Journey to Strength

A practical guide describing the theory, practice and research behind developing a residential based outdoor recreation program for people living with mental illness.
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For more details regarding the Journey to Strength program please contact YMCA Victoria 03 9345 8011, journeytostrength@ymca.org.au, http://www.victoria.ymca.org.au/journeytostrength.
FOREWORD

It is my privilege to be involved with the release of the second Edition of the ‘Journey to Strength’ manual, a ‘how to guide’ for planning, implementing and evaluating camps for people with mental illness. It can be used by those in the camping, recreation and health sectors and includes the results from the research completed by the University of Melbourne’s Centre for Youth Mental Health and the Orygen Youth Health Research Centre. The Journey to Strength program has now spanned over six years with the first camp held in December 2007. From the participants, program collaborators, camp staff, researchers, advocates and funders a wonderful resource has been produced to support those involved with taking the first steps in organising a camp for people with mental health issues. For those that are already involved in the sector the updated manual provides the findings from the evaluation and includes recommendations based on years of experience coordinating many of these camps.

If you have ever thought about making a difference for people who have the challenge of a mental illness, now is the time. With up to one in two Australians experiencing a mental health issue at some stage in their lifetime and with evidence that outdoor adventure programs significantly improve health outcomes, we need more of these programs. Most people know someone who has been impacted my mental illness but the stigma and stereotypes often mean that the people experiencing it are misunderstood or avoided. This program has not only directly impacted the lives of people with mental illness it has also broken down barriers for staff and volunteers involved in the recreation and camping sectors to work with people with mental illness. These secondary impacts of supporting collaboration and challenging stereotypes are also significant achievements of this program. Beyond that it also brought two very different sectors together in order that the expertise and skills from both could be shared to create a new and innovative treatment model to the benefit of all those involved.

The camps worked! The people with mental health issues who participated had significant improvements in their self-esteem, mastery and social connectedness. Now we need to work together in partnership to eliminate any barriers to ensure these benefits are sustained in the long term. A very significant piece of the puzzle has been found and it is our hope that both the recreation and mental health sectors embrace the potential that this program has identified.

If you are considering running a camp for people with mental health issues, or even if you have never thought about it before, we encourage you to take the first step because the rewards for yourself, those you work with and the participants will be beyond your expectations. We hope this manual supports your endeavors.

Abigail Elliott
YMCA Victoria, Community Development Unit

Contact Information
For information about this program or manual, please contact ‘Journey to Strength’ via the following email address: journeytostrength@ymca.org.au
FROM THE PROGRAM MANAGER

Never will I forget my second time on the Giant Swing. The first time, you have no idea what will happen; you’re facing the unknown. The second time I was hoping that I might be too heavy to pull to the very top, but there were plenty of people wanting to see a leader face their fear. Before my last breath of air could be sucked in, the top was reached. And then the countdown began... 3, 2, 1...

I have Ann Nicholson to thank for those moments; indeed over 100 people who have participated in the Steps and Horizon pilots have Ann Nicholson to thank for those moments. After years of experience within the outdoor recreation sector and specialising in providing access to these interventions, Ann led the investigation, development and evaluation of a model for people who experience mental illness. I jumped in to see how, not if, these models could evolve and thrive.

For people who experience mental illness, life can be a matter of surviving. Outdoor recreation interventions go beyond a base of surviving, to thriving. The concept of recovery within mental health is to see a person in a radiant concept of being and outdoor recreation provides this lens. A young woman devastated by an early psychosis experience and living in a youth residential program grows through the opportunity to go on a number of camp programs, is trained to be a leader and then leads on a camp program. Her life transforms to living independently and gaining employment.

As children, we require a village to raise us. I believe in our adult years it also takes a community to keep us healthy. We all have the right to social participation, including outdoor recreation. One of the key factors to seeing social participation eventuate for people experiencing mental illness is partnerships. The Maine Connection, a self-help consumer group based in Castlemaine, commented that while working in partnership with YMCA Victoria they appreciated the community coming to them. What made the partnership successful, according to Pat Deegan, a well-known international figure in mental health, was an example of widening the mainstream so everyone could participate and no-one was left stranded.

Understanding ‘why’ outdoor recreation interventions are particularly relevant to a mental health population is explored within this manual, including the ‘how to’ make things happen. Visualising the process, or wording, or steps can be difficult if you haven’t worked with a mental health population. Therefore you will enjoy the appendix where the picture is clearly painted. Regardless of how you apply these resources, they will enhance your service to current populations if you research and apply key themes such as the camp principles.

By providing your campsite and expertise to a mental health service, you and your team may create a similar result as seen in the partnership with a North East region youth early psychosis service. Offering an outdoor recreation intervention in their mix of therapies resulted in all their clients reconnecting to and thriving in the community.

After I hear the countdown of 3, 2, 1, all that is left to do is to pull the string. The release leaves me plummeting to the ground. Just as my stomach touches my feet I am jolted by the rope picking up the slack. Only then does my mind re-connect with my body and remind me that I am safe. Finally I breathe out and enjoy the swing.

Now, what will you do? All of us are staring up at you, a leader within the outdoor recreation sector, and counting down... 3, 2, 1...

Liz Leorke
YMCA Victoria
INTRODUCTION

People with mental health issues are one of the most disengaged groups in our community. The stigma and discrimination that is associated with their mental health prevails. So it can be a challenge to engage this group. Many practitioners in the outdoor recreation and camping industry understand the power of the outdoor experience to enhance the state of people’s mental health and wellbeing. There is much evidence to show that regular contact with the natural environment enhances physical and mental wellbeing. It reduces stress, improves mood, facilitates social contact and brings people together.

‘Journey to Strength’, moving from mental distress towards good mental health, is a personal development program supporting people living with mental illness to: reconnect with their community and friends, increase their level of physical activity, and reduce their level of social anxiety and isolation. The program was developed through partnerships between the Victorian Government, YMCA Victoria and services within the mental health industry.

This program supports people on their journey of recovery from mental illness. The program utilises peer group development, individual support and recreation/ outdoor activities based in a residential camp setting to accomplish its goals.

PROGRAM HISTORY & DEVELOPMENT

Following a review conducted in 2002, Sport and Recreation Victoria (SRV) acknowledged the need to address the access inequities experienced by groups of people with additional needs to camping and outdoor recreation opportunities. Working with YMCA Victoria, SRV initiated and funded the development of the Mental Health Access & Participation and Industry Mentoring Project, now re-titled ‘Journey to Strength’.

Specifically working with the mental health sector, the project aimed to develop a best practice model for working in residential camping environments for people living with mental illness. Programs were tailored to support an individual’s personal journey towards recovery by providing positive, challenging, supportive and meaningful experiences. Specifically the project aimed to engage youth (13 – 18 years), young adults (18 – 25 years) and adults (25+ years) with mental health issues.

A key aim of the project was to enhance the capacity of camp operators to engage more readily with the mental health sector in future program delivery. Hence the development of this program manual – a ‘how to’ guide of the ‘do’s and don’ts’ for working with the mental health industry in the delivery of camping programs.

In 2006 SRV partnered with YMCA Victoria to develop the pilot model across the three age cohorts, over four years. An advisory committee was established to guide the development and implementation of the project. Project staff then set about developing the program for the 18 – 25 year old group, followed by the 25 years plus group and finally the 13 – 18 year olds.

The advisory committee comprised of a broad range of individuals including those working at the coalface of the mental health industry, government representatives, YMCA Victoria personnel, consumer advocates and people living with mental illness. Although a core group of people remained on the committee for the entire project, membership did change based on the age cohort the project was targeting at the time. The committee met on a bi-monthly basis throughout the 4 years of the pilot phase.

Orygen Youth Health Research Centre was engaged to conduct the evaluation of the project. A complete evaluation was able to be conducted on the 18 – 25 years and 25 years plus age groups. The results of these are summarised later in the manual. Unfortunately some significant issues arose for the 13 - 18 year cohort and as such an evaluation was not completed for this age group. These issues are also summarised later in the manual.

The project developed as three quite distinct cohorts, based on the age groupings. Although there were some variations in the programs, the planning and implementation process was very similar for each. This manual describes the planning process used across the two older age groups and provides a sample four day camp program. The biggest variation was in the 13 – 18 year old age group, where depending on the needs of the particular young people involved, two options needed to be available. The first option was to work just with the young people in small groups; the second introduced a family component, where program coordinators worked with the whole family. Due to issues that arose with the actual delivery of the program to this cohort (e.g. staff reticence to be involved, parental permission required), sample programs are not available.
PURPOSE OF THIS MANUAL
The purpose of this manual is to provide resources, information and direction to successfully implement residential based outdoor recreation programs for people living with mental illness, as an adjunct to the more traditional forms of rehabilitation. The manual is designed to describe the essentials of the programs and provide ideas of how a similar program can be implemented. The manual can be used by campsite operators and the mental health sector to initiate working together as this program has clearly demonstrated the benefits that camps can have for people with mental illness.

HOW TO USE THE MANUAL TO WORK WITH A SIMILAR GROUP WITHIN YOUR COMMUNITY
Think of the manual as a guide to setting up a similar program. Because each community and campsite is different the program may need to be modified to fit particular needs and resources of the organisation/campsite/group. Although it isn’t important to use all the activities suggested in the manual, it is advisable to follow the overall model, to achieve desired outcomes.

The first section of the manual summarises some of the theory and reasoning regarding how this particular model came about. The model is explained with the rationale and evidence to support its implementation.

The second part of the manual provides resources and more detailed information, including a sample Memorandum of Understanding, program templates, sample indemnity forms, leader booklets, confirmation packs, timelines, budget and more. This section will provide you with all the administrative resources you need to consider when developing this program.

The third part of the manual provides a summary of the evaluation results and a range of recommendations for future implementation and improvement of the ‘Journey to Strength’ program.

Intended Audience
The manual is intended to be used by:

• Campsite operators committed to successfully engaging with as broad a range of the community as possible.
• Mental health providers who have the vision to acknowledge the power of working as part of a group, in an outdoor recreation setting as a legitimate addition that supports more traditional forms of rehabilitation.
• YMCA Victoria to ensure that the integrity of the program continues over time despite staff turnover.
CHAPTER ONE

Theory

Rationale – why and how we developed this model
1.1 BENEFITS OF OUTDOOR RECREATION PROGRAMS FOR MENTAL HEALTH

• Since the early 1900s adventure therapy has been used in treating clients experiencing mental illness1.

• Group work, physical challenge and making meaning of experiences are key components of adventure programs2.

• Quotes from participants who attended YMCA Mental Health camps:
  – “I can do everything as well as everyone else, regardless of my size and mental illness” Steps 2007
  – “I grew as a person” Horizons 2008
  – “I need to be more assertive” Horizons 2008
  – “Never thought I could but I did and loved it” Horizons 2009
  – “Seeing the group cohesion - an enriching experience beyond the activities” Horizons 2010

• By mental health services working with the YMCA (or any other outdoor recreation provider) participants are the ones to benefit by experiencing a new culture and new people. It’s not just about going on camp, but the relationships and exposure to another community that provides the experiences to reach new potential.

• Outdoor recreation providers benefit from working with mental health services and clients. This aids in reducing stigma as the staff, volunteers and organisation work with and learn from the participants.

• “Although the community is not the source of mental illness, it is the community that is the source of mental health.” 3

1.2 YMCA MENTAL HEALTH CAMP PRINCIPLES

The following are a list of principles which help guide the delivery of mental health camps. These key elements will always exist in the program regardless of campsite, activities, size of the group or participants’ age.

1.2.1 RECOVERY

Why do we incorporate this?

Considering the broad range of individuals who attend mental health camps, it is important to embrace the concept of recovery. At any stage of their illness, an individual can recover. It is therefore vital to constantly support them in striving for recovery. The aim is to develop a quality of life that goes beyond coping or surviving. It is summarised in the following quote:

“A personal, unique process of changing one’s attitude, values, feelings, goals and/or roles. It is a way of living a satisfying, hopeful and contributing life even with limitations caused by the illness. Recovery involves the development of new meaning and purpose in one’s life as one grows beyond the catastrophic effects of mental illness”4.

Elements of recovery that we can influence:

Empowerment

Empowerment is the belief that an individual has power and control in their life, including their illness. Empowerment involves taking responsibility for oneself and advocating for self and others. As participants grow in their journey to recovery, they gain a greater sense of empowerment in their lives.

Support

Support from peers, family, friends and mental health professionals is essential to recovery from mental illness. It is especially beneficial to have multiple sources of support. This not only reduces a person’s sense of isolation, but also increases their activity in the community, allowing them to obtain an integral role in society.

In addition to support from individuals, participation in support groups is an important tool for recovery. Participants frequently report that being able to interact with others who understand their feelings and experiences is the most important ingredient for their recovery. Strength based programs assist people to meet more of their goals, establishing empowering practices and high expectations. This counteracts major inhibitors of recovery such as low expectations and disempowerment.

How do we show this in the program?

• Support for participants is tailored to their needs. This is based on exploring the kind of strategies required in a camp environment, as outlined in the enrolment form (see Appendix 5-The Camping Experience and My Personal Steps). Participants attend camp voluntarily and the choices they make throughout the camp need to be respected by all the other participants and leaders.

• Participants are always asked to participate in every aspect of the camp community, such as duty group, eating with the group at meal times, and participating in the activities. Adjustments to participation are made on an individual basis when the need arises.

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• Staff from the mental health sector and YMCA Victoria work together to provide participants with new experiences and exposure to the wider community through interactions with program volunteers and campsite staff.
• The chosen activities provide participants with the experience of taking responsibility for themselves and others, including support for other participants and leaders.

By incorporating recovery long term the following benefits can be achieved:

Participants:
• Feel empowered with new positive memories, shaping their concept of self and their achievements.
• Take a new approach to aspects of their life, whether it’s through recreation, physical activity, or social connections.

Program:
• The focus for the program and activities remains on the individual and supporting them in their journey.
• Leadership roles are focused and individualised in how they support the concept of recovery so positive change is most likely.

1.2.2 PARTNERSHIPS
There is much evidence to support the benefits of working in collaboration. When mental health services work with outdoor recreation providers they are tapping into an existing community resource that exposes staff and people experiencing mental illness to a new culture and the wider community. Partnerships from across diverse sectors offer new knowledge and learning which contribute to tackling social disadvantage and stigma surrounding mental illness. This project aimed to increase the collaboration between the outdoor recreation sector and the mental health sector. Through YMCA Victoria’s work with mental health services in piloting camps for people who experience mental illness, processes have been identified that each partner needs to consider. This manual will support both the mental health service and the outdoor recreation provider with the first steps to working together.

Partnership is an important process in preparing for, and delivering, mental health camps. At YMCA Victoria we strive to recognise the uniqueness of every community and work collaboratively to develop local responses. We also strive to understand, influence and seek to inspire appropriate partners for our communities i.e. those who are connected and committed to creating a shared outcome. SRV also recognises the need for collaboration when developing outdoor recreation opportunities for disadvantaged and marginalised groups. Everyone has the right to full social participation in life, including camps, and by offering this organisations are promoting social inclusion.

Through the two sectors (mental health and camping) working together, there is shared responsibility toward providing opportunities and support in the form of camps to people who experience mental illness. Working together also assists in reducing stigma in the wider community by involving volunteers and campsite staff.

How do we show this in the program?
• Memorandum of Understanding is created between the organisations.
• Leadership frameworks are created by the YMCA Victoria camp leaders and the mental health staff.
• Camp planning involves participants and mental health services.
• There is financial contribution by all services and participants.
• Program development and implementation is flexible, with changes to be made by leaders or participants as necessary.

By incorporating partnerships long term the following benefits can be achieved:

Participants:
• Form a relationship with a community organisation that they can engage with again in the future.
• Different positive role models will widen the experiences that participants draw upon. This in turn provides the opportunity for them to make positive changes in their lives.

Program:
• Relationships built between mental health and outdoor recreation providers will help programs remain sustainable.
• Programs will remain relevant with the contribution of participants and organisations.

5 Sport & Recreation Victoria Strategic plan 2005-2010
6 DHS Mental Health & Drugs. Division Because Mental Health Matters, consultation paper.
1.2.3 ‘CHALLENGE BY CHOICE’

Why do we incorporate this?
‘Challenge by Choice’\(^7\) is generally used in adventure-based programs. The simple principle is that participants are invited to participate voluntarily in the program and in each of the various activities. Participants may choose to sit out an activity and this right is to be respected by others in the group (leaders and participants). The rights of the individual are respected. ‘Challenge by Choice’ can be used to reinforce the message that an individual is to be assertive and take responsibility, choosing his/her behaviors and actions. Furthermore, the principle recognises that individuals potentially stand to learn and grow more by refusing to participate on occasions than unthinkingly and/or resentfully always participating.

How do we show this in the program?
Participants are encouraged to express their thoughts regarding the design of the program as well as the development of individual goals.

Participants are encouraged to engage in the delivery of the program either by running some of the activities (yoga at the beach) or expressing thoughts about changes to the program.

Leaders explore conscious reasons why participants don’t participate if this is the choice they make.

Participants can choose to opt out of an activity after starting if need be.

By incorporating ‘Challenge by Choice’ long term the following benefits can be achieved:
Participants:
- Feel comfortable in identifying certain goals they would like to achieve.
- Develop enhanced ability to make decisions about involvement in other life activities.
- Build individual confidence and self-belief through the development of achievable, measurable goals and practice at decision making.

Program:
- Individual participant focus becomes strong.
- Staff involved in facilitating remain supporters not directors of participants.
- Learnings can be utilised in other programs.
- Commitment to the program is increased by a strong respect and valuing of each participant’s choices.

1.2.4 SOCIAL CONNECTIONS

Why do we incorporate this?
A socially inclusive society is one where all people feel valued, their differences are respected, and their basic needs are met so that they can live in dignity. Belonging to a social network makes people feel cared for and valued and this has a powerful protective effect on health. People who get less social support are more likely to experience depression\(^8\). The amount of social support available varies by social and economic status.

Poverty can contribute to social exclusion and isolation. Nearly 16% of Australian households cannot afford to participate in social activities such as family holidays, having a night out or having family or friends over for a meal (Saunders 2003). Everyone has the right to full social participation in life including camps and by offering this, organisations are promoting social inclusion.

How do we show this in the program?
Group work is encouraged in the program including team building and trust activities.

The costs of the camp are subsidised wherever possible to ensure everyone can afford to attend.

Existing friendships and social connections are strengthened by building a community in the camp environment.

Participants are exposed to community recreation and physical activity options in their local area in post camp activities.

By incorporating social connections long term the following benefits can be achieved:
Participants:
- Increase social connections.
- Improve overall wellbeing.
- Report feeling healthier, happier and able to connect to their community.
- Have the opportunity to connect with other areas of the YMCA through a variety of pathways.

Program:
- Physical and social health is balanced within the program.

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\(^7\) [http://wilderdom.com/ABC/ChallengeByChoice.html](http://wilderdom.com/ABC/ChallengeByChoice.html)

1.2.5 PHYSICAL HEALTH

Why do we incorporate this?

People experiencing mental illness are more likely to have a higher prevalence of risk factors for cardiovascular disease than other Australians\(^9\). These individuals are also less likely to participate in moderate to intense physical activity and are more likely to be sedentary.

The higher prevalence of cardiovascular risk factors for people with mental illness contrasts to the rapid decline of risk experienced by the general population since the 1970s\(^{10}\). Interventions that target increasing moderate to intense levels of physical activity are important in reducing cardiovascular risk factors. An intervention that addresses this is adventure activities utilising the outdoors, engaging all levels of fitness, shape and size. By introducing participants to a range of physical activity options in a supported and safe environment, participants see their abilities in action and this encourages future physical activity.

How do we show this in the program?

Programs include elements of activities which participants can incorporate into their everyday lives, such as mountain biking and walking.

Food provided is nutritionally valuable and exclude cordial, unnecessary sweets and food high in fat.

Participants are provided with activities that encompass different levels of skill and fitness and be encouraged to push beyond their comfort zones.

Participants are exposed to community recreation and physical activity options in their local area in post camp activities in order to continue developing their physical health.

By incorporating physical activity long term the following benefits can be achieved:

Participants:

- Longer life expectancy.
- Improved overall wellbeing.
- Weight reduction.
- Greater knowledge regarding healthy and sustainable habits.

Program:

- Consistent health messages.
- Physical activity is balanced with educational messages within the program.

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1.2.6 PROFESSIONAL DEVELOPMENT THROUGH EXPERIENCE AND AWARENESS

Why do we incorporate this?
‘Three out of four people affected by mental illness report they have experienced stigma’. Stigma causes social isolation and distress, in addition to the direct effects of mental illness. Despite stigma being a very harsh reality, it is believed that more often than not, it is often a result of ignorance and misinformation rather than direct discrimination and prejudice. A reduction in stigma can help people experiencing mental illness to feel better about themselves, manage their illness better and join in social activities.

How do we show this in the program?
Leading up to the residential program, staff and volunteer leaders from the outdoor recreation services meet and learn first-hand from participants about their mental health issues and the support they require during the program. This approach fosters the process of listening and learning and challenges the concept of ‘them’ and ‘us’ relationships.

One staff member from the campsite participates and leads activities with the group during the duration of their stay rather than having a range of campsite staff involved. This enables more meaningful relationships to be developed and a greater understanding of the participants to then be able to challenge them in a way that is suitable and beneficial.

The program model encourages participants and leaders to interact organically to teach new skills, learn from each other and share experiences.

Post camp, local recreation services are invited to meet the group and help them to link into ongoing activities at home. Again, this is an opportunity for services to reach out and get to know individuals who experience mental illness and understand their need to be socially included.

By incorporating professional development through awareness long term the following can be achieved:

Participants:
- Improved overall sense of acceptance and wellbeing.
- Increase in access and options to recreational activities.
- Increase in feelings of social connectedness.

Program:
- Knowledgeable and skilled staff/volunteers that can work with more varied target groups.
- Successful outcomes through building relationships based on mutual respect rather than ‘us’ and ‘them’.
- Meaningful programs based on intentionally delivering a service that is inclusive and accepting of difference.

1.3 DIGNITY OF RISK

Dignity of Risk: Dignity derived from being able to try things that involve uncertainty or a possibility of harm. Dignity: The quality or state of being worthy of esteem or respect. Risk: The possibility of suffering harm or loss. Danger: A factor, element or course of action involving liability or exposure to harm.

Dignity of risk, or the right to failure, is a concept important to all members of our community. For people living with a mental illness, it can seem that their right to make potentially risky decisions can disappear in the process of receiving treatment and being told what to do. In fact those who wish to help them (eg. family members, clinicians, service providers) are sometimes denying them the opportunity to learn and recover by denying their dignity of risk.

Dignity of risk places an emphasis on personal choice and self-determination, two concepts that are central to recovery.

An important component in the development of this program as previously mentioned is ‘Challenge by Choice’ which is putting ‘dignity of risk’ into action. This is imbedded throughout the camp model. ‘Challenge by Choice’ supports an individual’s dignity of risk.

14 Parsons C. - Dignity of Risk: The right to self governance for people with mental illness. 2009
15 Estes R. & Davis K. - Dignity of Risk, 2002
1.4 ESTABLISHING TEMPORARY COMMUNITIES THROUGH TRUST

For most people going on a camp or a trip with a group of strangers and returning as a cohesive and bonded group after three or four days living in a foreign environment sounds a little farfetched. Yet numerous stories of such experiences prove that it is not only possible but a common experience for participants.

For someone living with a mental illness, a physical disability or other similar circumstance, going on a camp could feel overwhelming. Sometimes high levels of anxiety and panic, indecision or other feelings and thoughts can immobilise some individuals. Thus there is a lot of responsibility held by the providers of such opportunities in making the first steps for connecting with potential participants as easy and stress free as possible. Essentially, when one is invited to participate in any activity or interaction, there is a cycle of trust that needs to commence. Whether it is self-trust, trust in others or of the community. The results of these interactions and dynamics have the potential to strengthen or weaken individuals.

For most, positive interactions can assist in continually strengthening an individual. While for others, the breakdown of trust in combination with other major life factors and choices can certainly have a very detrimental impact on the wellbeing of individuals. Cycles of self-doubt and distrust in the community can cause an individual to retreat further away from the terrifying and seemingly cruel world. Prospective participants can spend years in sometimes self-imposed isolation as they struggle to come to grips with the world. Whatever the traumas or circumstances that may have led to the mental illness, one of the results is the continued erosion of trust of self, others and the community.

The model that ‘Journey to Strength’ employs aims to encourage participation through the camping experience in order to reconnect and slowly, but surely, regain some trust. The program works on trust on varying levels quite actively on camp, but the process of reconnection begins well before that.

From the first awkward meeting with very shy participants to the post camp event where the change in participants is very upbeat, confident and positive - every step along the way is an exercise in trust.

Pre-camp meetings are particularly important in order to establish trust and support the participants to engage with the program. The following is a list of important points related to the pre-camp meetings:

- Hold the meetings in an environment participants are already familiar with (eg. agency meeting room) so it is less confronting.
- Part of the aim of the meetings is to reduce anxiety as participants get to meet the staff/volunteers who run the camp.
- Don’t make meetings much longer than 1.5 hours initially.

- These meetings provide time for participants to make a decision about their involvement over a matter of weeks instead of having to make a decision immediately and then heading straight to camp.
- At one of the pre camp meetings offer participants the opportunity to participate in an activity that would be similar to the campsite challenges as a trial (e.g. an hour of sports in a local park).
- Meetings allow participants to gain familiarity by seeing the same faces over several meetings.
- Meetings allow participants to ask questions to further reduce their concerns, increase their knowledge and become more prepared for the event of going to camp.
- Meetings allow participants to help create the camp program from the initial stages. This contribution to programming and then witnessing and participating in the delivered product instills confidence in themselves and others.

Program coordinators will know trust has evolved when participants decide to come on camp. Essentially the participants are entrusting their physical, mental and emotional wellbeing to a group of strangers for the duration of the camp. That is a big decision for anyone to let alone someone who may have barely stepped out of their home for years.

Turning up to camp is the ultimate sign of trust. For people with a myriad of issues, committing to camp demonstrates immense trust and faith and comes as a result of the work done creating rapport and connection during the lead up to camp.

Once on camp, the incorporation of such elements as respect, caring, responsibility and honesty as part of the ‘Journey to Strength’ experience allows a community to be built quite efficiently and rapidly through its variety of exciting challenges and recreational opportunities. These elements, coupled with positive camp experiences and success, rebuilds participants self-image and bonds individuals into a dynamic, confident, able and positive group. It gives them a new perspective of what a community could be like and a reason to trust again; a reason to enjoy life again.

As providers of recreational activities, it might seem daunting to work with a group of people with mental health issues, who require more support than others. These groups are the most in need of and benefit the most from the experiences and opportunities that the camping environment brings. The investment in the planning to set up the camps may seem time consuming but is certainly worth all the work. For staff involved, the personal and professional growth and sense of contribution is generally much more rewarding when compared to their daily experiences. For the participants, being involved from the start to the finish in all aspects of the camp creates an unforgettable and potentially life changing experience with life long connections.
1.5 OUTDOOR RECREATION PROGRAM CONTENT

The program content varies depending on the needs and outcomes that each group wishes to achieve and the campsite facility that is being used. It is important the activities are sequenced correctly to achieve the desired outcomes. Generally, the best sequence will follow this format:

- Get To Know You
- Individual successes
- Extension of individual comfort zones
- Introduction of team work
- Trust building
- Extension of team work

YMCA Victoria base their delivery of programs and services on the ‘Developmental Assets’ from the Search Institute (www.search-institute.org/assets/). These guide the intent and evidence behind building resilience. The ‘Journey to Strength’ camps have focused on the following developmental assets:

- Positive Identity: participants have the opportunity to experience control over things that happen to them and as a result increase their self-esteem.
- Support: the participants experience a caring camp environment.
- Social Competencies: participants have the opportunity to use decision making, planning and negotiation skills.

The age of participants and the stage of their recovery will also change the program content. For example, a young adult group who are involved in some community activities, study or employment will tend to have a fuller program than another young adult group who are in an earlier phase of their recovery. The program length can change from four to three days. The campsite adventure activities such as giant swing and ropes courses tend to score favorably on evaluations along with natural environment experiences such as going to the beach, campfires and bushwalks.

It is great to provide an opportunity where participants have something to take home and remind them of their success or experience at camp. A few ways that YMCA Mental Health camps, and indeed many other YMCA camps provide this, is through encouraging participants to keep journals, creating ‘fuzzy bags’ (a welcome and trust activity see Appendix 13) and awards (see Appendix 11).
1.6 SEQUENCING TO SUPPORT SUCCESS FOR GROUPS OF PEOPLE LIVING WITH MENTAL ILLNESS

In the majority of tasks or encounters we face daily there are various protocols and a natural sequencing that takes place. These protocols are something we often take for granted and have been learnt and refined through practice or repetition. For example, most of us would greet a colleague at work first thing in the morning and potentially have a general catch-up conversation before launching into the work tasks of the day. Knocking at a door before entering or looking someone in the eye when talking to them, are some of the accepted sequences and protocols which make human interactions much easier and natural.

For some however, these protocols may never have been learnt, practised or may have been lost due to a variety of reasons in an individual’s life. The creation of a properly sequenced program benefits these individuals as it:

- Builds confidence in the individual via appropriate activities, challenges and support.
- Creates a sense of stability and certainty in the environment which, for the majority, is missing in their lives.
- Develops trust with the leadership group who are providing the experience for the participants.
- Demonstrates success through the programs effective organisation and delivery at every level.
- Demonstrates the leadership team as leading by example, which further encourages participant involvement and commitment.

Sequencing is considered from the first planning meetings prior to camp. These include agency staff and participants and are a core component of the ‘Journey to Strength’ program.

The meetings also enable the programmer to:

- Create an experience which meets the needs of the clients in terms of interest in activities and potential learning opportunities.
- Gain an insight into the physical, mental and emotional well-being of the clients which assists designing the most suitable program possible for both individual and group success.
- Gain an insight into the partner organisations and any other staff who form part of the program.
- Clarify the expectations, goals and direction the mental health agency staff have for their clients.

For any program, sequencing allows you to maintain the group in a ‘flow’ state – balanced between the level of challenge presented and the participants own abilities to meet that challenge\(^{16}\). Sequencing also occurs on multiple levels over the entire five months of the project, including all pre and post activities, as well as sequencing within individual activities.

Sequencing allows participants and staff to create an environment with:

- Readiness of body, mind and spirit to embrace all tasks.
- Maximum learning opportunity before, during and after the camp.
- Success maximised on an individual and team level.
- Natural progression and easy transition from the start to the end of the experience, whether it is one activity as a stand-alone event or a sequence of activities building on the previous activity.
- The opportunity to retrain in skills that may have been lost e.g. sequencing skills.

Designing a program which prioritises sequencing allows participants to get the most out of the program. This is an important consideration when the practicalities of camp and staff availability may not fit perfectly with the ideal sequencing for the program. It is important to weigh up the impacts of altering the best sequencing when accommodating other factors.

\(^{16}\) Butler, S. and Rohrka, K. Quicksilver – Adventure Games, Initiative Problems, Trust Activities, and the Guide to Effective Leadership 1995, p. 43
CHAPTER TWO

Practice

Resources and practicalities – templates and examples of the practical resources that will help you put this program together
2.1 DETERMINE RESOURCES AND BUILD RELATIONSHIPS

Before initiating contact with an outside service provider it is important to determine if there are staffing and financial resources available to participate in the program. Appendix 12 gives an outline of some of the budget expenses to consider with the potential partner organisation. It is important that resourcing costs and options are explored and discussed with potential partners to ensure resources are shared in the most cost effective way and fees for participants are kept to a minimum.

For any program to be successful it is essential that a working relationship is established between the relevant parties. In the model used in the ‘Journey to Strength’ program initial contact with mental health services often came via Advisory Committee members where a connection had already been created. For those who do not have contacts with local mental health service providers it is recommended they:

- contact their local Medicare local service and ask which mental health service they are connected to
- or
- contact the peak body in their state/region and request mental health services they could contact.

Likewise for a mental health service wishing to initiate mental health camps they could contact the peak camping or outdoor recreation organisation in their state/region e.g. Australian Camps Association, to source a potential partner organisation.

Once a contact person is established preliminary discussions can determine the possibility of running the camping program together. This may take several meetings and ideally a Memorandum of Understanding is developed to ensure expectations are clearly outlined.

2.1.1 MEMORANDUM OF UNDERSTANDING

A Memorandum of Understanding (MoU) is a document describing an agreement between parties. It expresses a convergence of will between the parties, indicating an intended common line of action. It is often used in cases where parties either do not require a legal commitment or in situations where the parties prefer not to create a legally enforceable agreement.

Appendix Three is a sample of the MoU that YMCA Victoria used in the planning and delivery of all ‘Journey to Strength’ camps. This MoU is signed off by each partnering agency, and clearly outlines the roles and responsibilities of each agency in relation to the delivery of the program.
2.2.1 PLANNING 3-6 MEETINGS WITH STAFF AND PARTICIPANTS IN THE THREE MONTHS LEADING UP TO THE CAMP DATE

Purpose: That all staff, volunteers and participants involved in the camp know their roles and responsibilities and create a suitable program together.

Process: Outdoor recreation staff and those from the participating mental health service (staff and clients) meet to plan for the camp. These meetings are usually held at the mental health service location.

The following areas are covered:

• Identification of desired outcomes (see Appendix 5 Referral and Enrolment form).
• Identification of activities and appropriate sequencing of these.
• Identification of costs and funding sources.
• Identification of possible dates for the camp and campsite location.

2.2.2 PREPARATION PHASE FOR PARTICIPANTS (FILLING OUT OF ENROLMENT FORMS, PACKING, UNDERSTANDING THE CAMP EXPERIENCE) IN THE TWO MONTHS LEADING UP TO THE CAMP DATE

Purpose: That all the relevant participant information is available on camp in case of emergency and participants are aware of all the elements of a camp experience.

Process: Mental health service staff have a vital role in assisting participants to decide if the camp program is of benefit to their recovery, and to help them fill out the relevant forms. This is often completed at the mental health service setting in the weeks leading up to camp. Further follow-up meetings with outdoor recreation leaders, or utilising technology such as DVDs and photo slides relating to activities and venue, will enhance a participant’s preparation for camp.

2.2.3 GET TO KNOW YOU ACTIVITIES IN THE ONE MONTH LEADING UP TO THE CAMP DATE

Purpose: That a majority of leaders and participants will know each other before arriving at camp, progressing relationships beyond ‘get to know you’ to teamwork and trust building.

Process: Activity sessions varying from a simple afternoon tea to an arranged rock climbing or ten pin bowling session are held leading up to camp. This is where staff from the mental health service, volunteers and participants get to know each other in similar settings to those they will experience on camp. Conversations targeting what to expect when on camp further prepares everyone for the experience.

Working together creates an experience that the whole group embraces, learns from and has fun in.

2.3 KEY LEADER

One of the keys to success on camp is the selection of the Key Leader. This role was developed to bridge the gap between any external group coming into a campsite and the campsite staff, to ensure a very personal and tailored experience.

The Key Leader is a staff member who represents the campsite. Their role is almost that of a host who greets and takes care of the group exclusively during their stay as well as an expert, not only of the facilities but the facilitation of activities on camp. The Key Leader becomes part of the leadership group with the task of being the link between the campsite and the group.

The partnership between the Key Leader and the Camp Director is critical as they need to discuss and negotiate options and directions for the program in order to get the best practical and experiential outcome for the group.

Some of the responsibilities of the Key Leader are to:

• Facilitate all of the campsite activities (e.g. low ropes, initiatives, high ropes, trust exercises, canoeing, bike riding).
• Play the part of host of the campsite as they are the most familiar with the campsite. This continues to engender a sense of confidence and trust for the participants in the program, the staff and the camp environment.
• Be involved in as much of the camp as possible. This assists with the continuity of trust and rapport building between individuals and the group.
• Keep connected with the group. This assists the Key Leader who delivers the majority of the program, by continually being aware of participants emotional state, so as to deliver the right challenge, at the right time, and in the right way.
• Support the volunteers and agency staff in their role of supporting the participants.

Having one Key Leader as opposed to a group of campsite staff members rotating through the duration of the camp is really important to the program. Having the continuity of one staff member who develops rapport, knows where the group is up to at all times, and understands the needs of the individuals has always proved infinitely more beneficial than having various staff come in and out of the program. Having quality interaction with one staff member creates a settled and cared-for feeling within the group.

On occasion and as required by activities, more staff members may be needed. The Key Leader can then act as the link to introducing one or two additional staff members to assist with activities. The group is then more at ease when dealing with new people and this reduces the participants’ potential of becoming anxious or overwhelmed.
As this is an important and vital role, providing the right person for the participants is a decision that needs to be carefully considered. The general points of representing the organisation they work for applies but more importantly, the Key Leader needs to be skilled and experienced enough to meet the very specific needs of the group consistently, professionally and with compassion.

Some qualities required of the Key Leader include:

- Caring and understanding.
- Ability to effectively ‘read’ changes within the group.
- Flexible to adapt to the needs of the group.
- Supportive, relaxed and friendly.
- Interested in working with the group and willing to learn from the experience.

Having the right person for this pivotal role really sets the group up for success during their stay. A Key Leader who can create a welcoming atmosphere at camp, provide ongoing support, encouragement and interaction with the participants, as well as provide appropriate challenges and opportunities at the right time, is truly an asset to the program and an inspiration to the participants.

2.6 LEADERSHIP FRAMEWORK (BASED ON RAY MCLEAN’S MODEL, FROM THE BOOK ‘ANY GIVEN TIME’)

A leadership framework seeks to establish a shared understanding of the critical success factors for performance in the leadership roles on camp. The framework identifies the core criteria for high performance by the leaders. The framework does not describe the functions or responsibilities of the leaders.

Outcomes

A leadership values framework is created by the YMCA leaders, Key/ campsite leader and partnering agency/organisation leaders which is unique to the camp. This framework aids the team to manage and monitor themselves.

Time Requirements / Pre Requisites

15 minutes. The session has been written to be run at the initial meeting of leaders.

Background

Why create a Leadership Framework?

1. An opportunity to create a shared framework that guides the team.
2. Opportunity to create team cohesion as the staff and volunteers work together to develop a unique framework and decide how it will be monitored throughout the program.
3. The leaders, volunteers and partnering agency/organisation staff have different roles and responsibilities so the leadership framework assists to create a shared purpose and consistent approach so participants can see all the staff/volunteers are working together to support each other.
4. It supports all staff to feel confident about contributing and encourages everyone to commit to shared values and to providing ongoing feedback.

Equipment

- Coloured textas
- White board or butchers paper
- Leadership Framework session plan (Appendix Six)

2.7 CAMP PROGRAM

The program is the guide to the actual camp. Once the group has decided what they want to achieve as a group and as individuals, the program is designed to ensure these goals are met. Part of the pre camp meetings are spent in determining what participants want to get out of their experience on camp. Then the program is put together in conjunction with group leaders, campsite staff and the participants.

Appendix Seven provides a sample four day program. This program includes the expected outcomes of each activity and who facilitates the activity.
2.8 LEADER BOOKLET

As part of the preparation for the leaders, a leader booklet is created for each individual camp program.

Each leader is provided with a copy and asked to keep it safe but accessible during the camp. The manual contains sensitive information on the clients and thus needs to be collected at the end of camp and destroyed.

The Booklet contains the following:

- Cover page with camp group details, location and date of the camp
- A brief timetable of the daily activities
- The Leadership Framework for the group as agreed to at the last pre camp meeting
- The Participants List which contains names and also medical conditions and medications
- Roles and Responsibilities for Volunteers/Leaders, Agency Staff, Camp Director and Key leader.
- Emergency numbers
- Any additional information.

The booklet provides a lot of information to keep leaders on track and is a useful quick reference guide for a variety of circumstances. Ideally it is printed small enough to fold and fit in a pocket. See Appendix Eight for a sample Leader Booklet.

2.9 CAMP FOLDER

The Camp Director has one folder for the duration of the camp which includes a copy of the leader booklet, copies of all participant indemnity forms, detailed information on each day's program, and a copy of the MoU. It also includes information relating to the planning implementation and evaluation of the camp.

Please refer to the summary below for a list of the information contained in the camp folder.

- Staff list and contact details
- Camp Program
  - Day 1
  - Day 2
  - Day 3
  - Day 4
- Leadership Framework
- Memorandum of Understanding
- Indemnity and other forms
  - Referral and Enrolment forms
  - Agency staff forms
  - Volunteer forms
  - Medical forms
  - Evening meeting and debrief forms
- First Aid Documentation and Risk Management
- Participant evaluation forms
- Leader evaluation forms
- Any administrative documentation e.g. camp booking forms etc.

2.10 RISK MANAGEMENT CONSIDERATIONS

In the development of any program, an appropriate assessment of risk associated with all aspects of the experience needs to be completed. The YMCA Community Development Unit Risk Management Manual addresses the many aspects of planning and implementing a program such as this. In turn, it is important to ensure that all campsites can provide evidence of risk assessments for all activities that take place on their sites in order to determine the level of risk involved and to develop strategies to mitigate those risks. A copy of the Risk Management Manual is available from YMCA Victoria upon request, and an example of the table of contents can be found in Appendix Nine.

2.11 EVALUATION TEMPLATE

Appendix Ten provides a sample evaluation form to be completed by both participants, staff and volunteers at the end of every camp. This provides useful feedback to improve future camps. The ‘Journey to Strength’ pilot project underwent in-depth external evaluation by the University of Melbourne’s Centre for Youth Mental Health and the Orygen Youth Health Research Centre. The full evaluation is available from YMCA Victoria or at http://www.victoria.ymca.org.au/journeytostrength.

2.12 AWARDS TEMPLATES

The distribution of awards at the end of the camp experience is integral to the programming of this camp model. Appendix Eleven provides a sample award template.

2.13 BUDGET

See Appendix Twelve for a sample budget including all identified costs for delivering the camp. Actual figures have not been included as this would date too rapidly however the template does provide a guide to what expenses need to be considered.
CHAPTER THREE
Evaluation results and Recommendations
3.1 ISSUES THAT IMPACTED SERVICE DELIVERY FOR THE 13 -18 YEAR OLD COHORT

As has been highlighted throughout this manual, the original aim was to develop a program model for three age cohorts: 18 – 25 years, 26 years plus and 13 – 18 year olds. The two older age cohorts’ programs were developed and trialed very successfully, and it is the results from these age groups that are presented in this manual. Developing the model with the younger age group proved more challenging and barriers arose where the program could not proceed. The following information provides an outline of the issues that prevented the 13 -18 year olds’ program progressing.

**Staff reticence**

The success of the Journey to Strength program is reliant on the willingness of staff from mental health agencies to engage in the process and commit the necessary time. The experience of the trial program found staff at some agencies working with the younger age group were not readily engaged or committed enough to continue. Staff also appeared less accepting of the potential benefits of the program. As a result they were less willing to take part in a trial program. These staff were also less able to be flexible with their allocated work times and thus could not commit to the residential overnight component. Working beyond a standard work day was a significant deterrent to their involvement in the program and is an important consideration for all future camping programs.

**Parental/Guardian permission**

One particular agency was not able to participate in the project because many of the young people accessing their service were doing so without their parent’s/guardian’s knowledge. As the young people were under 18 years, parental/guardian permission was required for them to participate in the overnight component of the program. This issue proved to be unresolvable and as such the trial program could not proceed.

**Parental support**

Another issue that arose was the lack of uptake by young people and their families. Agency staff felt this was possibly due to parents’ unwillingness for their children to participate in a program that was identified specifically for people living with a ‘mental illness’. Discussions highlighted that this could be potentially due to the stigma attached with labeling their children with ‘mental illness’, an inability to accept their child’s diagnosis or a desire for their children to only be involved in mainstream programs.

One service attempted to alleviate some of these issues by suggesting a whole of family approach where family members could also be part of the program. This was a successful solution with one program which was able to proceed but not embraced by other services.

**Number of potential program partners**

The number of mental health services available to the younger age cohort was less than the number of services working with adults and this reduced the potential partnering opportunities.

3.2 EVALUATION RESULTS

3.2.1 BACKGROUND

The information that follows is extracted from the final evaluation report: Outdoor Adventure Camps for Young Adults and Adults with Mental Illness: an evaluation of YMCA’s Journey to Strength Program by A/Prof Sue Cotton, Principal Research Fellow & Ms Felicity Butselaar, from the University of Melbourne’s Centre for Youth Mental Health and the Orygen Youth Health Research Centre.

(Refer to the full evaluation report for more details regarding evaluation methods and tools which is available at www.victoria.ymca.org/journeytostrength).

Advances in psychopharmacology have now improved symptom outcomes for individuals with mental illness however functioning and social participation can still remain impaired. Social isolation is common in individuals with mental illness and can be associated with poorer mental health. Alternative models such as outdoor adventure and camping programs, which encourage social and practical engagement and increase functioning, provide an adjunct to traditional therapeutic processes.
The evaluation of the ‘Journey to Strength’ Program had two goals:

1) To determine the impact of participation in the camps on self-esteem, mastery, social competence and quality of life for adults and young people with mental illness and

2) To capture camp participants experiences of the program.

For the first part of the evaluation, a questionnaire battery was administered at base line (2 weeks prior to camp), last day of camp, and approximately 4 weeks post camp. For the second part, a Camp Evaluation Questionnaire was administered on the last day of camp.

The questionnaire battery included the: Rosenberg Self Esteem Scale; Pearlin Mastery Scale; Social Connectedness Scale Revised; Social Anxiety and Distress Scale; and the World Health Organisation Quality of Life Scale. Demographic information gathered from the participants included: age, gender, marital status, accommodation and living arrangements and meaningful activities.

The Rosenberg Self Esteem Scale measures varying aspects of self esteem and has demonstrated usefulness in both adolescent and psychiatric populations. The Pearlin Mastery scale assesses the extent to which one regards one’s life chances as being under one’s own control in contrast to being fatalistically ruled. The Social Connectedness Scale is a measure of how one perceives his/her interpersonal closeness with the social world. The Social Anxiety and Distress scale focuses on social situations in which anxiety may occur, to determine one’s anxiety, anguish and fear in social situations. The World Health Organisation Quality of Life Scale provides indices of physical health, psychological health, social relationships and environment, and was used as a global measure.

It was hypothesized that over the course of the camp and at 4-week follow-up, participation in the program would demonstrate:

1) higher self esteem and mastery;
2) improved social and occupational functioning;
3) reduced social withdrawal/isolation by encouraging peer support, self esteem and confidence;
4) enhanced quality of life (QoL).

Clients from nine mental health services across the state of Victoria participated in a total of 12 camps. Five camps were for young people aged 18 – 25 yrs. These camps were known as ‘Steps’. Seven camps were for adults aged over 26yrs, and these were known as ‘Horizons’. A total of 120 people participated in the evaluated camps, and 108 of those 120 people took part in the evaluation. The reasons for not consenting to participate in the evaluation included: not interested; psychiatric symptoms such as paranoia; literacy issues; or not attending the pre-camp session.

**Steps** – 36 young people and adults participated in the five Steps camps (males = 25, females = 11). Although the age range was promoted as 18 – 25 years, actual ages ranged from 17 years – 33 years. The numbers on each camp ranged from 5 – 12 people. **Horizons** – 72 adults, ranging in age from 18 – 72 years participated in the 7 Horizons camps (males = 47, females = 25). The numbers on camp ranged from 8 – 14 people.

For both cohorts, the discrepancy in ages was due to the availability of clients at each particular mental health service. In most situations the program worked with only one mental health service per camp. This limited the number of potential participants to the people who were accessing the services of the mental health agency at that time. Other characteristics of the total group of participants were as follows: the majority of participants were male, never married, residing in private residences, living alone, had commenced but not completed secondary education and were on a government pension.

A camping program engages individuals with all levels of fitness, shapes and sizes. Individuals with mental health issues have poorer physical health. The camping environment provides a safe and supporting environment where participants can challenge their physical abilities. Staff from the mental health services worked closely with YMCA staff to identify individuals who were interested in participating in the camp and who satisfied the inclusion criteria. These staff assisted all participants to complete the required paperwork.

Mental health staff and YMCA volunteers formed the leadership team and with the participants and camp director met for pre-camp sessions 1 month and 2 weeks prior to camp. The aims of the pre camp meetings were: for all camp members to meet and become familiar with each other; for the final camping program to be discussed, and for the group to participate in a recreational activity.

Staff from the evaluation team attended the session two weeks prior to camp. Evaluation information was disseminated, participant consent was gathered and the pre-camp questionnaire battery was distributed. Assistance was provided for completion to those who required it.

Camps were delivered at YMCA managed campsites. On the last day of camp, evaluation staff distributed the questionnaire battery and the Camp Evaluation Questionnaire. 4 weeks post camp a social gathering was scheduled and the final questionnaire battery was distributed.
3.2.2 RESULTS
The data was reported for the total cohort, as well as for Steps and Horizons separately. Although the differences in the camps were minimal in terms of content and format, the data has also been reported separately due to the age differences of the participants. One would anticipate that demographics, developmental issues and illness factors may differ between these cohorts.

For the overall total cohort, the participation rates at the end of camp and four weeks follow up were 85.2% (n=92) and 71.3% (n=77) respectively. For the overall cohort, there was significant change in mastery from baseline to end of camp. This corresponded with significant improvements in self-esteem seen from baseline to end of camp. Significant improvements were observed between baseline and end of camp for social connectedness, however no such changes were observed for social anxiety/distress and QoL measures.

Looking at the analyses for the Steps cohort, there were no overall differences between the three time points for all of the measures, though statistics were approaching significance for improving social connectedness and decreasing social anxiety. However from baseline to end of camp, significant improvements were seen for social connectedness and social anxiety. In the Horizons camps, there were significant improvements seen in mastery, self-esteem and social connectedness. Again, the main differences were between baseline and end of camp.

Qualitative and quantitative data was also derived from the Camp Evaluation Questionnaire, administered at the end of camp. All activities were rated favourably, with the more challenging activities such as high and low ropes courses and the giant swing rating highly. Camp leaders, food, venue and logistics all rated highly.

Individuals reported on things they had learnt about themselves through participation in the camp program. General themes included:
1) better mental and physical health
2) overall well being
3) improved self esteem
4) confidence
5) teamwork and trusting people and
6) communication and interaction with others.

3.2.3 SUMMARY
This program highlights the positive potential that comes from collaborative work across government and industry. The program also promotes the benefits of the collaboration between the mental health industry and the outdoor/community recreation sector. We can only imagine the potential benefits to the health and well-being of our communities should this concept be embraced and funded on a larger scale.

In relation to this project, across the total cohort, participation in the camping program resulted in significant improvements in mastery, self-esteem, and social connectedness between baseline and the end of camp. The changes, however, were not sustained to a month post camp. The program has indicated that camping interventions can have immediate impact. Through challenging activities and extending participant boundaries, a greater sense of mastery and self-esteem ensues.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Mean (standard error) score for psychological, social and quality of life measures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rosenbergs Self Esteem Scale</td>
<td>Baseline</td>
</tr>
<tr>
<td></td>
<td>27.3 (0.6)</td>
</tr>
<tr>
<td>Pearlin Mastery Scale</td>
<td>16.1 (0.4)</td>
</tr>
<tr>
<td>Social Connectedness Scale</td>
<td>74.6 (1.7)</td>
</tr>
<tr>
<td>Social Anxiety and Distress Scale</td>
<td>14.4 (0.8)</td>
</tr>
<tr>
<td>WHOQoL-Bref</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>59.1 (1.6)</td>
</tr>
<tr>
<td>Psychological</td>
<td>59.9 (2.1)</td>
</tr>
<tr>
<td>Social</td>
<td>56.9 (2.2)</td>
</tr>
<tr>
<td>Environmental</td>
<td>62.0 (1.7)</td>
</tr>
</tbody>
</table>
Participation in group activities, team building and trust activities were particularly useful for promoting a sense of social connectedness. These activities supported people to further develop social skills such as learning to cooperate and work with others, build trust and enhance communication skills.

Social anxiety reduced significantly from baseline to end of camp for the Steps participants. Providing a nurturing and supportive environment and supporting social skill development may lead to reduced social anxiety. The camping environment fostered social inclusion. Meaningful social engagements and enhancing social networks can positively influence self-esteem and promote physical and psychological wellbeing.

Adventure therapy programs can also have positive effects on physical health. Thus camping programs can increase participants’ awareness of lifestyle factors such as sedentary behaviours and poor diets and how these impact negatively on physical health.

### 3.2.4 LIMITATIONS

Given the limited duration of the program (i.e. that camp is only 3-4 days), the approach to the evaluation was fairly conservative and thus did not focus on issues such as diagnosis and symptomatology. In regard to the study, small sample sizes and lack of a control group also limited the potential of the findings and the ability to detect overall effect.

As changes in individuals were not maintained one month beyond camp, it is reasonable to assume that the length of the program may be too short to sustain the outcomes. Given this, there is a need to consider how the positive outcomes may be maintained. This was addressed to a degree through the program. Potential solutions are to engage with staff from local YMCA’s/community recreation centres/groups and incorporate them into the camping program. That way a link is formed to support ongoing connections in the community. There is also potential for the mental health service to continue to support ongoing recreational/social activities within the group in a formal and informal way. Variations to program delivery may include meeting on a regular basis over a prolonged period to see if this can create more sustained outcomes.

### 3.2.5 IMPLICATIONS

The project highlights the valuable work of multiple sectors working towards promoting social inclusion of youth and adults with mental illness into residential camping environments. It is evident from the current findings that the improvements in personal development and social mastery and connecting experience of the camping process creates a window of opportunity for the involved mental health service. There is a need to capitalise upon participants’ improved/heightened sense of self and social situation. Offering follow up programs may sustain the positive changes, brought about by the camping experience over a longer period of time. One participant offered this advice to others: “Have a go and really challenge yourself! Why? Because you will be amazed by how much you can really do!”

### 3.3 IMPACT ON PRACTICE – RECOMMENDATIONS FOR IMPROVEMENT OF FUTURE PROGRAMS

Results from the evaluation have shown us that the impact of the program was not sustained in one month beyond the camp. So all the benefits of the program do not continue, if there is not some sort of continuity of program delivery. Although the ‘Journey to Strength’ model made some suggestions towards this type of program follow up, the evaluation results have shown how essential the continuity is.
RECOMMENDATION 1

Program continuation

Given that the positive benefits of the program did not extend beyond the length of the camp, it would be recommended to extend the program by incorporating ongoing activities beyond the length of the camp. This might be fortnightly/monthly get togethers, or maybe linking individuals into other community services. (see recommendation 2)

RECOMMENDATION 2

Community recreation partnership

From the initial development of program partnerships and deliverables it is recommended to engage staff from local community centres/gymnasiums/leisure centres/recreation clubs. This will ensure that the staff are part of the important networking and developing relationships component of the program and establish a relationship with participants as well.

Include a program of ongoing activities beyond the delivery of the camp, using the services/staff of the community recreation service. A community recreation service might be the local YMCA, gym, leisure centre, community house, or swimming pool. As the program progresses, staff and participants may identify other activities, or possible volunteering options. The mental health service needs to be committed to the continued support of the program beyond the length of the camp. The evaluation has proven how important ongoing participation is for the long-term benefits of those with mental health issues.

RECOMMENDATION 3

Funding model

The Journey to Strength model of program delivery was based on the availability of substantial Government funding. Although the participants and the mental health services contributed some funding, once the Government funding ceased the model became too difficult to sustain. If a mental health service has access to funds to support the delivery of the program, with the minimal contribution from participants, this model is achievable and sustainable. There is a shift away from Government providing ‘block’ funding to services, towards Government providing individual funding to consumers. In order to continue to provide the program under this model of funding, an alternative model of delivery needs to be designed.

It is recommended the camping industry continues to partner with mental health services on the basis that the program is ‘purchased’ by consumers and the program is costed on a per person basis where the individual pays. Alternatively services need to apply for grants and donations to fund the program.

RECOMMENDATION 4

Program Length

Feedback indicated that participants didn’t really want the camp experience to end. Potentially, the camp component of the program could be extended to 5 – 7 days (or longer, depending on the participants request). This obviously has implications on costs and staffing, so these do need to be considered. However it is recommended to extend the length of the camp in consultation with participants.
Appendices

The following are a selection of practical resources, templates and tools to help you implement a successful program.
### Appendix One - Planning Timeline

‘Journey to Strength’ camp preparation. Break down of timeframe (dates are shown as an example).

<table>
<thead>
<tr>
<th>Month</th>
<th>Timeframe</th>
<th>Event</th>
<th>People Involved</th>
<th>Actions</th>
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</thead>
</table>
| August | Minimum 12 weeks or more before camp | 2-6 Meetings with agency staff to cover:  
- The camping program and discuss content and provide feedback  
- Introduce Memorandum of Understanding (MoU) and role of agency staff on camp  
- Confirm timelines/establish camp date | Camp Coordinator  
Mental health agency staff |  
- Discuss resources and expenses  
- Create flyer and packs (Appendix 4)  
- Discuss Transportation to camp  
- Organise Camp folder  
- Discuss pre camp and post camp activities  
- Create Activity selection activity ie what activities are available at the camp to choose from  
- Recruit volunteers/leaders  
- Liaise with campsite to determine appropriate staff member for key leader role |
| Sept | 8 weeks before camp | Program introduction for participants (provide snacks/fruit platter)  
- Introduction about mental health access project  
- Evaluation process  
- Go through info pack  
- Discuss campsite, program content and allow for feedback  
- Discuss timeline for social activity e.g. bowling  
- Potential meeting with staff attending camp to discuss camp issues eg contingency if someone is unwell | Camp director  
Interested volunteers and leaders  
Participants  
Mental Health agency staff  
Key Leader if possible | Alter all documentation to reflect group feedback  
Develop posters and flyers for program promotion |
| Oct | 4 weeks before camp | Participant catch up over lunch: Finalisation of program during a lunch (BBQ, picnic at park) | Camp director  
Interested volunteers/leaders  
Participants  
Mental Health agency staff  
Key leader if possible | Confirm program  
Create participants list  
Fill in enrolment forms |
| | 2 weeks before camp | Social activity for 2-3 hours (eg bowling, rock climbing)  
- Create leadership framework with staff team (see Appendix 6) | Camp director  
Interested volunteers/leaders  
Participants  
Mental Health agency staff  
Key leader if possible |  
- Confirm final numbers  
- Confirm program with agency and campsite  
- Confirm volunteers  
- Confirm dietary and other medical requirements |
<table>
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<tr>
<th>Month</th>
<th>Timeframe</th>
<th>Event</th>
<th>People Involved</th>
<th>Actions</th>
</tr>
</thead>
</table>
| Nov   | Camp held | Camp  | • Camp Director  
|       |           |       | • Volunteers/Leaders  
|       |           |       | • Participants  
|       |           |       | • Agency staff  
|       |           |       | • Key Leader  | • Ensure successful camp for all  
|       |           |       |                   | Complete evaluation forms  
|       |           |       |                   | Decide post camp activity  
|       |           |       |                   | Lock in venue and date for post  
|       |           |       |                   | camp activity  
|       |           |       |                   | Book guest for post camp  
|       |           |       |                   | activity eg local community  
|       |           |       |                   | recreation providers  |
| Dec   | 1 Month after camp | Post Camp Activity 2-3 hours – activity is chosen at the end of the camp by participants and may be something similar to one of the popular camp activities | • Camp Director  
|       |           |       | • Key Leader if possible  
|       |           |       | • Volunteers/Leaders  
|       |           |       | • Participants  
|       |           |       | • Agency staff  | Host the post camp activity  |
# Appendix Two - Planning Checklist

## Task Management Overview

### Planning and establishment
- Select/Employ Camp Director
- Agency contacted, suitability assessed and collaborative partnership established
- Meetings arranged and logistics discussed
- MoU discussed and updated to establish how group works, then distributed and signed
- Campsite booked and Key Leader options identified
- Create purchase order (PO) to get petty cash for program consumables
- Send program to camp site and liaise about campsite based activities

### Marketing – optional promotion of program
- Media Release 1 pre camp - complete and sent out
- Media Release 2 post camp - completed and sent out
- Website updated with photos and text
- Participant Information Pack updated and finalised

### Staffing/leaders – 1 month prior to pre camp catchup
- Invite volunteers/leaders to pre camp catchup
- Volunteer training session complete (provide outline of the program, go through roles and responsibilities)
- Employ approx. 4 x volunteers
- Confirm 3-4 mental health agency staff

### Transport
- Important incase any participants are required to go home during activities/camp and cannot be collected. Transport is discussed with the MH agency to determine how best to transport participants to and from catchups and camp
  - 1 x bus required – mental health agency
  - 1 x car required – mental health agency
  - 1 x car required – outdoor recreation provider

### Client Group – Confirm 1 week prior to pre camp catchup
- Participants numbers confirmed
- Enrolment form (medical/diet) distributed

### Evaluation
- Evaluation / consent forms complete
- Book external evaluator if required

### Finances/ Budget
- Agency invoiced post camp
- Request petty cash – 1 month < to camp
- Petty cash costs recorded
- Expense (Petty Cash) sheet updated

### Preparation for pre camp activity catchup

#### Pre Camp activity catchup held 2 weeks before the camp
- Enrolment form (medical/diet) updated
- Date and Location booked and advised
- Pre Camp catchup Program Complete
- Invite leaders and volunteers to Pre Camp catchup
- Pre Camp program provided to mental health agency
- Catering Booked
- External provider booked/confirmed if required eg bowling alley

#### Delivery of pre camp activity catchup
- Confirmation pack distributed
- Hold pre camp catchup activity and provide info on the camp
- Transport Advised for how to get to camp
- Collect completed Enrolment Forms
- Confirm final participant numbers for camp

### Camp

#### Preparation completed 2 weeks prior to camp
- Detailed program complete, sent to leaders
- Camera/Laptop booked
- Dietary/Menu requirements sent to camp
- Participant info provided to campsite
- Activity availability confirmed
- Confirm external provider booking
- Final program faxed to evaluation staff (if using external evaluators)
- Name tags / equipment purchases and organised

#### Camp Delivery
- Duty groups assigned
- Sleeping arrangements assigned
- Identify camp catchup location short list
- Agree to camp catchup location with participants
- Prepare and distribute awards

#### Post Camp – 2/3 weeks post camp
- Send reminders to attend post camp catchup
- Design and finalise program (i.e. soccer game)
- Prepare gift photo CD
- Host post camp catchup
Appendix Three
(SAMPLE)
Memorandum of Understanding

The organisations resourcing ‘Journey to Strength’ have individual governing policies and procedures. Overriding this Memorandum of Understanding (MoU) is the organisation policies which each staff and volunteer should be aware of. However, this MoU aims to create a clear and consistent understanding of the interaction between organisational staff and volunteers and what guidelines are to be followed on the Steps camps. Below is a general outline of the guidelines for volunteers and agency staff.

1. **Roles & Responsibilities of agency staff**
   a. To know where the participants are at all times
   b. To ensure the participants are appropriately supervised at all times
   c. To keep other volunteers or staff informed about any major challenges involving participants
   d. To initiate discussion at leadership team meetings about matters of concern to ensure a smooth running program
   e. To have a sound knowledge, preferably a written record of their participants regarding behavioural issues, health problems and other important information as a reference point
   f. To have an accurate record of medications and doses for participants in direct care and if necessary safe and secure storage of medications for participants who require this level of assistance
   g. To have a strategy regarding participants’ use of cigarettes (consumption, running out of and sharing with other participants) which volunteers are aware of and can support
   h. To be a reference point for volunteers to approach with queries about the mental health of participants
   i. To approach Camp Director with any problems they feel their participant is experiencing in regards to the program
   j. To dine with the participant at meal times
   k. Assist in getting the participants prepared for and on time to all meals and activities
   l. To assist when called upon to help in the running of combined and special activities
   m. To attend and participate in the leadership team meetings each evening
   n. To participate in activities as much as possible and where appropriate

2. **Roles & Responsibilities of volunteers**
   a. To know where the participants are at all times
   b. To ensure the participants are well supervised at all times
   c. To keep other volunteers or staff informed about any major challenges involving participants
   d. To initiate discussion at leadership team meetings about matters of concern to ensure a smooth running program
   e. To have an awareness of participants regarding behavioural issues, health problems and other important information
   f. To approach Camp Director with any problems they feel the participant is experiencing in regards to the program
   g. To dine with the participants at meal times
   h. To effectively take charge of the group in close association with the other volunteer leaders to present program segments
   i. Assist in getting the participants prepared for and on time to all meals and activities
   j. To effectively lead the participants and encourage them to have full participation in activities they choose
   k. To assist when called upon to help in the running of combined and special activities
   l. To be responsible for equipment used during program sessions and ensure that it is returned at the completion of the session and that the program stores are left in a tidy condition
   m. To report damaged, lost or defective equipment to the Camp Director at the conclusion of the program session
   n. To attend and participate in the leadership team meetings each evening
   o. Have a reserve of ideas for activities and games etc. that can be used as fill ins
3. Incident reporting

If an incident occurs that falls under category one or two of the DHS procedure (please see incident 1 & 2, Department of Human Services incident reporting system file located on www.dhs.vic.gov.au):

I. The person witnessing the incident should firstly ensure safety for themselves, the others and the participant involved.

II. In the event of medical attention being required call 000 immediately and seek the assistance of the first aider and the senior staff for the agency that the participant comes from.

III. Once the first aider or senior staff member is involved the initial person can take a step back and receive direction from them.

IV. If a participant is required to be taken off site, the senior agency staff person will elect one and/or another staff member or volunteer to escort.

V. Debrief should take place for the staff and participants involved (run by senior staff member) and then follow up as required.

VI. The incident will be reported to the leadership group at the end of the day by the senior staff member.

b. Minor Incidents

I. Where an incident occurs that falls under category three of the DHS procedures (please see incident 3, Department of Human Services incident reporting system file located on www.dhs.vic.gov.au) the person witnessing the incident should deal with this.

II. When appropriate the person dealing with the situation should follow up with the senior staff member and/or camping director notifying them of what happened and how this was dealt with.

III. An incident form (relevant agency template and outdoor recreation provider template) should be filled out and co-signed by senior staff or camping director.

IV. The incident will be reported to the leadership group at the end of the day.

c. First Aid

I. Where a participant or leader requires first aid attention the first aider should be notified.

II. The first aider will aid as required and report to the leadership team at the end of the day.

4. Senior staff attending Camp

I. <Insert Agency Name> <Insert Agency lead staff member>

II. YMCA <Insert ‘Journey to Strength’ Coordinator / Camp Director Name>

5. General Health & Safety

a. Agency staff and volunteers agree to the following general health and safety guidelines:

I. Illegal drugs are not to be carried or used on Steps camp.

II. Alcohol is not to be carried or used on Steps camp. Any volunteer or staff member considered by the supervisor to be under the influence of alcohol or drugs will not be permitted to start work or remain on duty.

III. Personal protective clothing and equipment must be worn as required in designated areas.

IV. Unless part of your normal work, do not use, adjust, alter or repair equipment without knowledge of your supervisor.

V. All safety issues observed by staff or volunteers are to be reported to the relevant supervisor. If possible, the safety issue is to be rectified by the person seeing it.

VI. All accidents are to be reported to the relevant supervisor.

VII. In the event of a staff member or volunteer experiencing an injury whilst on YMCA premises or completing tasks relating to the camp the staff or volunteer should report such a case to their supervisor.

VIII. Any staff or volunteer needing to work at a height above 2 meters should follow these steps:

b. Assess the risk:

Decide how likely it is that you will fall. Look at all the factors that may contribute to a fall, including the type of job to be done, how long the job will take and the physical surroundings and conditions associated with the job.

c. Fix the problem:

Put in place risk control measures. First aim to eliminate any risk of a fall. If eliminating the risk of a fall isn’t practicable, a risk control measure has to be used that produces the lowest practicable risk of a fall. Generally, the preferred risk control measures are the ones that aren’t dependent on a worker’s skill or action for them to be effective i.e. it’s better to use a fixed barrier compared to a safety harness and anchoring system to prevent a fall.

c. Use equipment to control the risk of a fall:

Ensure equipment used to control the risk of a fall is designed and constructed for the task and that it’s used correctly. It’s also important to ensure that all risks are controlled when the equipment is being installed, erected or dismantled.
6. **Bullying & Occupational Violence**
   
   a. **Bullying**
      
      i. All staff, volunteers and participants have the right to a healthy and safe environment free from bullying. Bullying is repeated unreasonable behaviour directed toward a staff member/volunteer/participant, or group of, which creates a risk to health and safety.
      
      ii. All staff & volunteers must behave in a professional manner and treat each other with dignity and respect when they are on camp.
      
      iii. We encourage all individuals who experience bullying to report it as soon as possible to the senior staff or Camp Director.
   
   b. **Occupational Violence**
      
      i. The term occupational violence applies to all forms of physical attacks on staff/volunteers.
      
      ii. We encourage all individuals who experience occupational violence to report it as soon as possible to the senior staff or Camp Director.
   
7. **Work Cover**
   
    a. Any staff or volunteer must report any incident at the camp that results in death or serious injury, or that exposes a person in the immediate vicinity to an immediate health or safety risk, to their senior staff member or Camp Director.
    
    b. The senior staff or Camp Director will be required to notify WorkSafe immediately, by telephoning 132 360.

8. **Sun protection**
   
    a. Staff, volunteers and participants are encouraged to adopt personal protection strategies including protective clothing, sunscreen and the wearing of hats.
    
    b. Broad spectrum SPF 30+ sunscreen will be provided and applied to all areas of exposed skin at least 20 minutes before going outside and reapplied every two hours.
    
    c. First aid reporting procedures are followed when an incident of sunburn or excessive sun exposure occurs on camp.

9. **Leader wellbeing**
   
    a. The safety of participants, staff and leaders is the first priority at all times. Following are guidelines to ensure that leaders are capable of properly performing their allocated tasks without compromising safety.
    
    b. The camp director and senior agency staff oversee the general wellbeing of the staff and volunteers on the camp.
    
    c. Staff and volunteers should assume the responsibility of ensuring that their fundamental needs (physical and emotional) are being met and they can perform their allocated tasks.
    
    d. A closing debrief to occur the last night of camp for staff and volunteers.
    
    e. Counseling is available if required.

10. **Privacy**
    
    a. All staff, volunteers and participants will have their privacy protected.
    
    b. Only necessary personal and/or health information will be collected and known by the participating agencies.
    
    c. Personal or health information will not be transferred to another organisation or person without written approval.
    
    d. Photo consent (as detailed in enrolment forms) will be requested before photos are published.
    
    e. Staff, volunteers or participants can lodge a formal complaint regarding the manner in which personal information is collected, used or disclosed.

> All staff, volunteers and participants will have their privacy protected.
Appendix Four
Participant Information Pack

Camp Date: 24th 27th May 2010
Camp Venue: Anglesea Recreation Camp

Information to be found in the pack:

- Horizons camp introduction
- Camp environment
- Preparing for Horizons camp
- What to bring
- Cost of the camp
- Pre camp introduction sessions

Camp introduction

YMCA Victoria and ‘Accompanying Agency’ are excited to offer you the opportunity to participate in the camping program. We aim to give you an opportunity to:

- Get away from your usual environment
- Try new activities
- Have fun
- Go beyond the Horizons you know

We may require your assistance to have the camping program evaluated by ORYGEN Research Centre. This may take form in a pre-camp evaluation, on the last day of camp and one at the post camp session. This will take about half an hour. Your honesty and cooperation will be much appreciated. And we will notify you as soon as possible if this type of evaluation is to occur.

We look forward to once again being part of your journey or assisting others for the first time to see what new Horizons can be created…

Camp environment

Anglesea Recreation Camp offers a tranquil environment situated on the sea side of the famous Great Ocean Road and tucked away in a beautiful, secluded, natural bush land setting, 4 to 4.5 hours drive from Wangaratta. It is situated on a beautiful natural bush land property with spectacular coastline, scenic rainforests and magnificent beaches.

In keeping with the tranquil environment, each participant should consider the environment they provide for the others around them. A major aspect of participating on a residential camp program is the interaction that you have with the others around you. Therefore, all the participants including the leaders should take the time to think of behaviours that will help to make the camp a happy and safe environment for everyone. We will explore this more on the first afternoon when you arrive at the camp.
Preparing for camp
Horizons is more than just a vacation. You will make friends and do things you never imagined. You might like to think of Horizons in the following ways to prepare for the camp and assist creating a great experience for yourself and others.

Consider camp as a learning experience:
This is an opportunity for you to explore a world beyond your home and local community. The people, environment and routine may be new to you. Everyone is in the same boat and this may be useful to remember when you feel nervous.

Learning new things can be rewarding but a challenging experience too.

Preparing for camp:
It is important to prepare and pack for camp a few days before you go. This will give you enough time to find everything and get the things you don’t have.

Talk about concerns:
If you are experiencing uneasiness about going away talk to family, friends or your support people. This will give you the opportunity to tackle any issues before going on camp.

Have realistic expectations:
Camp like the rest of life has its high and low points. Have a realistic view of what it might be like. You may also want to discuss some of the possible ups and downs you may experience with others.

What to bring
We have provided you with a check-list to help you with your packing for camp:
- Sleeping bag/doona/blankets and pillow
- Sheet
- Towels/face washer
- Toiletries (including toothbrush/paste, brush/comb, soap)
- Roll-on deodorant
- Practical clothing for all types of weather
- Pyjamas
- Shoes suitable for walking in the bush
- Change of shoes (in case of muddy or wet weather)
- Warm jumpers
- Socks and underwear
- Old clothes that can get dirty
- Bathers
- Sun hat
- Drink bottle
- Rain coat
- Torch
- Plastic bag for dirty clothes
- Medication (if required)

Please note:
Please mark your possessions clearly. Any processions are your responsibility. Alcohol or any illicit substance is not to be brought to camp or consumed whilst on camp.

Remember it is not wise to bring valuables to camp. We recommend leaving all valuables at home. YMCA Victoria takes no responsibility for loss or damage of valuables.

Cost of camp
Your contribution to YMCA Horizons camp is up to you. As a guide, other participants have contributed $10 per day for similar camps. Therefore a total cost of $40 for the camp.

You can talk directly to a staff member of YMCA and who will be one of the leaders on the camp; about what you are able to contribute. Payment can be via cash, payment plan, credit or cheque.

Remember it is up to you to decide what you are able to contribute and no-one should miss out because of not being able to pay.

Pre camp introduction sessions
Before heading off to camp together we will have two sessions where we can all get to know each other.

First session: Information session 15th May 2010.
Everyone receives information packs and enrolment forms. It is a chance to ask questions and find out as much as possible about camp.

Second session: This is our recreation get together on Thursday 13th May 2010. This will allow us to address any final questions before the camp as well as to have some fun in an activity yet to be chosen by the group. We will finalise enrolment forms and any other planning for the camp. The Orygen team will also be conducting the first part of the evaluation sequence on this day.

The Camp
Monday 24th to Thursday 27th of May 2010 at Anglesea Recreation Camp. We will have a wonderful time on the camp. The Orygen team will also be conducting the second part of the evaluation sequence on the last day.

Post camp session
Four weeks after camp sometime between March 1st – 5th we will also do another activity and catch up to see how everyone is after the camp. The Orygen team will be conducting the last part of the evaluation sequence.
REFERRAL AND ENROLMENT FORM

Steps is a three or four day residential camping experience. Participants share accommodation in rooms often with two or three other participants and also share bathroom facilities. Full catering is provided and access to shops is limited. Activities are conducted inside & outside and include mountain biking, initiative and team work activities, low rope & high rope courses, journaling and open campfires.

This form is the first phase of recruiting for the Steps camp. The information gathered will be used solely for the purpose of informing agencies involved with the program and to provide you with the best possible support on Steps.

I (print name of participant) hereby give permission for the release of information listed in this form to St. Luke's, Richmond Fellowship and YMCA Victoria for further communication with my support worker and general practitioners as required, solely for the purpose of providing support to me on Steps.

Signature: X Date: / / 

During the camp your forms will be in a secure location with the camp director. Beyond the duration of the camp your form will be stored in accordance with YMCA privacy policy (www.victoria.ymca.org.au) and privacy policies relating to your supporting agency.

### Participant information

#### Personal details

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<thead>
<tr>
<th>Surname:</th>
<th>First name:</th>
<th>Postcode:</th>
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<tr>
<th>Address:</th>
<th>D.o.B.</th>
<th>Gender: [ ] Male  [ ] Female</th>
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<tr>
<th>Tel:</th>
<th>Medicare number:</th>
<th>Healthcare card number:</th>
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#### Emergency contact person

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<tr>
<th>Relationship to participant:</th>
<th>Name:</th>
<th>Postcode:</th>
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<th>Address:</th>
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<th>(W)</th>
<th>(Mob)</th>
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#### Health Professional details – (Case Manager, or Psychiatrist)

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<th>Name:</th>
<th>Agency:</th>
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#### General Practitioner

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<th>Name:</th>
<th>Address:</th>
<th>Postcode:</th>
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<th>Tel:</th>
<th>(Mob)</th>
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#### Support Worker details

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<th>Name:</th>
<th>Agency:</th>
<th>Postcode:</th>
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<tr>
<th>Address:</th>
<th>(Mob)</th>
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Medical Conditions

Please tick ✓ any medical conditions you experience. Write down in the space provided the severity of the symptoms (light/moderate/severe) and details of any medication or treatment you require for the condition.

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<thead>
<tr>
<th>Condition</th>
<th>Last occurrence</th>
<th>Severity</th>
<th>Triggers</th>
<th>Med/treatment</th>
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<tbody>
<tr>
<td>✔ Asthma</td>
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<tr>
<td>✔ Diabetes</td>
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<td>✔ Epilepsy</td>
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<td>✔ Hepatitis</td>
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<td>✔ Menstrual cramps</td>
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<tr>
<td>✔ Heart Disease</td>
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Physical Illness

Name any physical illness or condition other than those listed above for which you are receiving treatment: ____________________________

Tetanus Injection

Year of last injection: ____________________________

Allergies:

Are you allergic to anything, for example Penicillin or other medications, foods, animals or bee stings? If yes, list allergies: ____________________________

Operations

Name any operations you have had in the last three years: ____________________________

Injuries

Have you suffered any of the following injuries? ✓ please tick

□ Hernia □ Dislocated joint □ Broken bone □ Sprains or strains □ Back pain □ Concussion □ Other (specify) ____________________________

Dietary requirements of participant: (For example: vegetarian/food allergies) ____________________________

Other relevant information

Please tell us anything else you think we should know about your health.

Declaration

I hereby state that the above information about myself is true and correct.

Signed: × ____________________________ Date: / / 

Where it is impractical to communicate with me, I authorise the leader in charge of these activities to consent to me receiving medical or surgical treatment or use of an ambulance as may be necessary, at my own cost.

Signed: × ____________________________ Date: / / 

The Camping Experience

There are certain expectations about being on camp which are different to how you may live at home. These include:

• Waking at 7am in the morning • Sharing a room with up to three other people • Being around a group of 20 people day and night • Listening and following instructions • Working with others to solve problems • Trusting other people and at times being physically close in activities • Refraining from using drugs and alcohol for the duration of the camp • Being physically active such as walking or riding a mountain bike • Participating in water based activities.

Please indicate on next page your level of ability (tick ✓ appropriate response)
Activity photographs are often taken at camp. I consent to any photographs being used for marketing or publicity purposes by the YMCA.

Signature: __________________ Date: __________________

Name of program provider
YMCA Victoria
1st floor, 152 Plenty Road, Preston 3072. Tel: 03 9480 1177 Fax: 03 9480 3699

This form is to be completed by the participant and a support person to the participant. The support person may be a family member, case manager, psychiatrist, mental health worker or a G.P.

Permission to release information
I (print name of participant) hereby give permission for the release of information listed in this form to St. Luke’s, Richmond Fellowship and YMCA Victoria for further communication with my support worker and general practitioners required, solely for the purpose of providing support to me on Steps.

Signature: __________________ Date: __________________

Activity photographs are often taken at camp. I consent to any photographs being used for marketing or publicity purposes by the YMCA.

Signature: __________________ Print name: __________________ Date: __________________

Support person details (person assisting to complete form)
Name: __________________________
Address: __________________________
________________________ Postcode: __________________________
Tel: (H) __________________________ (W) __________________________ (Mob) __________________________

Signature: __________________ Date: __________________

Carer Details
Does the participant have a carer? A carer is defined as anyone who has a significant supportive relationship to another person, and may include a family member, relative, partner or friend.

☐ Yes ☐ No (please tick) ☐ If yes provide personal details below.

Name: __________________________
Address: __________________________
Suburb: __________________________ Postcode: __________________________
Tel: __________________________ (Mob): __________________________

Talk to your worker and list the strategies that will help you to cope with the situations you might find difficult. These will aid camp leaders to provide the best support and preparation to make for a successful experience:

1. __________________
2. __________________
3. __________________
4. __________________
5. __________________
6. __________________

Please list other information that you think is relevant.

Supporting information form
Supporting information

What difficulties does the participant experience? ________________________________________________________________________________________________

What tends to make these difficulties worse, or make them more likely to occur? ________________________________________________________________________________________________

How does the participant react to difficulties? How do they cope with them? ________________________________________________________________________________________________

Are there any safety issues that we should know about (e.g., a tendency to violence towards self or others)? ________________________________________________________________________________________________

Does the participant need to be reminded to take medication? ________________________________________________________________________________________________

Please rate the participant's swimming ability (please tick): □ Can't swim □ Poor □ Average □ Strong

Other relevant information (include anything you believe to be relevant, e.g., licit or illicit drug use): ________________________________________________________________________________________________

Contingency Plan

In the event that it is necessary for the participant to return to Bendigo (Echuca, Castlemaine) before the scheduled end of the program, the following arrangement is in place.

Contact Name: ______________________ Relationship ______________________

Address ______________________ Postcode: ______________________

Tel: requires 24hr coverage (H) ______________________ (W) ______________________ (Mob) ______________________

What assistance will they provide (e.g., transport, accommodation and support)? ________________________________________________________________________________________________

Is the above person aware of their responsibility in relation to this plan? □ Yes □ No (please tick) □ Date they were made aware: / /

Address to which the participant will be returning (if different from that of the support person): ________________________________________________________________________________________________

Further Comments: ________________________________________________________________________________________________

My Personal Steps

What are some personal goals you wish to achieve from the Steps Camp?

1. ________________________________________________________________________________________________

2. ________________________________________________________________________________________________

3. ________________________________________________________________________________________________

4. ________________________________________________________________________________________________

Participant's acceptance of risk form

As a participant of Steps, I understand that I will be undertaking activities involving personal risk of injury. I also understand that my participation in the activities is voluntary. By signing this document and by voluntarily participating in the activities, I understand and accept the risks inherent in outdoor activities.

General:
Activities involve physical and possibly emotional exertion and are often undertaken outdoors. While leaders are trained and experienced, they are unable to guarantee complete protection from all risks.

Participant's name: ______________________

Date of Birth: ______________________

Signed: □ Date: / /

Support Worker declaration:
I have informed all participants of the risks associated with the above activities.

Signed (support staff member): □ Date: / /
# Appendix Six

## Leadership Framework Session Plan

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>Action</th>
<th>Useful Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 minutes</td>
<td>Introduce background and concept</td>
<td>• See Background (section 2.6)</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Establish VALUES. Three to four values that the participants will see in the leadership group, for example:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Positive, Open</td>
<td>• How do we want to be seen as a team?</td>
</tr>
<tr>
<td></td>
<td>• Enthusiastic, Energetic</td>
<td>• What would the participants like to get out of the camp?</td>
</tr>
<tr>
<td></td>
<td>• Supportive, Fun</td>
<td>• What would the participants like to see in the leaders?</td>
</tr>
<tr>
<td></td>
<td>• Honest, Trusted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Non judgmental</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Establish BEHAVIORS. Three to four behaviors that define the leadership team. For example:</td>
<td>• What things are important to be that sort of team? What are the behaviors that demonstrate these values?</td>
</tr>
<tr>
<td></td>
<td>• Encouraging</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respectful</td>
<td></td>
</tr>
<tr>
<td>2 minutes</td>
<td>Allow Feedback. Leaders should use the agreed Values and Behaviors to provide feedback from other leaders body language and behavior.</td>
<td>• The only thing you can comment on is behavior as thoughts and assumptions are complex and can be misinterpreted.</td>
</tr>
<tr>
<td></td>
<td>• Feedback is based on specific behaviors that relate to the unique leader framework. For example, I noticed that you were sitting and talking to other leaders when the activity was running. Is there a reason why you didn’t participate?</td>
<td></td>
</tr>
<tr>
<td>1 minute</td>
<td>Review final leadership framework and advise copy will be received in participants camp handbook.</td>
<td>• Any questions?</td>
</tr>
</tbody>
</table>

## Example of session outcomes

<table>
<thead>
<tr>
<th>VALUES</th>
<th>POSITIVE</th>
<th>ENTHUSIASTIC</th>
<th>SUPPORTIVE</th>
<th>HONEST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reframing from negative to positive</td>
<td>• Participating in activities</td>
<td>• Listening</td>
<td>• Open communication to leadership group and participants about experiences</td>
</tr>
<tr>
<td>BEHAVIORS</td>
<td>• Clapping and cheering</td>
<td>• Leading by example</td>
<td>• Engaging with participants</td>
<td>• Feedback addresses performance relating to our values</td>
</tr>
<tr>
<td></td>
<td>• Use encouraging language</td>
<td>• Providing physical support when appropriate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Appendix Seven**  
**Sample Four Day Program**

**Day One: Settling Individuals & Establishing Camp Environment**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Outcome</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00am</td>
<td>Travel from Wangaratta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30/noon</td>
<td>Lunch on way to Anglesea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30pm</td>
<td>• Arrival at Anglesea</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Room allocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.00pm</td>
<td>• Campsite Welcome and campsite tour</td>
<td>Settle in and become familiar with surroundings</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td></td>
<td>• Duty Group Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.45pm</td>
<td>AFTERNOON TEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.00pm</td>
<td>At the beach:</td>
<td>Establishing group norms</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td></td>
<td>• Ice breakers and some get to know you activities</td>
<td>Fun and organic social connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Horizons Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group Norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Play time/ beach walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.45pm</td>
<td>DUTY GROUP TO GET READY FOR DINNER</td>
<td></td>
<td>All Leadership group</td>
</tr>
<tr>
<td>6.00pm</td>
<td>DINNER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.00pm</td>
<td>Fuzzy bags and journal making</td>
<td>Reflection and building support network</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>8.30pm</td>
<td>Group meeting</td>
<td></td>
<td>All Leadership Group</td>
</tr>
</tbody>
</table>
## DAY TWO  DEVELOPING TEAMWORK

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Outcome</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30am</td>
<td>Wake up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.45am</td>
<td>DUTY GROUP TO GET READY FOR BREAKFAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00am</td>
<td>BREAKFAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00am (45 mins)</td>
<td>Archery Individual success</td>
<td>Introduce small groups and completing activity together</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>9.45am</td>
<td>2 groups: Bike ride or walk</td>
<td>Introduce small groups and completing activity together</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>10.45am</td>
<td>MORNING TEA half way for groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.15pm (90 mins)</td>
<td>Large group catch up about morning experience Rocking Good Time</td>
<td>Reflection &amp; sharing Trust building</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>12.30pm</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30pm (90 mins)</td>
<td>Low ropes Small groups helping individuals to complete tasks</td>
<td>Small groups helping individuals to complete tasks</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>3.00pm</td>
<td>AFTERNOON TEA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.30 (90 mins)</td>
<td>Survivor Challenge Water Based (canoe) Challenging team support and problem solving</td>
<td>Challenging team support and problem solving</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>5.00pm (30 mins)</td>
<td>Horizons Time Reflection or continue social connections</td>
<td>Reflection or continue social connections</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>5.45pm</td>
<td>DUTY GROUP TO GET READY FOR DINNER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.00pm</td>
<td>DINNER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.00pm</td>
<td>Trivia night</td>
<td>FUN Education</td>
<td>Leadership Group</td>
</tr>
<tr>
<td>8.30pm</td>
<td>Group meeting</td>
<td></td>
<td>All Leadership Group Group members</td>
</tr>
</tbody>
</table>
### Day Three

**Personal Challenge**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Outcome</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30am</td>
<td>Wake up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.45am</td>
<td>Duty Group to Get Ready for Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00am</td>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00am</td>
<td>Orienteering</td>
<td>Continue teamwork and problem solving</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>(90 mins)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30am</td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00am</td>
<td>Giant swing/pod</td>
<td>Pushing individual boundaries</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>(90 mins)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30pm</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30pm</td>
<td>Surfing</td>
<td>Highlight activity to push comfort zones and demonstrate participants abilities</td>
<td>External providers (Supported by Leadership Group)</td>
</tr>
<tr>
<td>3.00pm</td>
<td>Afternoon Tea at beach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.30pm</td>
<td>Group reflection at beach (Favourite activity selection for the next day)</td>
<td>Reflection</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>5.00pm</td>
<td>Horizons Time at beach or back to campsite</td>
<td>Continue social connections</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>(45 mins)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.45pm</td>
<td>Duty Group to Get Ready for Dinner</td>
<td></td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>6.00pm</td>
<td>Dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.00pm</td>
<td>Night Walk until FOF is ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00pm</td>
<td>Fire Of Friendship</td>
<td>Reflection, pushing social boundaries</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>9.00pm</td>
<td>Group meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Day Four

**Finish on a High**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Outcome</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.30am</td>
<td>Wake up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.45am</td>
<td>Duty Group to Get Ready for Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00am</td>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00am</td>
<td>Favourite activity (archery/low ropes/giant swing/walk/ride)</td>
<td>Finish with Highlight Activity</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>(90 mins)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30am</td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00am</td>
<td>Evaluation</td>
<td>Congratulations to everyone on their success!</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>(90 mins)</td>
<td>Fuzzies, Horizons Awards and Goodbye</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00pm</td>
<td>Lunch to take away or eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30pm</td>
<td>Departure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the Horizons camp!

**Camp site and details**

*‘Date’*

---

**Brief Timetable**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Outcome</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.15pm</td>
<td>Arrive and Welcome at Camp Wyuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Set up rooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30pm</td>
<td>Lunch (Camp Wyuna to supply)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.30pm</td>
<td>Group arrives at camp</td>
<td>Settle in</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td></td>
<td>• Camp Director Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Campsite Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.00pm</td>
<td>Ice breakers activities and campsite tour</td>
<td>Establishing group norms</td>
<td>Campsite Volunteers staff and Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td></td>
<td>• Group Norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Duty Group Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Horizons welcome Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.45pm</td>
<td>Marine Discovery Centre Visit “Look and Touch”</td>
<td>Introducing/reacquainting group with aquatic environment</td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>3:45pm</td>
<td>AFTERNOON TEA at Camp Wyuna</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:00pm</td>
<td>Swimming Pool Snorkeling</td>
<td>Skills development and personal challenge</td>
<td>Specialist YMCA Instructors (Supported by Leadership Group)</td>
</tr>
<tr>
<td>5:45pm</td>
<td>DUTY GROUP TO GET READY FOR DINNER</td>
<td></td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>6:00pm</td>
<td>DINNER</td>
<td></td>
<td>All Leadership Group</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Camp Key Leader to finish for the day</td>
</tr>
<tr>
<td>7:00pm</td>
<td>Fuzzy Story and Diary</td>
<td>Reflection &amp; building support network</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>9:00pm</td>
<td>Leader Meeting</td>
<td></td>
<td>All Leadership Group</td>
</tr>
</tbody>
</table>
### Brief Timetable

#### TUESDAY 1ST FEBRUARY

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Outcome</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am</td>
<td>Wake Up</td>
<td></td>
<td>Leadership Group</td>
</tr>
<tr>
<td>8.00am</td>
<td>DUTY GROUP TO GET READY FOR BREAKFAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15am</td>
<td>BREAKFAST</td>
<td></td>
<td>Campsite key leader will start shift 1 for the day. (Split Shift)</td>
</tr>
<tr>
<td>9:15 am (90 mins)</td>
<td>Rocking Good Time and potentially some initiatives</td>
<td>Individual challenge, pushing comfort zone</td>
<td>External providers (Supported by Leadership Group)</td>
</tr>
<tr>
<td>10.30am</td>
<td>Morning Tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.45am</td>
<td>Fishing Session/ And the Pier area Potential town exploration</td>
<td>Sense of History of community and its importance</td>
<td>Tour with Queenscliff Maritime Museum Staff Campsite Key Leader to lead fishing</td>
</tr>
<tr>
<td>12.00pm</td>
<td>LUNCH AT CAMPSITE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00pm</td>
<td>Survivor Challenge Water Based (canoe) the Canoe activity Initiatives</td>
<td>Highlight activity to push comfort zones and demonstrate participants abilities</td>
<td>Specialist YMCA Instructors (Supported by Leadership Group)</td>
</tr>
<tr>
<td>2:45pm – 3.00pm</td>
<td>AFTERNOON TEA (Queenscliff Yacht Club)</td>
<td></td>
<td>Campsite key leader to finish shift 1 @ 3:00pm</td>
</tr>
<tr>
<td>3.00pm</td>
<td>Snorkeling Experience in Port Phillip Bay</td>
<td>Individual challenge, pushing comfort zone Explore what lies beneath the surface of our beautiful bay</td>
<td>Specialist YMCA Instructors (Supported by Leadership Group)</td>
</tr>
<tr>
<td>5:30pm (15 mins)</td>
<td>Horizons Time</td>
<td>Reflection or continue social connections</td>
<td>Leadership Group Campsite key leader will start shift 2 for the day. (Split Shift)</td>
</tr>
<tr>
<td>5:45pm</td>
<td>DUTY GROUP TO GET READY FOR DINNER</td>
<td></td>
<td>Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
<tr>
<td>6:00pm</td>
<td>DINNER</td>
<td></td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>7:00pm</td>
<td>Night Walk until FOF is ready</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00pm</td>
<td>Fire Of Friendship</td>
<td>Reflection, pushing social boundaries</td>
<td>All Leadership Group</td>
</tr>
<tr>
<td>9:00pm ish</td>
<td>Leader Meeting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### WEDNESDAY 25TH MARCH

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Outcome</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30am</td>
<td>Wake Up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.00am</td>
<td>DUTY GROUP TO GET READY FOR BREAKFAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15am</td>
<td>BREAKFAST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15am (150 mins)</td>
<td>Learn to Surf Experience (Pt Lonsdale Surf School)</td>
<td>Finish with Highlight Activity</td>
<td>External providers (Supported by Leadership Group)</td>
</tr>
<tr>
<td>12:00pm</td>
<td>LUNCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.15pm (60 mins)</td>
<td>Oxygen Evaluation Fuzzies, Horizons Awards &amp; Goodbye</td>
<td>Congratulating participants on their successes</td>
<td>Oxygen Campsite Key Leader (Supported by Leadership Group)</td>
</tr>
</tbody>
</table>
## Our Leadership Framework

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Respect</th>
<th>Support/Enthusiasm/ Positive</th>
</tr>
</thead>
</table>
| BEHAVIORS | • Everyone has an equal opportunity  
• Listening  
• Empathy  
• Summarising  
• Humour without Sarcasm or Putdowns | • Positive Body Language  
• Strength Based words  
• Energy  
• FUN  
• Affirmation  
• Encouragement |

<table>
<thead>
<tr>
<th>VALUES</th>
<th>Honesty</th>
<th>Fairness</th>
</tr>
</thead>
</table>
| BEHAVIORS | • Transparency  
• Open  
• Listening  
• Trying and having a go  
• Experiencing | • Everyone fitting in  
• Work together  
• Flexibility  
• Non judgemental |

## Participant List

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Allergies</th>
<th>Diet/Other</th>
<th>Medications</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>xx</td>
<td>Bees</td>
<td></td>
<td>• Meds 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Meds 2 350mg Twice Daily</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Meds 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• See accompanying forms</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>xx</td>
<td>Strawberries</td>
<td>Diabetes – Diet managed</td>
<td>• Meds 1 200mg x4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Meds 2 300mg x2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Meds 3 350 mg x3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Challenges</th>
<th>Strategy</th>
<th>Other</th>
</tr>
</thead>
</table>
| John Smith   | Asthma (Cigarettes and heavy exercise)  
Other Mental Health concern | Talk to Worker | Non swimming |
| Jane Smith   | Diabetes (Moderate) | Lay on Bed Have some time alone | Right Leg Injured 10 years ago |
Roles & Responsibilities
Volunteers/Leaders

- To know where the participants are at all times
- To ensure the participants are well supervised at all times
- To keep other volunteers &/or staff informed about any major problems with participants
- To initiate discussion about the participants at leadership team meetings
- To have an awareness of participants regarding behavioural issues, health problems and other important information
- To approach camp director with any problems they feel the participant’s experience in regards to the program
- To dine with the participants at meal times
- To effectively take charge of the group in close association with the other volunteer leaders to present program segments
- Be prompt for all meals and activities
- To effectively lead the participants and encourage them to have full participation in activities
- To assist when called upon to help in the running of combined and special activities
- To be responsible for equipment used during program sessions and ensure that it is returned at the completion of the session and that the program stores are left in a tidy condition
- To report damaged, lost or defective equipment to the camp director at the conclusion of the program session
- To attend and participate in the leadership team meetings each evening
- Have a reserve of ideas for activities & games etc that can be used as fill ins

Roles & Responsibilities
Mental Health Agency Staff

- To know where the participants are at all times
- To ensure the participants are well supervised at all times
- To keep volunteers &/or other staff informed about any major problems with participants
- To initiate discussion about their participants at leadership team meetings
- To have a sound knowledge, preferably in written record of their participant regarding behavioural issues, health problems and other important information as a reference point
- To have an accurate record of medications & doses for participants in direct care & if necessary safe & secure storage of medications for participants who require this level of assistance
- To be a reference point for volunteers to approach with queries about the health of participants
- To approach the camp director with any problems they feel their participant is experiencing in regards to the program
- To dine with the participant at meal times
- Be prompt for all meals and activities
- To assist when called upon to help in the running of combined and special activities
- To participate in activities as much as possible and where appropriate
Roles and Responsibilities
Camp Director

- Liaise with agency staff, volunteers, campsite staff and other services leading up to, during and post camp.
- Coordinate and book all activities
- Manage and respond to any incidents pre-camp, during camp and post camp
- To oversee the camp at all times and ensure the camp runs smoothly
- Be the back-up to the nominated first aider
- Be the back-up to facilitate non-campsite led activities
- Facilitate evening leader meetings
- Liaise with the campsite Key Leader about any campsite related issues
- Provide a review of the program to agency staff, volunteers and campsite staff post camp
- To ensure the participants are well supervised at all times
- To keep other volunteers &/or staff informed about any major problems with participants
- To have an awareness of participants regarding behavioural issues, health problems and other important information
- To approach mental health agency staff with any problems they feel the participants experience in regards to the program
- To dine with the participants at meal times
- To effectively take charge of the group in close association with the other volunteer leaders to present program segments
- Be prompt for all meals and activities
- To effectively lead the participants and encourage them to have full participation in activities
- To assist when called upon to help in the running of combined and special activities
- Have a reserve of ideas for activities & games etc. that can be used as fill ins

Role and Responsibilities
Key Leader

- To oversee all the campsite based activities eg high ropes courses, giant swing, bike riding
- To help the participants feel welcome at the campsite
- To be involved with as much of the camp as possible and remain connected to the group
- To keep other volunteers &/or staff informed about any major problems with participants during campsite activities
- To support the volunteers and agency staff in their role of supporting the participants
- To be the link to introduce any new campsite staff that may be required for campsite activities
- To initiate discussion about the participants at leadership team meetings
- To have an awareness of participants regarding behavioural issues, health problems and other important information in order to be able to challenge them appropriately during activities
- To approach Camp Director with any problems they feel the participants experience in regards to the program
- To dine with the participants at meal times where possible
- To effectively take charge of the group in close association with the other volunteer leaders to present program segments
- Be prompt for all meals and activities
- To effectively lead the participants and encourage them to have full participation in activities
- To be responsible for equipment used during program sessions and ensure that it is returned at the completion of the session and that the program stores are left in a tidy condition
- To attend and participate in the leadership team meetings each evening
Emergency Phone Numbers

- Police / Fire / Ambulance: 000
- Mobile Phone Emergency: 112
- Poison Information: 13 11 26
- Local CAT: xxxx xxxx
- Mental Health Crisis Team: xxxx xxxx xxx
- Medical Centre (Barwon Heads): xxxx xxxx
- (Kensington Hill): xxxx xxxx
- YMCA Main Office contact: xxxx xxxx
- Campsite: xxxx xxxx
- MHS (location of service): xxxx xxxx
  reception: xxxx xxxx

Anything Else...

- Unsure of anything just ask the Camp Director
- First aid issues, Camp Director or appointed First Aider
- If you need some time to yourself/break, just ask Camp Director and we will work out the most convenient time for this to take place
- Communicate, communicate, communicate. This will help us prevent any issues, address any that do creep up and create the most effective and fun camp for everyone
- Get you know and learn from everyone. This will be a wonderful experience for you just as much as it will be for the participants
# Appendix Nine
Example of Risk Management Manual Contents

1. **Introduction**
   - Definitions
   - Program Abbreviations
   - Emergency Contact Numbers

2. **Participants - General**
   - Acceptance of Participants

3. **Leader Responsibilities**
   - Duty of Care
   - Child Abuse
   - Suitability to lead
   - Leader Well-being

4. **Camp Activities**
   - On-Site Activities Guidelines
   - Off-Site Activities
   - Closed Water Activities Guidelines
   - Open Water Activities Guidelines
   - Safe Food Handling
   - Food Safety Plan Camp Cooking

5. **Medication Management and First Aid Management**
   - YMCA First Aid Protocol Medication
   - Administering First Aid
   - Management of Snakes & First Aid

6. **Emergency Management Specific**
   - Emergency Procedures
     - Bushfire
     - Hiking Fire
     - Medical Emergency
     - Personal Threat
     - Black Out
     - Bomb Threat
     - Flood/Severe Storm
     - Hazardous Material
     - Missing Camper
     - Camper Abduction or Assault
     - Hostage Situation
     - Gas Leak
     - Emergency Contact Numbers
     - Post Emergency Management
     - Continuing Camp
     - Campers
     - Guardians of Camper
     - Media Management
     - Counseling
     - Leaders

7. **Transport of Children**
   - Driving
   - Car Safe Checklist

8. **Illness and Injury Prevention**
   - Slips, Trips and Falls
   - Hepatitis B, Hepatitis C & HIV
   - Reducing the Risk of Injury from Sharps
   - Management of Body Fluid Accidents
   - Faecal Incident Management

9. **Privacy**
   - Privacy Policy

10. **Behaviour Management**
    - Behaviour Management Protocol

11. **Incident Reporting and Response**
    - Minor Incident
    - YMCA Major Incident
    - Significant Incident Notification
    - Incidents Report Form
    - Notifying guardians in the event of an injury
    - YMCA Witness Statement
    - Notifying WorkCover Authority
    - Investigation Report Format
    - Critical Incident Management
    - YMCA Critical Incident Management System
    - Critical Incident Response & Reporting Requirements
    - Counseling & Support

12. **Child Protection**
    - Safe Guarding Children and Young People Policy

13. **Occupational Health and Safety**
    - OH&S Policy
    - Health and Safety Guidelines Consultation and Issue Resolution
    - YMCA Consultative Arrangements for OHS
    - YMCA Issue Resolution Protocol

14. **Hazard Management**
    - Hazard Identification, Risk Assessment and Risk Control
    - Hazard Identification, Risk Assessment & Control Protocol
    - Hazard Identification, Risk Assessment and Control Plan
    - Master Risk Control Plan
    - Specific Hazards
    - Bullying and Occupational Violence
    - Dangerous Goods and Hazardous Substances
    - Manual Handling Activities
    - Working at Heights/Prevention of Falls
    - Confined Spaces
Appendix Ten
Sample Evaluation

Camp Review
This camp review aims to improve the processes leading up to and during camp. Your honest feedback will result in a better experience for everyone. Thank you.

Date of camp: ___________________________ Camp location: _______________________________________

Leading up to Camp
1. What information was useful leading up to camp? _______________________________________________

Participants:
Do you have any suggested improvements for this area? ____________________________________________

Leaders:
Do you have any suggested improvements for this area? ____________________________________________

2. How successful was the pre camp session(s) in giving you understanding of your role for camp? Do you have any suggested improvements for this area? ____________________________________________

3. How successful was the pre camp session(s) in giving you a sense of working as a team?
   a) Participants:
      Do you have any suggested improvements for this area? ____________________________________________

   b) Leaders:
      Do you have any suggested improvements for this area? ____________________________________________

4. What are your suggestions for improving the lead up to camp? ________________________________

During Camp
1. How would you rate: (1=poor, 2= fair, 3=good, 4=very good, 5=excellent)
   a) The leadership team's work together?

   1  2  3  4  5
   Please explain: ____________________________________________________________
a) The suitability of the activities?

<table>
<thead>
<tr>
<th>1</th>
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<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Please explain:

b) The facilitation of the activities during the camp?

<table>
<thead>
<tr>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Please explain:

c) Your achievement on camp?

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Please explain:

d) Enjoyment of the camp?

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Please explain:

2. What are your suggestions for improving the camp?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
This award is presented to

<Insert Camper Name>

For her participation in the
<Agency Name>
PHOENIX camp

on the <Insert camp Date>

May the memories of camp continue to elevate you to new heights
This award is presented to

Participants Name

For her participation on the “Agency Name”
HORIZONS camp “Date, Year”

May this memory of the time amongst friends bring a smile to your face and encourage you to discover more memories along your own horizon.
Appendix Twelve
Sample Budget Considerations

EXPENSES

Initial program Planning
salaried staff for 4-8 x 2 hourly meetings

Campsite
accommodation and meals (eg 4 days 3 nights – participants
– volunteers
– staff
activities per participant per day
key worker salary – 3-4 days while on camp

Pre Camp catchup 1
activities and any salaried staff

Pre Camp catchup 2
activities and any salaried staff

Post Camp catchup
activities and any salaried staff

Administration
printing of MOU’s, enrolment forms, awards, evaluation forms etc
petty cash for pre camp activities and catering
other admin costs as required

Salaries & Wages
camp time
administration time (approx. 5 days)

Travel
bus and/or car hire
petrol for staff travel or when hiring vehicles

Insurance
if applicable

Management Fees
if applicable

Extra activities e.g.
surfing
# Appendix Thirteen
## The Warm Fuzzy – Lesson Plan

### OUTCOMES
Positive Affirmation activity – also a chance to be creative

### TIME REQUIREMENTS / PRE REQUISITES
60 minutes total (however the activity runs over the entire length of the camp)

### EQUIPMENT
The Fuzzy Story by Claude Steiner (can be found on google)
Paper bags/Envelopes (to put fuzzies in)
Coloured fabric / Pens/ Textas /Arts and craft materials for decorating

### ADDITIONAL NOTES/TIPS
Always ensure that the fuzzies are screened before being given to the participants at the end of the camp.

### SESSION PLAN

<table>
<thead>
<tr>
<th>Time Allocation</th>
<th>Action</th>
<th>Other info</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 mins</td>
<td><strong>Introduction/Explanation/Reading of the fuzzy story</strong>&lt;br&gt;The Facilitator will read the fuzzy story to the participants</td>
<td>Often the main characters of the stories ie names and identities are changed to suit the theme of the camp. eg. if it was a ‘space’ themed camp the main characters names might be Luke Skywalker and Princess Leia</td>
</tr>
<tr>
<td>5 min</td>
<td><strong>The moral of the story</strong>&lt;br&gt;Explain to the participants that the idea of the story is to spread positivity and the way that they are going to do that is by writing each other positive messages (or warm fuzzies) on paper and deliver those to each persons fuzzy bag.</td>
<td>It is good to explain how these positive messages will be taken home by the person you are gifting them too, and often these can be just as powerful 6 month or even 6 years down the track.</td>
</tr>
<tr>
<td>Approx. 35 mins</td>
<td><strong>Create the Bags</strong>&lt;br&gt;• Individually each person is to create a fuzzy bag that they feel represents them.&lt;br&gt;• These bags will then be hung up in an easy to access spot so people can deliver fuzzies throughout the weekend.</td>
<td>Allow time throughout the weekend for people to stop and write each other fuzzies. This is a great filler activity during down time.</td>
</tr>
<tr>
<td>Ongoing</td>
<td>Allow time throughout the weekend for people to stop and write each other fuzzies</td>
<td>This is a great filler activity during down time.</td>
</tr>
<tr>
<td></td>
<td><strong>IMPORTANT</strong>&lt;br&gt;Always ensure that the fuzzies are screened before being given to the participants at the end of the camp.</td>
<td>This will ensure that no person is sent home with a message that might be considered negative and ensures that everyone has some warm fuzzies in their bag</td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

This project and manual is the result of the efforts of many people and organisations. Firstly we must thank Sport and Recreation Victoria (SRV) for funding and guiding the development of this project, and ultimately this manual. We must also acknowledge YMCA Victoria, for committing to designing and building a program that enhances the camping sector’s capacity to meet the needs of our broader community. A big thank you goes to Liz Leorke, Project Director, who developed the model and approached the entire project with much passion, creativity and open mindedness.

We would like to acknowledge the contributions from the range of people and organisations that supported the development of the project with their participation on the Advisory Council. We would also like to acknowledge the enormous contribution from the staff from the range of agencies who partnered with us to get each pilot program ‘off the ground’.

Orygen Youth Health Research Centre was integral in determining the outcomes of the project, and we thank them for their invaluable contribution.

Lastly, and perhaps most importantly, we must acknowledge all the participants who so willingly took part in the program and the evaluation process. In many cases these individuals stepped completely out of their ‘comfort zone’. Their contribution ultimately determined the success of the project.

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• Liz Leorke YMCA Victoria
• Ann Nicholson YMCA Victoria
• David Pethrick Australian Camps Association
• Melissa Finlayson SRV
• Isabell Collins VIMIAC
• Marg Brooks St Lukes
• Hans Van Der Graff Mind Australia

PARTNER AGENCIES

• St Lukes Bendigo
• Maine Connection
• Mind Australia
• St Vincent’s Victorian Transcultural Psychiatry Unit
• Aspire Warrnambool
• Centrecare
• Peninsula Support Services
• Maroondah CCU
• Sacred Heart Mission
• Orygen Youth Health Research Centre
• North East Health
• Prahran Mission
• Bendigo Health
• Ramsay Health
• Headspace Barwon
• Eastern CAMHS

YMCA Victoria is a not-for-profit community organisation which builds strong people, families and communities through health, fitness and other programs

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