. The yurn for this place in part because of the schedule that the campers and counselors have and the amount of time at camp each year. Everyone recognizes they only have two months to enjoy camp each year.

There is belief in the aura of camping and how individuals feel about the campus of Camps Equinunk and Blue Ridge. As stated, camp allows for children and adults to let go of their worries. For some it is being in nature, others it is the lack of cellular service, the time they have there, and for most it's the simplicity of being around so many people that are in the same

place to enjoy themselves. Each camper and counselor wants to learn about creating friendships, and feeling valued and appreciated. The participants were asked to describe their life at home and how it changes when they arrive at camp and each had a similar answer which is summed up in this statement, *life is easier at camp*. No one has to worry about handing in a homework assignment, driving a sibling to dance rehearsal, or cleaning up the dishes after dinner. At camp everyone indirectly has responsibilities, but it doesn't seem to be a hassle because campers are doing it in a place where they are invested and enjoy. Life is just easier at camp.

Theme 4: Technology and Environment

The fourth data theme highlights the technology and environment of camp and the sub-themes of 1) Lack of Technology, 2) Spirit and Tradition, 3) Role Models. Camp provides campers with an opportunity to experience the setting and surroundings without technology. The ability of teenagers willing to give up their technology, hair straighteners, Xbox and all of their social media accounts to be at camp creates a special environment that creates connections to the spirit and traditions at CECBR. Yet at CECBR, every single camper leaves their screens and social media accounts for seven weeks and communicates face to face with their peers and staff each day. Communication is a very important skill that people are lacking, especially at young ages because often people only communicate via text, email or snapchat.

The lack of technology is a sub-theme that was highlighted by participants in the interviews. One clear thought provided by Participant 3 gives perspective on this idea:

Even up to this day it feels like you're in a bubble when you go to camp and like yeah you get filled in on whatever is important that's happening at home, but besides that like you are completely cut off and its just so nice. It adds the element of relaxation.

This idea indicated by Participant 3 gives some perspective on another sub-theme that was shared in the study, spirit and tradition. As a camper and counselor, I believe the spirit and traditions of camp are evident because of the things completed at camp. Counselors are able to dedicate all of their energy to their campers and give them a special summer camp experience that has many of the qualities the counselors experienced as children. Being able to connect with someone one on one and talk to them at camp is a key trait allowing campers and counselors to build relationships that will last much longer than a “like” on a Facebook post or Instagram picture. Therefore, another sub-theme that was illustrated is that of role models.

Role modeling occurs due to the spirit and tradition, while the counselors give campers the best experience possible when they are at camp. The campers look up to the counselors, who in turn, respect and appreciate the Group Leaders, and Directors. The result is a community who strive to stay connected to the camp by becoming leaders due to the role models they see at camp. The lack of technology, the spirit and traditions of camp, and the role modeling created at camp provide everyone the opportunity to love and appreciate their camp experiences and makes it hard to say good bye at the summers end due to the community that has been built over the summer.

Theme 5: Leadership

Last and most important, comes the theme of leadership. This theme highlights the sub-themes of 1) Leadership at home and 2) Leadership at camp. The most interesting conclusion I was able to reach was that the camp environment brings out leadership qualities in people who don't see themselves as leaders in other environments. Participant 1, 4 and 7 are able to see themselves as leaders at camp through being a color war team captain, a group leader, or a start hockey player, but once they get off the bus to come home after the summer, they don't see

themselves in that light anymore. Participant 1 stated, “I did not have leadership roles (at home)” even though he held multiple on campus jobs. Participant 4 stated, “I was always the kid in high school and college like participating in clubs like I was never the secretary, treasurer, or president or anything like that”. Lastly, Participant 7 stated, “I’m not too much of a leader yet”. These participants still hold leadership roles like jobs on their college campus, executive board members of organizations, project team leaders, and sports team captains but they don’t think about them as leadership positions. All of those participants were male while each female participant was able to give me a tangible leadership role they hold outside of the camp environment. Participant 2 stated, “I’m an ambassador for our program on called STEP which stands for Second year Transformational Experience Program”. Participant 3 stated, “outside of camp as well with like my job and I’m giving presentation at school just like being able to put myself out there a lot more”. She (P3) also stated “I was at this job where I was kind of like the lead dietitian. I really had to step up there and really be a confident leader that I knew I could be”. Participant 5 added, “It’s (given me confidence) like running for like an officer position or being in charge of like an organization”. Lastly Participant 6 added, “I’m into a leadership (class) at school and that definitely helps because of the stuff that I learned over the summer I can take that back to my school and my student government”. As shown in the participant’s answers, each female was able to state a tangible leadership experience outside of camp due to the experiences and lessons learned at camp. Although the males didn’t specifically say they had leadership positions at home when asked about it, they all alluded to them through other answers. Participant 1 with a part time job at college, Participant 4 as a leader of his team at Capital One, Participant 7 as a leader on his hockey team, and Participant 8 as the oldest of three siblings. They all learned these skills by feeling safe in the camp environment. That safety allowed them

to take risks and go out of their comfort zone giving them the confidence to become a leader in any situation.

Chapter 5

Conclusion

The research topic of this study was to examine the factors or characteristics of residential summer camp that turn campers and staff members (counselors) into leaders in their communities. The purpose of this study was to find out what the characteristics of camp are that create these leaders. After an IRB approval process, partnership with Camps Equinunk and Blue Ridge, recruitment of participants this study found eight participants who agreed to participate in the study. The sample consisted of four female participants, two of which campers and the other two counselors at Camp Blue Ridge. The other four participants were male, also two of which campers and the other two counselors at Camp Equinunk. The campers ranged from 14-16 years of age and the counselors ranged from 20-26 years of age.

Based on the data collected, the themes of Family, Uniform, Stress/Carefree Feel, Environment, and Leadership were found. Through family, the subthemes of Family-Type Bonds, Alumni Families and Family Support affected each camper and counselor in major ways. The Uniform, theme two, allowed for appreciation of ease and built a community through leveling the playing field. The third theme, Stress/Carefree feel was made evident by the use of a schedule for each camper, and the short period of time everyone spent at camp. The fourth theme, Technology and Environment affected each camper. It allowed Roles Models to pass the Spirit and Tradition the camp carried on, while leaving out the constant pressure from technology today. All of these themes culminated with the theme of leadership. Without Family,

the uniform wouldn't have an impact. Without the uniform, campers wouldn't feel as stress and carefree. And with out the stress and carefree feel, the environment and culture of role models would not be as impactful, ultimately allowing for leadership to be taught and to be a common factor among each participant in the study.

There were a handful of limitations to this study. First, the sample size of eight people is not a very large sample, however, just managable enough for this small research study for an undergraduate honors student. In the future, I will expand on this study and continue building on the knowledge gained from this study. One way to do that is to seek the voices of upper administration at the camp. Adding the Directors and Owners will provide different opinons on the business side of camping. These variations can only add to the data. Second, this study only focused on Camps Equinunk and Blue Ridge. Each participant although all had different experiences at CECBR, all attended the same camp. While this experience is great, it is not inclusive of all types of camps such as the YMCA, JCC, Girls Scouts, etc. discussed throughout the study. Seeking the experiences of camp participants in other types of camps would be encouraging to see if similar themes and sub-themes would emerge from the data as in this study.

In future studies, a larger and more diverse sample will be used to seek data on camper, counselor, and adminstrative staff perspective. Additionally, this sample was lacking in diversity related to culture. Although participants were from very different backgrounds, I was not able to interview an international returning staff member a camper who started attending camp later in life than most participants.

Lastly, I would hope to one day add in camps such as the YMCA, JCC and Girl Scout Camps to truly see the difference between campers' and staff members' experiences while attending. Comparing these different types of camps and how they facilitate a summer camp

experience for their clientele across the various levels of camp structure – campers, counselors, and administrative staff can only benefit the camping community to better understand the success of the program and camper experience.

Ultimately, I firmly believe that the Camp Equinunk and Blue Ridge environment and program creates leaders. I believe this because of the leadership opportunities each camper is provided, the role models present on staff, and the technology-free environment that everyone craves. Most importantly, I believe the confidence each camper gains from taking risks and moving outside one's comfort zone by being at camp for seven weeks is what truly allows them to become a leader. Participant statements suggest the residential camp environment creates friendships and bonds that keep everyone coming back year after year. This leads to campers returning and becoming leaders to help new campers experience the tradition of camp and continue the cycle to the next generation of campers.

The camp environment brings out the best in everyone. The factors of social media, clothing, physical appearance, athletic ability, and confidence play a larger role outside of camp. Campers might get judged for something they do and the whole world will know about it in a second after it being posted online. That isn't the case at camp. After hearing the responses of participants at camp, I have come to realize leadership isn't the direct affect of camping it is the camp setting that allows individuals to gain confidence in themselves. The camp environment provides safety, campers have support from friends and counselors and this leads to feelings of comfort and free to take safe risks. After trying new sports, jumping off of the zip line or down a water slide, everyone new or returning, young or old, gains confidence in themselves because they have a community that supports and encourages them and the confidence generated is what allows them to become leaders.

The central premise for this study was to explore the characteristics of summer camp that create leaders at camp and in their home communities. I am convinced that the camp environment allows campers, counselors, and staff to gain confidence, therefore, when they leave the environment they know they are capable of being a confident person and leader in their home community. Some people more than others need a push to take the skills learned and transfer to their home life. Specifically, young women were more easily able to transfer these leadership skills to their home environment than young men. One might say this is due to the fact that perhaps young men are expected to have leadership roles in society and often they don't see their involvement at times as leadership. Young women on the other hand have to work for their leadership positions, so they are trained to realize when they have achieved these roles. Ultimately, I learned that individuals develop the skills to be a leader and are fostered through the Camp Equinunk and Blue Ridge environment each year. Those skills are transferred to camper's and counselor's home environments but show up in different ways for everyone. As a result, I am a product of the development of these leadership skills.

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Appendices

Appendix 1: IRB Approval Letter

SYRACUSE UNIVERSITY



**INSTITUTIONAL REVIEW BOARD
MEMORANDUM**

TO: Michael Norris
DATE: February 21, 2018
SUBJECT: Expedited Protocol Review - Approval of Human Participants
IRB #: 17-270
TITLE: *An Investigation of Residential Summer Camp Experiences: Do These Experiences Develop Community Leaders?*

The above referenced protocol was reviewed by the Syracuse University Institutional Review Board for the Protection of Human Subjects (IRB) and has been given **expedited approval**. The protocol has been determined to be of no more than minimal risk and has been evaluated for the following:

1. the rights and welfare of the individual(s) under investigation;
2. appropriate methods to secure informed consent; and
3. risks and potential benefits of the investigation.

The approval period is **February 20, 2018** through **February 19, 2019**. A continuing review of this protocol must be conducted before the end of this approval period. Although you will receive a request for a continuing renewal approximately 60 days before that date, it is your responsibility to submit the information in sufficient time to allow for review before the approval period ends.

Enclosed are the IRB approved date stamped consent and/or assent document/s related to this study that expire on **February 19, 2019**. **The IRB approved date stamped copy must be duplicated and used when enrolling new participants during the approval period** (may not be applicable for electronic consent or research projects conducted solely for data analysis). Federal regulations require that each participant indicate their willingness to participate through the informed consent process and be provided with a copy of the consent form. Regulations also require that you keep a copy of this document for a minimum of three years after your study is closed.

Any changes to the protocol during the approval period cannot be initiated **prior** to IRB review and approval, except when such changes are essential to eliminate apparent immediate harm to the participants. In this instance, changes must be reported to the IRB within five days. Protocol changes must be submitted on an amendment request form available on the IRB web site. Any unanticipated problems involving risks to subjects or others must be reported to the IRB within 10 working days of occurrence.

Thank you for your cooperation in our shared efforts to assure that the rights and welfare of people participating in research are protected.

Katherine McDonald
IRB Chair

DEPT: Exercise Science, 201 Women's Bldg.

STUDENT: Bari Margolis

Appendix 2: Recruitment Email

Hello __ (insert family name) __,

My name is Bari Margolis, and I am a fifth year staff member at Camps Equinunk and Blue Ridge in addition to my eight years as a camper at CECBR. While during the summer I am an Assistant Group Head for the Kadette Girls and tour guide for prospective families Equinunk and Blue Ridge families, I have also had the experience of interning for CECBR pre and post-camp.

I am reaching out to you because I am a Renée Crown Honors student going into my senior year at Syracuse University and I am completing my Senior Capstone Project. This is a research project of my choice to culminate my four years at SU. As an Education student with a minor in Sports Management, along with my background in residential summer camping; I naturally chose to investigate what makes residential camping environments so special during my final year at Syracuse University.

Through 15-30 minute interviews, I will be researching “what are the characteristics of a residential summer camp setting that allow for campers to develop as leaders in their communities?”. I am writing to you because I, as well as the leadership staff of CECBR, believe that your daughter/son would be a great camper to speak with about this topic. I will be asking questions such as “What is it about camp that makes the environment so different and unique than any other environment?”, “What traits have you learned while coming to CECBR?”, and “What was your pivotal moment as a camper when you saw yourself as a leader?”. Attached below you can find the full list of questions that will be asked to each participant. If follow up questions are needed, another 5-10 minute conversation will be had with each participant. In total, each participant will have a commitment of maximum 30 minutes. Each interview will take place over the phone.

Also attached below you can find a consent form. As your campers are under the age of 18, I legally need consent to allow them to participate in this research. If you feel comfortable having your child participate in this study, please print out this consent sheet, sign and date the document, and send it back to me in a reply to this email.

If you have any questions for myself, or would like to contact Syracuse University, below is a list of contacts that may be able to help you answer any questions or concerns.

Bari Margolis

Renée Crown Honors Student, Lead Investigator

(610)-389-6218

bimargol@syr.edu

Michael Norris

Faculty Advisor, Assistant Professor and Coordinator of Teacher & Coaching Minor Syracuse University School of Education

(315)-442-9776

mlnorris@syr.edu

Syracuse University Institutional Review Board
Office of Research Integrity and Protections
(315)-443-3013

Please do not hesitate to contact me with any questions. I look forward to hearing back from you.

All the best,

Bari Margolis

Syracuse University Class of 2018

B.S. in Selected Studies | School of Education

Minor in Sport Management | David B. Falk College of Sport and Human Dynamics

Class Marshal | SU School of Education Class of 2018

Appendix 3: Consent Form Example**Syracuse University
Parent Consent Form****An Investigation of residential summer camp experiences; Do these experiences develop community leaders?**

Dear Parent,

This research study is lead by Bari Margolis, Senior Renee Crown Honors Student and Class Marshall for the Syracuse University School of Education Class of 2018 under the advisement of Dr. Michael Norris, Assistant Professor and Coordinator of Health and Physical Education & Coaching Minor in the Department of Exercise Science in the School of Education at Syracuse University.

Participation in this study is voluntary and participants may refuse to take part in the research or withdraw at any time without penalty.

The purpose of this study is to investigate the experiences of staff, counselors, and campers at residential summer camp. Research participants (Staff, counselors, and campers) will take part in a demographic survey and a 15-20 minute interview in this study. The interview conducted will query participant's about their experiences at this residential summer camp, how these experiences have impacted their life, lessons learned when in the summer camp settings, and how the residential camp experience help them when they go back to their home communities.

Once consent is granted, I will use the survey to collect basic information about the participants, specifically, age, gender, number of years attending the camp, region of the state/country participant lives. Interviews can take place over the phone or via Skype. I will be holding my side of the interview on the phone in a private setting. It is up to the participant as to where they would like to sit while answering interview questions. The interview will be audio recorded on an iPhone X using the "Voice Memos" feature and then transcribed. Upon completion of the transcript, the interviewer will provide a copy of the transcript for the participant to review. A brief follow up interview will be conducted as a member check of the first interview to assure accuracy of the statements of the participant. I, Bari Margolis and Dr. Michael Norris my mentor and Capstone advisor will be the only ones to have access to interview recordings. Compliant with Syracuse University policy, these recordings will be kept in a locked cabinet for seven years and destroyed after those 7 years have passed.

The demographic survey and interview will help draw conclusions about similarities/differences of residential summer camp experiences of the participant's. Recordings are strictly for data analysis purposes only and will be confidentially kept on a data file and placed in my advisors office upon completion of the data collection for seven years. Participants will have an assigned random number and pseudonyms will be used in reference and in published findings. Participants have the right to refuse participation in all parts of the research at any time without penalty.

I (Bari Margolis) am the only person receiving the information from these interviews and will secure the identity of campers and staff by using pseudonyms in referencing and writing narratives produced from the interviews. Confidentiality is protected.

This research will benefit participants and the camping community by the documentation of the stories, narratives, and growth of staff, counselors, and campers experience when participating in a residential summer camp. The research collected will help future camp staffs and counselors (i.e., particularly the researcher) identify key characteristics and factors that influence the participants in their everyday world.

The risk to participants in this study is minimal (i.e., negative experiences from some campers during the interview). However, these risks are minimal and do not pose harm to the individual. There is no monetary benefit for participating in this study.

A copy of this document will be given to each participant. For questions about your rights or the child's rights as a participant in this study or to discuss other concerns or complaints related to this study with someone who is not on the research team, you may contact the IRB Office at 315-443-3013.

We hope that your child will participate in this study, as it will provide important information about the experiences of staff, counselors, and campers at residential summer camps. Thank you!

If you have any questions for the research staff, please feel free to contact:

- **Bari Margolis**, Student Researcher, 610-389-6218, bimargol@syr.edu
- **Michael L. Norris**, Ph.D Faculty Advisor, 315-443-9776, mlnorris@syr.edu

PLEASE CHECK ALL THAT APPLY AND SIGN AND DATE BELOW:

Parent Consent:

I give consent to my son/daughter (circle one) to participate in this research study.

I consent/agree to them being audio recorded

I do not consent/agree to my child being audio recorded

PRINT NAME OF PARENT/GUARDIAN:

SIGNATURE OF PARENT/GUARDIAN:

DATE: _____

PRINT NAME OF CHILD WHICH YOU ARE PROVIDING CONSENT FOR:

PRINT NAME OF INVESTIGATOR: _____

SIGNATURE OF INVESTIGATOR: _____ DATE: _____

Appendix 4: Assent Form

Assent Form for Child Participation in Research Study

An Investigation of residential summer camp experiences; Do these experiences develop community leaders?

Child's Name: _____

Script for Child Assent

Hello _____ (Child's Name), my name is Bari Margolis and I am a student at Syracuse University who works with education teachers. I want to know what you think about your experience attending a residential summer camp. I want to know how being around people, playing different activities, learning new skills, and stepping out of your comfort zone at residential summer camp over the years has made you the person you are today. For this interview, I will ask you to complete a survey (demographic) which asks you to provide information about your age, years of attendance at camp, household information (one or two parent home), and location where you live (state without address). The second part of the interview will be questions directed at the number of years you have attended camp, what you like and don't like about camp life, if there are things at camp that have been an influence in your life, and other related questions. This information is voluntary and the purpose is to help me write a final Honors Capstone paper about residential summer camp. After the completion of the interview, I will type up the transcript and give you a copy to review and ask you to read it and see if the information shared is correct. If anything is not correct, we can talk about what needs to be changed and make the corrections. This will happen on the telephone or via Skype as will the interview. In any case this information is strictly kept confidential and your privacy will be protected, as I will change the name by using Subject 1,2,3,4,etc. when I write the paper. A copy of this document will be given to each participant. I will be holding my side of the interview on the phone in a private setting. It is up to you as to where you would like to sit while answering interview questions. I would appreciate your help by assenting to participating in this interview. Take time to read this again, ask me questions, and if you would like to help me with the project, please mark an X through the box corresponding to being recorded or not and circle the word YES, if you assent to participating in the study or NO, if you choose not to participate. If at any point during the interview you don't want to participate, you can choose to stop participation. After you have circled your choice, please sign and date at the bottom of the page.

I agree to being audio recorded

I do not agree to being audio recorded

YES or NO

_____Signature
_____Date

PRINT NAME OF INVESTIGATOR: _____

SIGNATURE OF INVESTIGATOR: _____ DATE: _____

Appendix 5: Demographic Questionnaire

Demographic Information

Background Information

CONTACT INFO: EMAIL - _____ CELL - _____

A. Information

Staff Counselor or Camper (Circle one)

Name _____ Date of birth ____/____/____ Male ____ Female ____

Years attending summer camp or working at camp?

____ 0- first summer ____ 1-2 summers ____ 3-4 summers

____ 4-5 summers ____ More than 5 summers (put the # ____)

____ Other, please specify _____

B. Parent Information

I live in a house with the following (please check all that apply):

____ Mother ____ Father ____ Grandmother ____ Grandfather

____ Guardian ____ Other, please specify _____

Parent (s) Name(s) _____ (Optional)

Number of siblings you have _____

____ Age of the youngest ____ Age of the oldest

What is your ethnic/cultural background? _____

Region (NE, SW, West, South, SE, Midwest)

Write the State/Country you currently reside: _____

If you are a summer camp staff or counselor, what is your present occupation?

If a student, what is your major? _____

If a student, what is your future occupation? _____

Appendix 6: Interview Protocol

Consent Process:

Consent forms for participants are completed in *advance by all those seeking to participate*. Below is a summary of the information in the consent form that Bari and Dr. Norris will use to make sure participants understand the information in the consent form.

*Thank you for agreeing to participate. We are very interested to hear your valuable opinion on **What are the characteristics of residential summer camp settings that allow for campers to develop as leaders in their communities?***

- *The purpose of this study is to learn about individual experiences in summer camp settings and determine the trends of the experiences show.*
- *The information you give us is completely confidential, and we will not associate your name with anything you say.*
- *We will be recording the interview to capture the thoughts, opinions, and ideas you have. No names will be attached to the tapes and they will be destroyed as soon as they are transcribed.*
- *You may refuse to answer any question or withdraw from the study at anytime.*
- *We understand how important it is that this information is kept private and confidential.*
- *If you have any questions now or after you have completed the consent forms please let me know.*
- *Administer consent, now. Please check the boxes and sign to show you agree to participate in this focus group.*

Introduction:

1. Welcome

Introduce yourself.

Is assent completed?! ONLY CHILDREN If not make sure and collect it.

My faculty member Dr. Norris will be listening in – he might interject.

Do you consent to participate in this study, have you sent in your consent form?

Review the following:

- **Who we are and what we're trying to do**
- **What will be done with this information**
- **Why we asked you to participate**

Ground Rules

- Information provided in the interview will be kept confidential
- I'm going to listen and take notes, ask clarifying questions
- I understand if you're busy and there are things going on in your space, if possible I ask you to try to stick with the questions.
- Interview will last roughly 30 minutes.

2. Turn on Tape Recorder

3. Ask the participant if there are any questions before we get started, and address those questions.
4. Introductions
 - Again, I want to reiterate confidentiality and the ground rules.

Introduction

1. *Just to start with some general demographic questions (Name, age, gender, major, yrs in school, and any experiences working with children with disability). Can you refresh us on the demographic questionnaire you filled out prior, who you are, how many years you've been in camping?*
2. What is residential summer camp for you?
3. What is it about camp that makes the culture (environment, structure) so different and unique than home cultures, structures, etc.?
4. What are your thoughts related to having a uniform at camp?
 - a. What do you think the benefits are for having a uniform at camp?
 - b. Adult campers: in your residential summer camp experiences. Talk about times where uniforms were not required and where they were. Can you share your thoughts on each experience?
 - i. How has it changed the camper's experience

Residential Summer Camping Questions:

- Describe your life at home and how does your life change when you come to camp?
 - Are there things at home that you have access to, participate in, or use, that might be different at camp?
 - Do you think you this affects your time spent at camp?
 - Dress? Technology?
- What thoughts do you have about the summer schedule when you arrive at camp?
 - Campers: Since the schedule is planned out – talk to me about that seven weeks
 - Talk about the schedule and do you have thoughts on it?
 - Share your thoughts about the entire camp schedule being planned for the summer? Are there other ideas you might have?
 - Staff: Since group leaders plan the schedule for the summer, what are your thoughts on its effectiveness or ineffectiveness?
 - What changes would you make?

- Group Leaders: Why is there an emphasis on a planned schedule for all campers and staff through the entire summer? Have you considered other options?

Leadership Questions:

- Talk about your summer camp experiences in residential camp (or in other places). Share your thoughts about growth as a person at CECBR? In what ways has camp changed you?
- What characteristics have you learned while coming to CECBR?
- How has residential summer camp assisted individuals in their personal development? How has CECBR contributed to your development as a person, leader? Have there been individuals that have helped you develop as a leader?
- What was your pivotal moment as a camper when you saw yourself as a leader?
- Were you given any leadership roles through your time at camp?
 - Thinking about your camp experiences, is there anything in your home life that you have changed or altered due to things that you learned at camp?
- When did you notice you saw yourself as a leader at CECBR?
 - Campers: Do you see yourself coming back as a counselor? If you had the opportunity to come back to CECBR as a counselor, would you do it and why?
- What aspects of your life now were influenced by your leadership roles at camp?
- Is there anything about a residential camp setting that would lead you to believe it would help campers develop into leaders?
- Why do you come back to CECBR every year?

Ending Questions:

- When you are finished with your summer camp experiences and return to your home communities, are their situations or things you learned at camp that allow you to succeed at home?
 - Make more personable
 - What are they?
 - Are they related to leadership?
 - Given some examples
- Is there anything else you want to tell me about your camp experience, or anything else you want to share?

Appendix 7: CECBR Letter of Support



The Leader In Children's Camping Since 1920
CAMP EQUINUNK & CAMP BLUE RIDGE
 P.O. Box 808, East Hampton, N.Y. 11937
 P.O. Box 365, Equinunk, PA. 18417

WINTER (631) 329.3239
 SUMMER (570) 224.4121



RICHARD KAMEN, Ph.D.
 SHERYL KAMEN Ed.D.
 OWNERS and DIRECTORS
 ADAM K. BAKER
 DIRECTOR

Dear Members of the IRB,

This letter is to indicate my full support for Bari Margolis to conduct her study "An investigation of residential summer camp experiences: Do these experiences develop community leaders?" at Camps Equinunk and Blue Ridge.

Bari Margolis has been a part of the Camps Equinunk and Blue Ridge community as a camper for eight summers, an intern for three summers, and a staff member for the past five summers. We will be supplying Bari with the emails and phone numbers of the families of each camper.

We are interested in the findings of this study, as it will serve to inform camping professionals about the cultural characteristics, social dynamics, and positive outcomes of residential summer camp settings.

Sincerely,
 Lori Scheck
 Assistant Director/Head Counselor
 Camps Equinunk and Blue Ridge
lori@cecbr.com
 770-973-1315

CREATING MEMORIES THAT LAST A LIFETIME
www.campequinunk.com
info@campequinunk.com

www.campblueridge.com
info@campblueridge.com



Appendix 8: IRB Vulnerable Population Form

Syracuse University Institutional Review Board

**Vulnerable Populations:
CHILDREN**

Principal Investigator: Bari Margolis

Study Title: An Investigation of residential summer camp experiences; Do these experiences develop community leaders?

*Attach this completed form to the IRB Application when "Children/Minors" is checked in Section 6 – Characteristics of Participants.***Place a check in the box beside the category that best describes your proposed research.** **CATEGORY 1 (§46.404)** This proposed research poses no greater than minimal risk to children. **CATEGORY 2 (§46.405)** This proposed research poses greater than minimal risk to children and includes an intervention or procedure that **DOES hold out the prospect of a direct benefit** for the individual child **or** a monitoring procedure that is likely to contribute to the child's well-being. **CATEGORY 3 (§46.406)** This proposed research poses greater than minimal risk to children and includes an intervention or procedure that **DOES NOT hold out the prospect of direct benefit** for the individual subject, **or** by a monitoring procedure which is not likely to contribute to the well-being of the subject. **CATEGORY 4 (§46.407)** This proposed research does not meet the requirements of Categories 1, 2 or 3 above.

Does the research involve minimal risk?

 No Yes**OR**Does the research involve more than minimal risk with the prospect of direct benefit to the individual child? No Yes

If yes:

 The permission of both parents will be obtained unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child. The permission of one parent is sufficient.

Please justify your answer:

If the research involves more than minimal risk without the prospect of direct benefit to the individual child, explain why the risk represents a minor increase over minimal risk. Include in your explanation how adequate provisions will be made for soliciting the assent of the children and the permission (parental/guardian informed consent) of their parents/guardians.*

Adequate provisions will be made for soliciting the assent of:

- all of the children.
- some of the children.
- none of the children.

If assent is not a requirement for some or all of the children, which of the following are true

- The children are not capable of providing assent based on age, maturity or psychological state.
- The capability of the children is so limited that they could not reasonably be consulted.
- The research holds out a prospect of direct benefit that is important to the health or well-being of the children and is available only in the context of the research.
- Assent can be waived using the criteria for waiver of informed consent. (This requires a determination by the IRB that waiver of consent is justified.)

Please justify your answer:

Explain the process you will use to document assent.

SEE APPENDIX 2 - ASSENT FORM; This form will be used with each minor participant.

If you are doing research outside of New York State, and anticipate obtaining written consent from an authorized legal guardian, provide the definition of a guardian in the jurisdiction in which enrollment will take place.

A child's legal guardian is his or her parent. When a parent is not available to take care of a child, which may be due to a death, illness, etc., the parent is able to appoint guardianship to another adult.

N/A

***NOTE. When research is covered by [§46.406](#) or [§46.407](#), informed consent must be obtained from both parents unless one parent is deceased, unknown, incompetent, or not reasonably available, or when only one parent has legal responsibility for the care and custody of the child**

Appendix 9: IRB Application

IRB# 17-270
(The above to be completed by the IRB Office)



Date Submitted:

SYRACUSE UNIVERSITY INSTITUTIONAL REVIEW BOARD Full Board Review or Expedited Review Application

Check which type of review is requested:

- Expedited Review- One signed copy of my application for **expedited** review. Expedited review covers research that involves only minimal risk procedures. See Standard Operating Procedure 012. <http://researchintegrity.syr.edu/wp-content/uploads/2016/10/SOP-012-Expedited.pdf> for guidance.
- Full Board Review- One original signed hard copy plus 13 copies (14 total) of my application. Includes research that cannot be reviewed using the expedited process involving more than minimal risk to the participant and requires review by the full IRB. See Standard Operating Procedure 013. <http://researchintegrity.syr.edu/wp-content/uploads/2016/10/SOP-013-Full-Board.pdf> for guidance.

Application Checklist:

- All questions on the application have been answered.
- The application has been signed by the investigator/faculty advisor and when appropriate, the student.
- Copies of all appropriate, consent and/or assent documents (written, electronic, or oral consent script) are included.
- Copies of any research instruments (surveys, questionnaires, interview questions, etc.) are included.
- Copies of all recruitment tools (flyers, emails, posters, newspaper ads, etc.) are included.
- All required appendices, including a list of references are included.
- Copies of other IRB approvals or letters of cooperation are included. When the investigation is to be carried out in cooperation with another institution or with an investigator at another institution, a letter indicating the willingness of the institution to cooperate in the study must be included with the proposal.
- The principal investigator/faculty member and student/research staff have completed the appropriate Collaborative Institutional Training Initiative (CITI) Web-based Training Program for Human Subjects required by SU.*
- All students/research staff or any other individuals listed in the application who will have direct contact with participants and/or identifiable human participant data have completed the appropriate Collaborative Institutional Training Initiative (CITI) Web-based Training Program for Human Subjects required by SU.*

* Submission of CITI Training Certificate is required **only** if CITI training was completed at another institution.

I/We assure the IRB that the following statements are true: All information provided in this form is correct. I have evaluated this protocol and determined that I have the resources necessary to protect participants, such as appropriately trained staff, necessary facilities and equipment. I will seek and obtain prior written approval from the IRB for any modifications including changes in procedures, investigators/research staff, consent forms, questionnaires, surveys, etc. I will promptly report any unanticipated problems that may occur in the course of this study. I will report any significant findings which may affect the risks and benefits to participation. I will not begin my research until I have received written notification of final IRB approval. I will comply with all IRB requests to report on the status of my study. I will maintain records of this research according to IRB standards. If any of the above conditions are not met, I understand that approval of this research may be suspended or terminated.

Faculty Member/Principal Investigator

Signed Michael L. Norris PhD Date: 2/20/18

Name (typed): Michael L. Norris, PhD

Student/Research Staff

Signed: Bari Margolis Date: 2/20/2018

Name (typed): Bari Margolis

This application must be typewritten and all questions must be answered. To complete form, tab to each field. Incomplete forms will be returned to the investigator for additional information. Outdated applications will not be accepted for review.

To edit the content of the form -unprotect the document as follows:

For Office 2003 Users (or below)

- Browse to View->Toolbars->Forms. The Forms toolbar will pop up.
- Click on the padlock icon on the right side. This will unlock the form.
- To protect the document again when you need to click on a checkbox, click on padlock.

For Office 2007 Users

- On the ribbon choose Review >Protect document>Restrict Formatting and Editing>Stop Protection.
- To protect the document again when you need to click on a checkbox, click on>Yes, Start Enforcing Protection>OK.

1. Protocol Information

Title of Protocol: An Investigation of residential summer camp experiences; Do these experiences develop community leaders?

NOTE The Principal Investigator (PI) must be a person who holds a faculty appointment or other administrative position of Director or higher. If you have any questions regarding this IRB requirement call the IRB office at 315.443.3013 for guidance.

Principal Investigator/Faculty Member Information

First Name: Michael	Middle Initial: L	Last Name: Norris
Title: Assistant Professor, Coordinator of Teacher & Coaching Minor		
Department: Health and Exercise Science	College: School of Education	
Campus Address: 201 Women's Building		
Campus Phone : 315-442-9776	Fax :	
Email: mlnorris@syr.edu	Cell Phone (optional):	

Student/Research Staff Information NA

First Name: Bari	Last Name: Margolis
<input type="checkbox"/> Graduate Student <input checked="" type="checkbox"/> Undergraduate Student <input type="checkbox"/> Other:	
Department: Renee Crown Honors Program	College: School of Education
Local/Campus Address: 751 Comstock Avenue Syracuse, NY 13210	
Local/Campus Phone: 6103896218	Fax: N/A
Email: bimargol@syr.edu	Cell Phone (optional):

2. Funding Information

2.1. Will/has the research been submitted as a grant or contract proposal? No Yes

Will/has the research been submitted through OSP? No Yes

If yes, who is the proposed sponsor and what is the title of the proposal submitted to OSP?

Sponsor:

Title:

2.2. Is this research currently being funded in part or in whole? No Yes (indicate below)

Internal Funding (check all that apply):

<input type="checkbox"/> Departmental Funds	<input type="checkbox"/> No cost study	<input type="checkbox"/> Personal Funds
---	--	---

<input type="checkbox"/> Gifts	<input type="checkbox"/> Other, specify:
<input type="checkbox"/> External Funding (list all that apply and insert additional rows if needed):	
<u>Agency/Sponsor</u>	<u>Funding Mechanisms</u>
	<input type="checkbox"/> Grant <input type="checkbox"/> Contract
	<input type="checkbox"/> Grant <input type="checkbox"/> Contract

- 2.3. Has the research been reviewed before the IRB? No Yes
 If yes, please give the date of the review: 7/16/2017
 and the IRB# (if known): 17-270

- 2.4. Is this research to be performed:
- | | | |
|---------------------------------|--|---|
| for faculty research | <input checked="" type="checkbox"/> No | <input type="checkbox"/> Yes |
| for a masters thesis | <input checked="" type="checkbox"/> No | <input type="checkbox"/> Yes |
| for a doctoral dissertation | <input checked="" type="checkbox"/> No | <input type="checkbox"/> Yes |
| as part of a course requirement | <input checked="" type="checkbox"/> No | <input type="checkbox"/> Yes |
| as an honors thesis | <input type="checkbox"/> No | <input checked="" type="checkbox"/> Yes |
- Other (explain):

3. Study Rationale

- 3.1. Using non-technical language, describe the objective of this proposed research including purpose, research question, hypothesis, etc. From your description, the IRB should be able to determine how this proposed study adds to the knowledge on the research topic in order to judge the risks and benefits to the research participants. **NOTE: A reference list citing relevant background information must be provided as an appendix with this application.**

Resident summer camping is an experinec that has changed my life. It has developed me as a person and provided professional growth in many ways. It is my experience and belief that there are specific characteristics or traits found in residential summer camp settings that allow for participants (campers) to develop as leaders in their communities. Specifically, Armstrong (2010) outlines the following traits that residential summer camp participants experience "physical and psychological safety, clear and consistent structure, appropriate adult supervision, supportive relationships, opportunities to belong, positive social norms, support of efficacy and mattering, opportunities for skill building and lastly integration of family, school and community efforts" (p.17). In conducting this study, the findings from these interviews and summer camp program analysis will show that campers have developed traits which promote individuality, responsibility, support for and from peers, and independence when at a residential summer camp environment. It is my belief that the campers use these skills to help them in their day to day lives outside of residential summer camping. The paucity of research in this area is a large problem that I have found when researching this topic. My findings can only add to the pool of research especially in residential settings and camps which are "for profit" as opposed to other camp styles (i.e., Girl Scouts, 4H). The objective of my research is to determine how an environment can change someone enough to state "everything I do is related to something I learned at camp" (Camps Equinunk, 2016). In summary, it is my goal to one day work in the summer camping industry and based on my experience and thoughts related to residential summer camping, I hope to confirm the traits identified earlier as key for what makes these residential camping settings a place where young people grow professionally.

4. Methods

- 4.1. Provide a detailed description of what participants will be required to do; including any technical terms or procedures.

Camper participants will be required to sit down for a 15-30 minute phone or Skype interview about their experiences in residential summer camp settings. If follow up questions are needed after all interviews are conducted, further questions will be asked via Skype or over the phone. Staff participants will be required to take part in a 20-30 minute interview and the same procedure stands for follow up questions.

4.2. Describe how you will have sufficient time to conduct and complete the research?

I will have sufficient time to conduct and complete all of the necessary research over the course of the semester. I am only taking 7 credits this semester that are physically in a class room which will allow for a great deal of time to conduct each interview, follow up questions and transcription.

4.3. Surveys, interviews, questionnaires will be conducted:

No (Skip to 4.4)

Yes Include all research instruments including surveys, questionnaires, sample interview questions, etc. as separate appendices. If the survey instrument is commonly used in your discipline, only provide a citation to the instrument.

4.4. Community Based Participatory Research (CBPR) is described as research that is conducted as an equal partnership between traditionally trained "experts" and members of a community. Is this research categorized as CBPR?

No. (Skip to 4.5)

Yes. Please explain:

4.4.1. In CBPR research studies, the community participates fully in all aspects of the research process including conception, design, and analysis.

With this in mind, describe how you plan to engage community members in your research study:

4.4.2. Describe how you plan to provide community members with appropriate training for human subjects research? Include in your description what training will be provided.

4.4.3. Describe your plan to disseminate research findings with members of the community throughout the course of your study.

4.5. Will this research be conducted by SU investigators in foreign countries?

No. (Skip to 4.6)

Yes. An **International Research Form** must be completed and submitted with this application. <http://researchintegrity.syr.edu/wp-content/uploads/2016/10/International-Research-Form-2013.doc>

4.6. Will this research involve genetic testing?

No. (Skip to Section 5)

Yes. A **Genetic Research Form** must be completed and submitted with this application. <http://researchintegrity.syr.edu/wp-content/uploads/2016/10/Genetics.doc>

5. Performance Site Information

5.1. Describe how you will have adequate facilities to conduct your study.

The interviews will be conducted over the telephone. I will conduct the interviews over the course of the spring (2018) semester in a quiet room by myself. Each participant will have consented to on their personal line which will again allow for privacy, however, if the participant is willing Skype or Facetime would be acceptable. This will be conducted in a secure and private room on campus (i.e., Office or conference room).

5.2. List all Performance Sites Other than SU (insert additional rows if needed).

(This may apply when a SU investigator collaborates with a non-SU investigator or institution. Please check all that apply and add additional sites. Each will require a letter of cooperation and/or IRB approval.)

Check all that apply	Name of Performance Site (list all participating sites below)	IRB Approval and/or Letter of Cooperation
<input type="checkbox"/>	SUNY Upstate Medical University	<input type="checkbox"/> Attached <input type="checkbox"/> Pending
<input type="checkbox"/>	*Syracuse City Schools	<input type="checkbox"/> Attached <input type="checkbox"/> Pending
<input checked="" type="checkbox"/>	*Other, specify site: Interviews will take place over the phone. I will be in a secure room on campus.	<input checked="" type="checkbox"/> Attached <input type="checkbox"/> Pending

**The following additional information is required: contact information for the site, if the site has an IRB, and whether the IRB has approved the research, or plans to defer review to SU's IRB:*

As the interview will happen over the phone, there is not another IRB involved in the research. The Approval letter/ Letter of Cooperation, Appendix 6, is from Camps Equinunk and Blue Ridge who will be supplying me with the contact information for the campers.

5.3. Will this research be conducted in a school or is it funded by the US Department of Education?

No (Skip to 5.4)

Yes. If yes, complete the form found at:

<http://researchintegrity.syr.edu/wp-content/uploads/2016/10/Department-of-Education-Schools-Form.doc>

5.4. Is this a multi-center research project in which Syracuse University will function as the coordinating center/lead institution? (A multi-center study is one where different PIs at different institutions are conducting the same study.)

No

Yes. If yes, describe the plans to manage information obtained in multi-site research that may be relevant to the protection of research participants such as: unanticipated problems involving risks to participants or others, interim results, and protocol modifications:

6. Research Qualifications

CITI training is required for the faculty member listed below and all researchers and research staff who have direct contact with participants and/or identifiable human participant data. **NOTE:** If training is not completed at the time of submission, approval of your application will be delayed.

6.1. List the names and research qualifications of the primary investigator/faculty advisor listed in Section 1 of this application.

Dr. Michael L Norris is a qualitative research and mentor of my honors thesis. His qualifications are: being an assistant professor and organizing the Health and Physical Education program, completed CITI training through Syracuse University [ID: 1272256] [Record ID: 21176137] (see Appendix 11 below). He has also conducted several studies using interviewing of children and adults. In addition to his own research, Dr. Norris has been an advisor and mentor for multiple students in Honors Capstone Projects.

6.2. List the names and research qualifications of the student/research staff listed in Section 1 of this application.

Dr. Norris has training and experience conducting interviews and analysis from other research projects as a qualitative researcher and completed the proper ethics considerations and has CITI Certificate [ID: 1272256] [Record ID: 21176137] (see Appendix 11 below). Bari Margolis will conduct the interviews Through CITI Certificate Training [ID: 6368681] [Record

ID: 23328835] (see Appendix 12 below) she is prepared to work on this study. Margolis has taken courses such as Community Based Health Policy & Research, Capstone Project Planning Seminar, as well as Human Development and Sport. In addition to course work, I have held a work-study position in the School of Education's Office of Academic and Student Services throughout my college career which requires data management, filing, and confidentiality. These work experiences gave me practice collecting data and analyzing reports which will help when conducting the capstone.

6.3. List the name(s) and research qualifications of all other individuals who will be involved in this research and will have direct contact with participants and/or identifiable human participant data.

6.4. How will you ensure that all persons listed above are adequately informed about the protocol and their research related duties and functions?

Dr. Norris and I (Bari Margolis) will meet consistently throughout the interview protocols to review progress. Prior to starting contact, I have an interview schedule and timeline for conducting interviews, transcription, and analysis of the data. In the appendix there are copies of the informed consent forms for the parents, children, and adults; child assent forms [see Appendices 1-4]. Bari and Dr. Norris will communicate through biweekly meetings, phone calls, and emails. The biweekly meetings will allow us to review data collection processes, check in during the interview process, and for him to complete dependability audit (Patton, 2001) to check for accuracy in research process. We have met to discuss the revisions of the IRB and will continue to meet through the IRB and interview process.

6.5. Explain how you will have adequate numbers of qualified staff to conduct your study.

I plan to target 8 individuals to interview (2-4 campers; 2-4 staff) in this project. The numbers presented are minimal and manageable to conduct the interviews, complete the transcriptions, and provide member checks. I expect to interview the youth campers first and then adults second. I expect to have a span of two weeks between each set of interviews based on the number of participants gained for each population. In consultation with Dr. Norris and based on my target goal for interviews, 8, I will be able to conduct the research along with Dr. Norris advise and mentoring.

7. Characteristics of Participants

7.1. Approximate Number of Participants to be recruited: 8 participants. I am looking to recruit 2 Males and 2 Females between the ages of 14-16 that currently attend the camp. I am also looking to recruit 4 staff members between the ages of 18-35 in hopes to get at least 4 participants from this demographic. The camp has 800 campers and over 300 staff members that participate in camp each year.

7.2. Sex: M F Both

7.3. Age Range-Check all that apply:

- 0-6 (Include parental consent form)
 7-17 (Include parental consent form and child assent form)
 18-64
 65 and older

Exact ages to be included: 14-16 years of age, 18-35 years of age

7.4. When the age range indicates an upper limit, provide justification: The oldest age children are able to participate as a camper is 16 years old, so the prospective candidates for the interview protocol are designed for 14-16 years old as these children have consistently attended camp from 8 years old and many years of camp experience. The directors of the camp are 18-35+ years of age and they are tasked with the daily activities of the camp experience for campers and staff. The counselor age range will allow me to hear many perspectives on the benefits of residential summer camp settings and why they continue to return to camp summer after summer.

7.5. Does this study target one gender or specific social/ethnic group(s)?

- No. (Skip to 7.6)
 Yes. If yes, answer 7.5.1. and 7.5.2. below.

7.5.1. If yes, check all that are targeted/vulnerable populations (Code of Federal Regulations: http://www.access.gpo.gov/nara/cfr/waisidx_00/45cfr46_00.html).

***These additional forms can be found on the IRB Website under Special Populations:**

<http://researchintegrity.syr.edu/human-research/forms/>

- Children/minors - *Requires additional form*
 Cognitively impaired - *Requires additional form*
 Prisoners - * Requires additional form*
 Pregnant women - *Requires additional form*
 Legally restricted, non-prisoner
 Educationally disadvantaged
 Economically disadvantaged
 Elderly/aged
 Other, specify:

***NOTE*:** These additional forms can be found on the IRB Website (under Special Populations):

<http://researchintegrity.syr.edu/human-research/forms/>

7.5.2. Explain the rationale for using this particular group(s): Campers participating in this study have been apart of a residential camp environment for many years. As 14-16 years of age t camp, campers receive honors and leadership roles. These leadership roles and honors often determine how camp has influenced them in their experience as leaders. The individuals 18-35 years of age whoa re staff members have experience as former campers as well as none campers growing up. I want to know why they have become involved in camping, why they are still involved in camping, and be able to compare the two age groups and understand how these rolls have affected staff members as they have grown at camp and outside of camp.

7.6. List the inclusion criteria:

To be able to participate in this study, campers and staff must have gone to Camps Equinunk and Blue Ridge for 2(+) years, and be 14-16 or 18-35 years of age. Campers 14-16 years of age must have parent/guardian approval to participate in this study, additionally, informed consent must be signed by any adult participating in the project.

7.7. List the exclusion criteria:

Any person not meeting the project inclusion criteria of not being a camp participant for at least 2(+) years, is not at least 14 years of age, or a staff member under the age of 17 years old are not included in the project.

7.8. Does this research involve participants likely to be vulnerable to coercion or undue influence?

- No. (Skip to 7.9)
 Yes. If yes, describe the additional protections included in the protocol to protect their rights and welfare.

7.9. General state of Health: ("Unknown"- unless you will obtain health data on participants prior to beginning the study.)

Unknown and not required

8. Recruitment of Participants

8.1. Describe in detail how participants will be identified and recruited. Include in your description how you will have access to a population that will allow recruitment for the number of participants required for your research. Do not merely state "Volunteers".

After camp, the Director of Camps Equinunk and Blue Ridge stated as soon as the IRB was approved, he would work with me to get permission to send out a mass email to all camp families of who have campers 14-16 years of age. In this email I will explain an overview of my project that will include my objectives, methods, research questions as well as IRB information from Syracuse University. This email will also include the documents (i.e., consent, assent) that the parent/guardian of the camper will sign for participation of their participation in the interviews.

The parents will also be informed that their child's name will not be used in the publishing of this study as well as the purpose and expectations of this study. An example of this recruitment email can be found in the Appendices Section labeled, Appendix 9-Recruitment Email. Staff will be additionally recruited in the same manner, as IRB is approved.

8.2. Describe who will recruit participants.

I, Bari Margolis, will recruit participants with a mass email to all camp families of those who have campers 14-16 years of age and the counselor staff of Camps Equinunk and Blue Ridge who meet the appropriate requirements. The director Director Adam Baker and Assistant Director Lori Scheck have consented to release a list of emails for me to send to campers families and staff. There is a sample in the appendices section labeled Appendix 9-Recruitment Email.

8.3. Identify all applicable recruitment methods that apply: NOTE: Copies of all advertising materials including flyers, posters, ads, letters, scripts or detailed descriptions; including graphics MUST be provided with your application. (See SOP 036 for Recruitment/Advertising).

- | | | |
|--|--|---|
| <input type="checkbox"/> Flyers | <input checked="" type="checkbox"/> Mass E-mail Solicitation | <input type="checkbox"/> SU Today News Service |
| <input type="checkbox"/> Internet | <input type="checkbox"/> Posters | <input type="checkbox"/> Television |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Newspaper | <input type="checkbox"/> Departmental Research Boards |
| <input type="checkbox"/> Telephone | <input type="checkbox"/> Radio | <input type="checkbox"/> Social Media |
| <input type="checkbox"/> Other (describe): | | |
| <input type="checkbox"/> Not applicable | | |

8.4. Will participants be compensated?

- No. (Skip to Section 9)
 Yes. If yes, answer 8.4.1. and 8.4.2. below.

Note: All information regarding compensation must be included in consent/assent documents.

8.4.1. If Yes, specify the method of compensation (e.g. monetary, course credit, gift card, toy, etc.), the amount of compensation, and how the compensation will be awarded (per task, per session, etc.).

8.4.2. Describe how compensation will be awarded if the participant withdraws after beginning the study. Compensation must be pro-rated in a manner that recognizes the time and effort of the participant prior to withdrawal.

9. Informed Consent Procedures

Consent is required for all human subject participants. Final copies of **ALL** consent/assent documents (including electronic or oral scripts) must be provided for IRB approval and date stamping. Informed consent/assent documents must be on *official SU departmental letterhead*. For guidance regarding informed consent, consult SOP 017-Documentation of Informed Consent <http://researchintegrity.syr.edu/wp-content/uploads/2016/10/SOP-017-Document-of-Informed-Consent.pdf>. For consent form instructions/sample visit:

<http://researchintegrity.syr.edu/wp-content/uploads/2016/10/Consent-Form-Guidelines.doc>

<http://researchintegrity.syr.edu/wp-content/uploads/2016/10/Consent-Form-Sample.doc>

For assent form instructions/sample visit: <http://researchintegrity.syr.edu/wp-content/uploads/2016/10/How-to-Prepare-a-Child-Assent-Document-and-Assent-Sample.doc>

9.1. How many consent documents are included with this application? 3

9.2. How many assent documents are included with this application? 1

9.3. Is more than one consent/assent document included with this application?

No. (Skip to 9.4.)

Yes. If yes, follow instructions below (9.3.1 and 9.3.2).

9.3.1. Assign form numbers to each individual document and add it to the footer of the document-e.g. Consent form 1, Consent form 2, Assent form 1, etc.

9.3.2. Create a separate log as an appendices identifying each document-e.g. Consent form 1-parental consent, Consent form 2-adult participant consent; Assent form 1-child assent, etc.)

9.4. Indicate the type of consent you will obtain for your study (check all that apply).

9.4.1. Written Consent (ATTACH COPY)

Provide a brief statement of what will be said when the consent process is initiated:

Adult Consent (Campers): We are conducting a study investigating the experiences of staff, counselors, and campers at residential summer camp. Research participants (campers 14-16 years of age) are invited to participate in the completion of a demographic survey and a 15-20 minute interview. I, Bari Margolis a former camper, counselor, and current staff member will conduct the interviews once consent is granted with the camper.

Adult Consent (Staff): As a staff member of more than two years at Camp Equinunk and Blue Ridge, I invite you to participate in a study investigating the experiences of staff, counselors, and campers at residential summer camp. Research participants include any staff member who has been a camper or staff member for at least two or more years is eligible to participate. The participant will complete a demographic survey and a 15-20 minute interview. I, Bari Margolis a former camper, counselor, and current staff member will conduct the interviews once consent is granted with the camper.

Child Assent: Hello_____ (Child's Name), my name is Bari Margolis and I am a student at Syracuse University who works with education teachers. I want to know what you think about your experience attending a residential summer camp. I want to know how being around people, playing different activities, learning new skills, and stepping out of your comfort zone at residential summer camp over the years has made you the person you are today. For this interview, I will ask you to complete a survey (demographic) which asks you to provide information about your age, years of attendance at camp, household information (one or two parent home), and location where you live (state without address). The second part of the interview will be questions directed at the number of years you have attended camp, what you like and don't like about camp life, if there are things at camp that have been an influence in your life, and other related questions. This information is voluntary and the purpose is to help me write a final Honors Capstone paper about residential summer camp.

Adult Assent: Hello_____ (Adult's Name), my name is Bari Margolis and I am a student at Syracuse University who works with education teachers.

I want to know what you think about your experience attending a residential summer camp. I want to know how being around people, playing different activities, learning new skills, and stepping out of your comfort zone at residential summer camp over the years has made you the person you are today. For this interview, I will ask you to complete a survey (demographic) which asks you to provide information about your age, years of attendance at camp, household information (one or two parent home), and location where you live (state without address). The second part of the interview will be questions directed at the number of years you have attended camp, what you like and don't like about camp life, if there are things at camp that have been an influence in your life, and other related questions. This information is voluntary and the purpose is to help me write a final Honors Capstone paper about residential summer camps

9.4.2. **Electronic Consent** (ATTACH SCRIPT) *(This is a request to waive the required element of documentation of written consent, e.g. internet studies.)*

9.4.3. **Oral Consent** (ATTACH SCRIPT)

Provide the justification for the waiver of written consent:

9.4.4. N/A **Data Analysis Only, no consent form required.**

9.5. **Who will conduct the consent interview?**

Student researcher, Bari Margolis, in consultation with primary investigator.

9.6. **How will you ensure that prospective participants have sufficient opportunity to consider whether or not to participate in your study?**

800 campers participate in summer camp between the two camps. These campers and their families will have an opportunity to decide via an email sent whether they would like to participate in the study. Once IRB approved an email sent to the families, asking for their participation will be sent. Participants and families will have the opportunity to call me or email questions they have about the study. After a week, if I have not heard back from enough participants, I will follow up with a second email to families about the study. Their willingness to consent will be when they return the email with their contact information, complete the consent, and assent forms.

Similarly, there are over 300 adult staff participants between the two camps. These prospective participants will have the same length of time (1 week) from when the email is sent to respond to the email. If I do not secure enough participants, I will send out another email seeking participation for the camp staff. I am certain that I will gain enough participants to participate in the study.

9.7. **What steps will be taken to minimize the possibility of coercion or undue influence?**

Steps to minimize the possibility of coercion or undue influence will be that they have the ability to respond or not to my initial email. All information regarding the project will be explained to participants prior to the interviews occurring. They will be shown the list of questions before I ask them, and will be told the process of my research and have the chance to ask me any questions they have about my research. Prior to starting the interview, subjects will be asked one final time if they are comfortable answering a few questions about their experiences at camp. They will also have the ability to not answer any questions they are not comfortable with. Participants will be given the option at anytime during the recruitment, questionnaire, or interview process to decline participation in the data collection process.

9.8. **An ASSENT statement is required for participants who cannot legally give consent themselves. Assent statement:**

No (Skip to 9.9)

Yes (ATTACH COPY)

9.8.1. From whom will consent be obtained and by what means for minors or the individuals considered to be cognitively impaired in their decision making ability? N/A

Consent will be obtained from the Parents/Guardians of minors and adult participants. Consent & Assent will be obtained from Minors participating as well as adult participants.

9.8.2. If subjects are minors, will they still be involved in the study when they reach the age of majority (18)?

No

Yes. If yes, outline your plan to re-consent these participants when they reach the age of majority.

N/A

9.9. Will non-English speaking individuals be participants in the research?

No (skip to Section 10)

Yes If yes, indicate how consent will be documented from non-English speaking participants?

A translated written informed consent document in a language understandable to the participant. This should be an accurate translation of the full informed consent. (ATTACH COPY)

Identify the name of the individual or translation service that provided the translation of the consent document.

List the qualifications of the individual or translation service that provided the translation of the consent document.

Orally, using a qualified translator to translate the English informed consent document to the participant, and a translated short form in a language understandable to the participant (ATTACH COPY)

Identify the name of the individual or translation service that will provide translation for the consent process and during the conduct of the research.

List the qualifications of the individual or translation service that will provide translation for the consent process and during the conduct of the research.

A confidentiality statement from

10. Potential Financial Conflict of Interest

A conflict of interest exists when any investigator or personnel listed in this research protocol's financial interests may reasonably be affected by research, scholarship, educational or other externally funded activity. Or, when the immediate family* of anyone in such a role, have significant financial interests that may compromise, or have the appearance of compromising, an investigator's professional judgment that could directly and significantly affect the design, conduct, or reporting of the research, proposed or funded.

Federal Guidelines emphasize the importance of assuring there are no conflicts of interest in research projects that could affect the welfare of human participants. If this study involves or presents a potential conflict of interest, additional information will need to be provided to the Vice President for Research.

The following significant financial interests must be disclosed if interest is in the sponsor of the research or the product being tested:

Anything of monetary value - aggregated for the Investigator and the Investigator's spouse, domestic partner, and dependent children - including but not limited to the following:

- a. Salary or other payment for services (e.g. consulting fees) of \$10,000 or greater in the past year when aggregated for the immediate family;
- b. Any equity interest (e.g. stocks, stock options or other ownership interests) unless it meets the following three tests:
 - i. less than \$10,000 in value as determined through reference to public prices or other reasonable measures of fair market value (e.g. most recent sales price recognized by the company),
 - ii. constitutes less than a 5% ownership interest in any single entity, or
 - iii. publicly traded on a national stock exchange,
 - iv. no arrangements have been made where the value of the interest will be affected by the outcome of the research.
- c. Intellectual property rights (e.g. patents, copyrights and royalties from such rights).
- d. Services as an officer, director, or in any other executive position in an outside business, whether or not remuneration is received for such service.
- e. Any compensation or equity interests that may be influenced by a particular outcome in sponsor-funded research, even if the identified thresholds are not met.

Syracuse University Policy on Conflict of Interest for Research Investigators:

<http://researchintegrity.syr.edu/wp-content/uploads/2016/10/SOP-032-Institutional-Conflict-of-Interest.pdf>

**Immediate family means a spouse, domestic partner or dependent children.*

10.1. Do any of the investigators or personnel listed in this research protocol, or members of the immediate family of the investigators or personnel, have a financial interest associated with this study that requires disclosure?

- No (Skip to question 10.3)
 Yes; If yes, identify the individual(s):

10.2. Has this financial interest been disclosed and managed?

- Yes. The Office of Research Integrity and Protections will verify that a management plan is in place with the Vice President for Research.
 No. If the Vice President for Research does not have an approved management plan for this research, complete Parts I and II of the Disclosure of Significant Financial Interest Form (<http://osp.syr.edu/forms%20and%20pages/Forms/COI%20-%20Disclosure%20of%20Financial%20Interests%20Form.PDF>) and submit it to the *Office of the Vice President for Research, 304 Lyman Hall.*

10.3 To your knowledge, did the University, or your School/Department receive a gift or equipment donation, or promises thereof, from commercial sponsors of this research project?

- No
 Yes; If yes, identify the sponsor:

Final IRB approval cannot be granted until all potential conflict matters are settled. The IRB requires a recommendation from the Vice President for Research regarding disclosure to participants and management of the conflict.

11. Data Collection, Storage of Data and/or Confidentiality

Confidentiality pertains to the treatment of information that an individual has disclosed in a relationship of trust with the expectation that it will not be divulged to others in ways that are inconsistent with the understanding of the original disclosure without permission.

11.1. Specify the individually identifiable data you will obtain, use or disclose to others.

I will obtain a demographic questionnaire including the participant's name, however, a randomly assigned number will be used to identify the participant to maintain confidentiality during

the research process. This questionnaire will be used to gain knowledge of the background of the participant, participant's age, years of attendance at camp, household information, and location where the participant resides. Through an interview I will gain information and in-depth understanding of the participant's experience at camp as a leader as well as their opinions on the different aspects of camp that make camp the way it is. All information that is gained will be assigned a Subject Number for participant anonymity. I will use an app that randomly assigns numbers to individuals. For the purpose of the interview, I am the only one handling the data. When providing a review of the transcript I will use pseudonyms. Dr. Norris and I are the only two reviewing the information so it will be confidential

Specifically the Questionnaire will ask for: Name, Date of Birth, Gender, Years attending/working at camp, House information, Parent Names, number of siblings, age of the youngest and oldest sibling, ethical/cultural background, region residing in, state residing in, Contact information (email and cell phone number), Present occupation, If student - major, and future occupation.

Information Gained During Interview: Name, current roll at camp, years attended, Uniform present at camp, reasons why campers return, how the environment differs from home environment, traits/lessons you have learned at camp, and more!

If given consent/assent, audio recordings will also be obtained and then destroyed after seven years of being kept in a safe place locked up.

- 11.2. Describe how data will be maintained (e.g., paper or electronic spreadsheet, desktop computer, laptop or other portable device); how you will maintain the confidentiality and data security, (e.g., password protected computer, encrypted files, locked cabinet and office); and who will have access to the data (e.g., research team, sponsors, consultants).**

Interviews will be recorded on a password protected portable device and then transferred to a password protected laptop. All write ups will be saved on the same password protected laptop and then copied to a flash drive. All materials will be secured in a locked office/file cabinet once research is conducted for a period of seven years. I (Bari Margolis) and Professor Michael Norris will have access to the data. After seven years, the flash drive will be destroyed with the transcripts on them.

- 11.3. If you will be sharing data with others, describe how data will be transferred (e.g., courier, mail) or transmitted (e.g., file transfer software, file sharing, email). If transmitted via electronic networks, describe how you will secure the data while in transit.**

Data shared with Professor Norris will be transmitted via Flash Drive with an encryption code to access the drive. This will be stored in a locked office and cabinet in his building. All Data will be analyzed without others around. Bari and Dr. Norris are the only people that will be present when data is being analyzed.

- 11.4. If you plan to code the data, describe the method in which it will be coded and indicate who will have access to the key to the code.**

Coding will be used by giving each participant a Subject Number such as Subject 1, 2,3,4.etc. Although I will know who each subject is, Dr. Norris as the only person I am sharing this info with, will only know the Subject's numbers. As talked about in 11.1 I will be using an app that randomly matches a number to a name. To explain a little further, each participant's interview will be labeled Participant X - Interview 1, Transcript 1, etc.

- 11.5. How will you educate research staff to ensure they take appropriate measures to protect the privacy of participants and the confidentiality of data collected.**

Prior to sharing data with Professor Norris all participant names will be changed to a pseudonym (i.e., Participant 1, Participant 2, etc.) throughout the data collection process and referred to when analyzing and discussing the data to ensure to protect privacy and the

confidentiality of data. Based on the use of these numbers, themes will be generated and coded accordingly. A Coding sheet will be developed and used by Dr. Norris and Bari so we have all of the relative information for our participants. We will be in constant communication, have biweekly meetings to go over research information and meetings before the research to ensure appropriate measures are being taken. Again, all information will be kept in a safe, stored, locked file cabinet in Dr. Norris's office.

Privacy can be defined in terms of having control over the extent, timing, and circumstances of sharing oneself (physically, behaviorally, or intellectually) with others.

- 11.6. Describe what provisions are in place to protect the privacy interests of participants, where “privacy interest of participants” refers to the participant’s desire to limit interventions or interactions with others and to limit access of others to their private information. Examples include: location of data collection (private location vs. public location), method of data collection (focus groups vs. one-on-one interview, questionnaires vs. interviews, telephone, email and mail communications), type of information (written vs. oral), recruitment methods and cultural norms.**

Each interview will take place in a private setting with a door that allows for privacy. This will be a one on one interview but names will never be shared in the publishing of this study.

Again, pseudonyms will be used throughout the entire data collecting and publishing process. All survey information will be collected and scanned to a flash drive. Hard copies of the surveys will be shredded, and all of the data will be kept in a locked file cabinet in Dr. Norris's Office. As the interview will occur over the phone or via Skype I will make sure to ask the participant if this is a good time to have a conversation, if they are in a good location, and if they feel comfortable in that place at the time.

- 11.7. Will audio, video or film recording be used?**

No. (Skip to Section 12)

Yes. If yes, specify type of recording: Audio Recording

- 11.7.1. Describe the storage of the recordings. Include in your description who will have access to the recordings, as well as how and where they will be stored.**

The recording will be stored on a password protected mobile device and will be transcribed onto a word document saved on a password protected laptop as stated above. Dr. Norris and Bari Margolis are the only people who will have access to these recordings.

- 11.7.2. How long will the recordings be kept and what is the disposition of the recordings once the research is complete.**

The recordings will be uploaded to a flash drive with password protected access only and passed on to the primary investigator for storage in the locked office/file cabinet with other research materials for seven years. After the seven years have passed, these files will be destroyed.

NOTE: Specific permission for each type of recording must be sought in the consent form and should be indicated at the end of the document using checkboxes (_ I agree to be audio taped, _ I do not agree to be audio taped, _ I agree to be video taped, _ I do not agree to be video taped, etc.)

12. Risk to Participants

- 12.1. Describe in detail any possible physical, psychological, social, political, legal, economic, or other risks to the participants, either immediate or long range. Risk may be minimal but never totally absent. Do not say “No Risk”.**

There is minimal risk to participants during this study. This study will primarily ask questions relative to the participant's level and involvement in residential summer camp experiences and how these have helped in their personal life. The only risks being taken are

psychological. The questions that I am going to be asking might bring back memories that participants may have forgotten about, positive and negative, that they could continue to think about in the immediate future after the interview as well as the long term future. Once the research is published, they might remember these memories again if they see my conclusions. With that being said - all identity will be anonymous in the publishing of my conclusions therefore readers will not know who is being referenced in my research.

- 12.2. Describe what procedures will be used to minimize each risk you have stated above. Also, include in your description the availability of medical or psychological resources that participants might require as a consequence of the research, if applicable. If participants need to be debriefed at the end of the study, a copy of the debriefing statement must be attached.**

As the only risk involved in this study is the resurfacing of negative memories, key leadership staff's contact information such as the head counselor and directors of Camps Equinunk and Blue Ridge will be given to participants after their interview. They are free to speak with participants Monday-Friday 9AM-5PM Eastern time. They can be reached at 631-329-3239.

- 12.3. Does this research involve more than minimal risks to participants?**

No. (Skip to Section 13)

Yes. If yes, please provide plan for monitoring the data collected to ensure the safety of participants. (Your data safety monitoring plan must include the following: Description of who will monitor the data, what data will be monitored, how frequently will it be monitored, what analysis will be performed on the data, what decision rules (e.g. stopping rules) will be considered, if unexpected harms will be detected promptly, if an increased frequency or severity of unexpected harms will be detected promptly, if the protocol will be stopped once harms are proven to outweigh benefits.).

13. Benefits

Note: Course credit or payment is an inducement to participate in the study and should not be described as a benefit of the research.

- 13.1. Describe any benefits to the participants in general.**

There are no physical benefits to the participants of this study. They will benefit by being able to reminisce on memories they have of their time growing up at camp and their current summers spent in a residential summer camp setting. The research produced will benefit future camp staff, counselors, and campers on the importance of summer camp experiences and how it helps individuals to be leaders and to grow.

- 13.2. Society at large.**

This research will show how settings such as residential summer camp settings impact children and adults in positive ways. Purpose of this is to help individuals know more about residential camp settings and the opportunity they have to develop leaders.

- 13.3. Explain how the benefits outweigh the risks involved.**

As only a few questions are being asked about camp experiences and they are all being asked in a positive tone and wording, the benefit of reliving happy memories outweigh the risk of bringing up sad memories for each participant. With that being said, each participant still comes to camp and is someone that chooses to come back to camp summer after summer, therefor their positives memories if camp already outweigh any negative memories they have. The benefits of the material produced will help all people involved in residential camping better understand how camps help individuals grow.

A number will be assigned to your protocol. Please refer to it whenever calling or writing for information.

- All supporting documentation including list of references, consent and/or assent form(s), survey instruments, interview questions, recruitment materials, letters of support, IRB approvals from other institutions, etc. must be included with the application.

Return Completed Protocol To:

Office of Research Integrity and Protections
214 Lyman Hall
Syracuse University
Syracuse, NY 13244
Phone: 315-443-3013

Please send IRB notifications by:

- Hard copy campus mail. All correspondence mailed to the PI/faculty member's address.
- Email notification (Only the original hard copies of date stamped consent/assent documents will be returned.)