



UC Davis Campus Recreation Youth Programs

Summer Staff Trail Guide

TABLE OF CONTENTS

- I. WELCOME
- II. INTRODUCTION
 - A. UC DAVIS CAMPUS RECREATION OVERVIEW
 - B. UC DAVIS YOUTH PROGRAMS OVERVIEW
 - C. YOUTH PROGRAMS ORGANIZATIONAL STRUCTURE
- III. EXPECTATIONS AND POLICIES
 - A. EXPECTATIONS
 - B. STAFF POLICIES
 - C. SEXUAL HARASSMENT
 - D. WORKER'S COMPENSATION
 - E. UC DAVIS PRINCIPLES OF COMMUNITY
- IV. RISK MANAGEMENT
 - A. EMERGENCY COMMUNICATION
 - B. EMERGENCY PROCEDURES
 - C. INCIDENT REPORTS
 - D. NEXTEL COMMUNICATION
 - E. MEDICAL, FIRST-AID AND INJURY PROCEDURES
 - F. UNIVERSAL PRECAUTIONS
 - G. CHILD ABUSE
 - H. MATERIAL SAFETY DATA SHEETS
- V. PROGRAM INFORMATION AND LOGISTICS
 - A. PROGRAM DESCRIPTIONS
 - B. FACILITY INFORMATION
 - C. PROGRAM SCHEDULES
 - D. GENERAL CAMP PROCEDURES
 - E. TYPICAL WEEKLY STAFF RESPONSIBILITIES
 - F. SUPPLY & EQUIPMENT MANAGEMENT
 - G. REGISTRATION MANAGEMENT
- VI. COUNSELOR SKILLS
 - A. SUPERVISION
 - B. LEADING ACTIVITIES
 - C. APIE
 - D. BEHAVIOR MANAGEMENT
 - E. RATIONALE FOR DISCIPLINE
 - F. COMMUNICATING WITH PARENTS
 - G. CUSTOMER SERVICE

WELCOME!

I don't know what your destiny will be,
but one thing I do know:
the only ones among you
who will be really happy
are those who have sought
and found how to serve.
- Albert Schweitzer

Thank you for joining the Campus Recreation Summer Youth Programs staff. You play a vital role in the implementation and success of our programs. This handbook should be used as a reference for an overview of Campus Recreation and the areas of training that are common to all units. It will supplement central- and unit-specific training.

THE TEAM COMMANDMENTS

1. Help each other be right, not wrong
2. Look for ways to make new ideas work, not for reasons they won't
3. If in doubt, check it out. Don't make negative assumptions about each other
4. Help each other win and take pride in each other's victories
5. Speak positively about each other and Youth Programs at every opportunity
6. Maintain a positive mental attitude no matter what the circumstances
7. Act with initiative and courage, as if all depends on you
8. Do everything with enthusiasm: it's contagious
9. Whatever you want, give it away
10. Don't lose faith in the group
AND
HAVE FUN!!

I. INTRODUCTION

One Hundred Years from now
it will not matter
what kind of car I drove,
what kind of house I lived in,
how much money was in my bank account
nor what my clothes looked like.
But the world may be a better place because
I was important in the life of a child.
-Forest Witcraft



TEAMWORK IS IMPORTANT

Even though my typewriter is an old model, it works quite well, except for one of the keys. I wished many times that it worked perfectly. It is true that there are forty-one keys that function well enough, but just one key not working makes the difference. Sometimes it seems to me that our camp is somewhat like this typewriter...not all the people are working. You say to yourself "well, I am only one person...I won't make or break a program." But it does make a difference, because any program to be effective, needs the active participation of every member. So the next time you think you are not needed, remember my typewriter and the story it tells.

-Author Unknown

UC Davis Campus Recreation Youth Programs offers its student staff opportunities to learn the value of campus and community involvement as well as develop excellent customer service. The position allows for the development of skills in communication, negotiation, listening, supervision, time management, conflict resolution and decision-making, as well as skills related to effective participation in groups and teams. In addition, it provides the means for students to learn strategies to manage and affect change.

A. UC DAVIS CAMPUS RECREATION OVERVIEW

Campus Recreation Vision

"We are committed to be a national leader through excellence in recreation, student development, and diverse opportunities."

Campus Recreation Mission

As a member of the Division of Student Affairs, the Department of Campus Recreation is committed to:

- Achieving high standards while providing diverse and dynamic recreational programs, services, and facilities to the University Community
- Providing student development opportunities through promotion & support of leadership positions; participation in mentoring; teaching of life skills
- Creating a community which supports student success through recruitment, retention, and engagement
- Providing the University community with experiences to create a balanced life style in support of health and wellness through creative outlets, entertainment, and social activity
- Advocating for the diversity and creativity of individuals and embracing the tradition of recreation on campus
- Promoting quality customer service, ethical practices, responsible and effective management of fiscal, facility, and personnel resources

Through the implementation of the Department of Campus Recreation's Mission Statement, we participate in the educational, research, teaching, and service mission of UC Davis.

Campus Recreation is a department within the division of Student Affairs that provides fitness, wellness, and recreation programs to the campus community through the operation and administration of the following: The UC Davis Activities and Recreation Center and Pavilion, (300,000 square feet of state of the art recreation and conference facilities), Intramural Sports and Clubs, Equestrian Center, Craft Center, Outdoor Adventures, Aquatics Program and Youth Programs. The Department constitutes 36 career employees and 500 student employees. While each unit specializes in very different activities, it is essential that you realize you are part of a larger department, and your actions may impact everyone.

B. UC DAVIS YOUTH PROGRAMS OVERVIEW

Program Philosophy

UC Davis Youth Programs is based on the belief that all children can benefit from experiencing recreation first hand. It is our belief that the relationships that are formed, the friendships that are made, the skills that are developed, and the experiences that are taken away from UC Davis Youth Programs will have a positive effect on each camper that will last a lifetime.

Program Focus

- The camp and recreation programs at UC Davis Youth Programs are based on the belief that recreational experiences offers an unusual opportunity for each camper to better understand and appreciate one's self, the human community, learn valuable recreation skills and develop an appreciation for the natural environment.
- The recreation environment provides infinite possibilities for experiencing nature, exploring, playing, problem solving, skill development, and socializing.
- The combination of these experiences can help campers broaden their views, realize their potential, and become active participants in their communities.

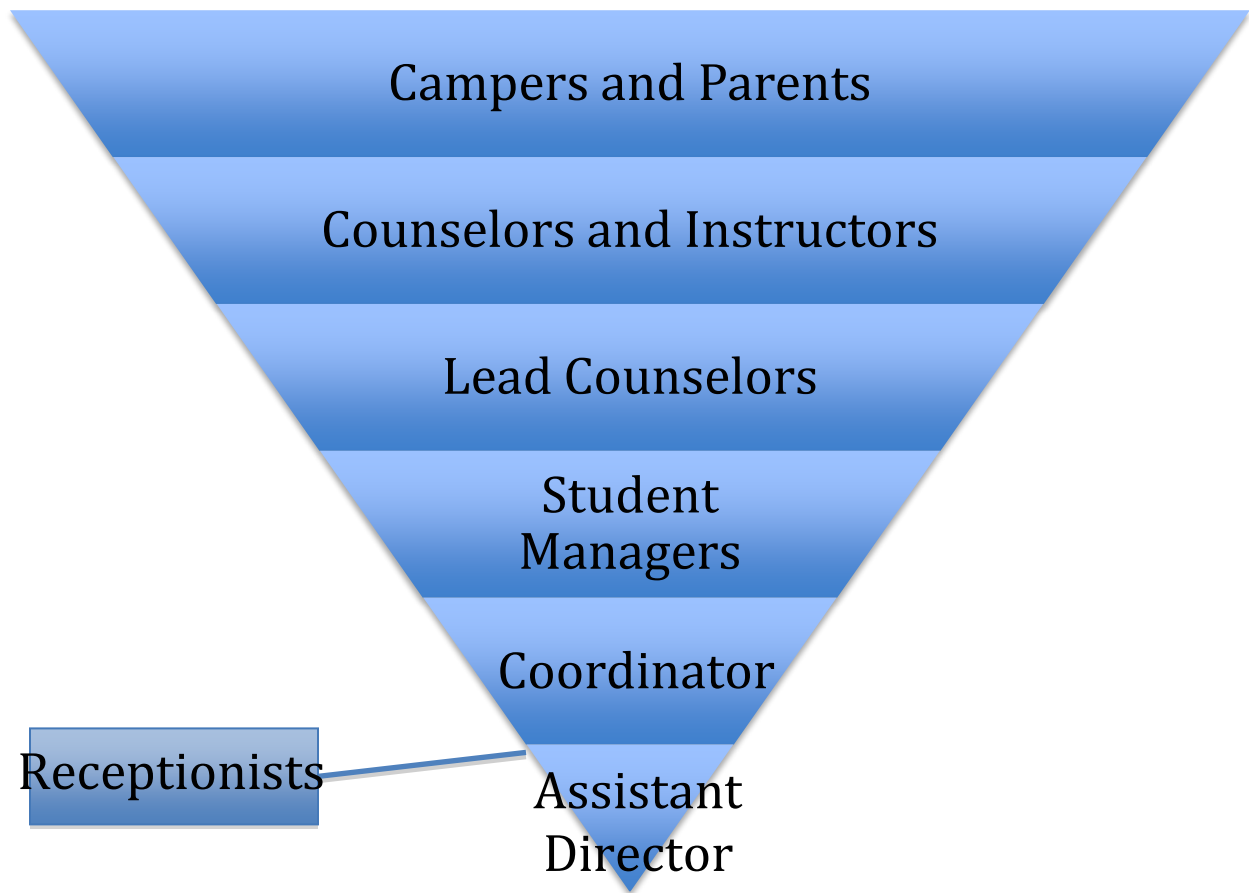
Program Goals for Participants

1. Provide opportunities that stimulate the development of each camper's **SELF-ESTEEM**.
2. Provide experiences that encourage **LEADERSHIP & INDEPENDENCE**.
3. Develop lifelong **RECREATION SKILLS** and **SOCIAL SKILLS**.
4. Help each camper develop an appreciation for his or her **ENVIRONMENT** and **COMMUNITY**.
5. Provide opportunities for **GROWTH and DEVELOPMENT**.
6. Have **FUN** while accomplishing goals.

Program Goals for Staff

1. Help each staff member learn to be a **POSITIVE ROLE MODEL**.
2. Provide opportunities that stimulate the development of each staff member's **LEADERSHIP** style.
3. Build **CONFIDENCE** when handling challenging situations involving youth, parents and peers.
4. Learn how **PROFESSIONALISM** at work relates to all aspects of their lives.
5. Have **FUN** while accomplishing goals.

C. YOUTH PROGRAMS ORGANIZATIONAL STRUCTURE



Camp Administration Team

The role of the Administration Team is to provide support and guidance to the entire camp team.

Assistant Director, Youth Programs (ADYP): *Jeff Heiser*

Under the direction of the Associate Director of Campus Recreation, the ADYP has oversight of Youth Programs Unit, which currently serves 3000 youth annually. In addition, the ADYP: manages the annual operating budget, ensures that all risk management procedures are consistently applied throughout all youth activities, oversees the registration process for all youth program enrollees, and creates and implements a comprehensive student development program for youth program employees, recruits, hires, trains, supervises and evaluates over 70 student employees. Specifically, will supervise the Student Manager who is responsible for staff management (Staff Supervisor) including recruitment, hiring, training, evaluating, as well as providing direction to camper and staff interactions.

Coordinator, Youth Programs (CYP): *Holly Bates*

Under the direction of the ADYP, the CYP is responsible for planning, developing, scheduling and implementing comprehensive youth and teen programming for the campus and surrounding communities. In addition, the CYP: manages program budgets, fee handling procedures and procurement of supplies, equipment and services, and oversees registration process and record keeping. Specifically, supervises the Student Manager(s) who are responsible for program management (Program Supervisor) and administration/registration, (Registration Supervisor).

Registration Supervisor: *Kim Kuang*

Under the direction of the CYP, this position assists in coordinating camps and swim lessons as assigned within the areas of program management. As the Program Supervisor, responsibilities include: Coordinate details of Youth Programs camps and events; Plan, implement, and facilitate various high quality and age-appropriate activities for participants; Reserve and confirm activity locations; Order and maintain supplies for all camps; Ensure all camp environments are clean and safe, maintain equipment and tools as needed; Immediately correct any unsafe or unhealthy conditions onsite or bring them to the Professional Staff's attention; Attend weekly staff meetings to discuss policies, camp issues, etc; Assist instructors/counselors with curriculum planning to ensure projects are high-quality and age-appropriate; Assist camp staff as necessary to fill in for missing staff, potentially supervise youth in large, unconfined areas; Act as the first point of contact for participants and parents, provide information and handle complaints; Build and maintain rapport with parents, participants and other Youth Programs staff; Open and close facilities while camp is in session and inspect daily; Additional Tasks as Assigned.

Program Supervisor: *Kim Baden*

Under the direction of the CYP, this position assists in coordinating camps and swim lessons as assigned within the area of registration management. As the Registration Supervisor, responsibilities include: Customer Service and Paper Work Management; Act as the first point of contact for participants and parents, provide information and handle complaints; Help register participants using the online registration program and collect all needed forms; Complete administrative tasks as necessary, including compiling and maintaining database information, filing, and any other tasks as assigned; Complete end-of-summer camp report; Cash handling and verifying cash collections for registrations and refunds; Evaluate the overall structure and effectiveness of each camp; Collect participant and family evaluations and ensure appropriate response to the expressed needs and interests; Immediately correct any unsafe or unhealthy conditions onsite or bring them to the Professional Staff's attention; Assist camp staff as necessary to fill in for missing staff, potentially supervising youth in large, unconfined areas; Additional Tasks as Assigned.

Staff Supervisor: *Joe Carozza*

Under the direction of the ADYP, this position assists in coordinating camps and swim lessons as assigned within the area of staff management. As the Staff Supervise, responsibilities include: Supervision of Youth Programs Student Staff and Campers; Assist with recruitment, interviewing, selecting, training and evaluating student staff; Supervise camp staff and participants during camp; Immediately correct any unsafe or unhealthy conditions onsite or bring them to the Professional Staff's attention; Assist camp staff as necessary to fill in for missing staff, potentially supervising youth in large, unconfined areas; Provide assistance with youth management and discipline; Act as the first point of contact for participants and parents, provide information and handle complaints; Process Accident Reports; Communicate issues and camper concerns with parents; Additional Tasks as Assigned.

Receptionist: *Sarah Johnson, Avery Miller*

Under the supervision of the CYP, Receptionists will: Act as first point of contact for participants and parents; answer questions and provide information on all youth programs; Help register participants and collect all needed forms; Build and maintain rapport with parents, participants, and other youth program staff; Complete administrative tasks as necessary for professional and student camp staff, including compiling and maintaining database information, filing, and processing refunds; Coordinate and assist in the hiring process for student staff; Attend weekly staff meetings with other camp staff to discuss policies, camp issues, etc.; Compile end-of-summer camp reports to help evaluate each camp's overall structure and effectiveness

Lead Counselor, All Camps

In addition to all the responsibilities of the counselor position, under the supervision of the Staff Supervisor, Lead Counselors will lead camp specific staff meetings, supervise camp specific counselors and assess performance, be responsible for checking in and out kids, will be the first point of contact on site for parents, student managers and office staff, and will ensure that camp is running safely and on schedule. Specific program and camp areas have additional specific responsibilities, including, but not limited to: scheduling speakers, ensuring permits for trips, field trip preparation, parent communications, leading specific program instruction, coordinate shows and presentations for parents, assist with purchasing supplies, equipment management and more.

Counselor, All Camps

Under the supervision of the Staff Supervisor, Counselors supervise groups of children and youth of various grade levels depending on the program, facilitate program rules, regulations, and ensure safety of participants and staff; greet parents/guardians and supervise children at camp and during check-in and check-out; escort campers to and from each program; maintain supplies, equipment, and cleanliness of assigned facilities, plan and implement specific recreational activities for children and youth; attend to injuries/illness and immediately correct any unsafe/unhealthy conditions; assist parents/guardians with any inquiries about Youth Programs; actively participate in staff training and all meetings; assist supervisors as needed. Specific program and camp areas have additional specific responsibilities, including, but not limited to: driving, equipment maintenance and cleaning, trip planning, transferring participants from one program to another, leading specific program instruction and more.

Swim Instructor (Ages Infant-15)

Under the supervision of the Staff Supervisor, Swim Instructors will, but are not limited to: Teach swim lessons to adult and children of all ages. Instructors are needed during the spring and summer. Instructors are responsible for building lessons plans, performing set up and take down for their lesson, including kickboards and toys as well as other duties as assigned by Staff Supervisor.

II. EXPECTATIONS AND POLICIES

As the old man walked the beach at dawn, he noticed a young man ahead of him picking up starfish and flinging them into the ocean.

Finally, catching up to the youth, he asked why he was doing this. The answer was that the stranded starfish would die if left in the morning sun.

“But the beach goes on for miles and there are millions of starfish,” countered the other.

“How can your efforts make any difference?”

The young man looked at the starfish in his hand and threw him safely into the ocean waves.

“It makes a difference to this one,” he said.

- Anonymous

A. EXPECTATIONS

This is a fast-paced, but casual workplace. While we want our staff to enjoy coming to work, we also have to make sure we are offering the safest and highest quality program. To this end, we have the following general expectations:

- Act as a representative of the University, Campus Recreation and Youth Programs by conducting yourself as a professional at all times and being a positive role model.
- No staff person is ever to consume or be under the influence of alcohol or drugs, or carry firearms during working hours. Failure to comply will result in automatic dismissal from program.
- Arrive on time and notify the Staff Supervisor first then other Camp Administration Team Member if you are going to be late or sick.
- Be knowledgeable about Campus Recreation and Youth Programs in general.
- Be proactive, not reactive. Take care of issues before they become bigger problems. Think ahead!
- Take initiative. If you see areas for improvement, we want to hear about them.
- Work on camp tasks while on shift. While working, you should be overseeing your camp and watching the children in general.
- Do not bring others to work with you.
- Safety first. Always keep the children's emotional and physical safety as your ultimate priority in every activity that you do, game that you lead, decision that you make, etc.
- Follow through with tasks assigned to you by your supervisor in a timely manner, being certain to ask questions when you need clarification.
- Keep a healthy balance between your professional and personal lives. Get plenty of rest so that you are prepared for each day and avoid bringing your personal problems to work for a more efficient work environment.
- Build and maintain excellent rapport and communication with staff. It is important to inform staff of any changes to camp. This way, we can relay the same, correct information to parents.
- Build and maintain excellent rapport and communication with parents. Be the first to approach and introduce yourself to parents.
- Be a positive role model for youth. Keep in mind these children can see everything you do. They view you as their role model so always be on your best, most professional behavior.
- Camp is for the camper. Although we want staff to have a great time, your number one priority is ensuring the safety and enjoyable experience of all your campers.
- No cell phones while on duty (unless contacting EMS or YPAO or another staff member for a work related conversation). This means no texting, no calls, no looking at your phone, no checking voicemail and don't even pull your phone out of your pocket to look at the time. Our campers may have to compete with their parent's cell phones for attention, don't make them compete for yours!
- Never be alone with a child. Always remember the "Rule of 3."

Failure to comply with the above expectations, or others outlined during training may result in the following:

- a. Verbal warning (given by Staff Supervisor, CYP or ADYP).
- b. Written warning (documented by CYP or ADYP).
- c. Dismissal from program.

B. STAFF POLICIES

Absences

If you are unable to work due to illness, injury, or an unexpected emergency, immediately contact the Staff Supervisor and ADYP then attempt to find someone to cover for you. If s/he is out of the office, leave a message on their personal cell phone. All other absences must have prior approval and be covered by another staff person with equal qualifications.

Background Check/ Fingerprinting

All staff must get fingerprinted through the UC Davis Police Department. Employment is contingent upon completion of a background check.

Change of Address or Phone Number

Please inform the CYP or ADYP immediately if your address or phone number changes. W-2 forms go to the address on file with the Campus Recreation Payroll Manager.

Confidentiality

At work, you may be trusted with confidential information. It is expected that you will treat this information in a professional manner and will not share it with unauthorized staff or the general public. Also, all incident/ accident forms are for department use only and are never shared with parents, the general public, nor the media.

Dress Code

Dress requirements are program specific, please check with the Program Supervisor. However, please remember you are constantly in the eyes of parents, youth, general public, and peers. Also, the youth with whom you will be working are very impressionable. Simply use your best judgment and dress for the job for which you've been hired. Think kid appropriate "play clothes."

- All camp staff must wear their camp staff t-shirt and nametag Monday through Friday during camp.
- Non-revealing and age appropriate shirts and shorts/pants must be worn while working and a modest swimsuit and/or cover up for the Rec Pool. Also monitor children's attire for the same things
- Closed toe shoes must be worn at all times. You may wear sandals when you get to the Rec Pool

Employee Behavior

All staff members represent the University of California and Campus Recreation and are expected to be respectful, courteous, and safe. **No staff person is ever to consume alcohol, take drugs, smoke, or carry firearms before or during working hours.** Also, please use appropriate language for the ears of youth. Profanity does not have a place in this program.

It is crucial that staff work together to maintain a happy, harmonious, and educational environment. At no time should anyone's behavior imply, directly or indirectly to the degradation of women or men. Actions, words, and gestures can be construed and misinterpreted as an act of sexual harassment. Please be aware, set an example for the young people with whom you will be working with, and quickly put an end to anything you believe could be misinterpreted.

Media

If the media contacts you in anyway, they are to be referred to the ADYP who will refer them to the Assistant Director of Marketing. Never make a statement about a participant, staff member or incident. Never say "No Comment."

Parent Letter

One week before each camp, the Registration Supervisor, or designated staff, will send an e-mail to all parents/guardians outlining important information they need to know for camp, such as snacks, lunch, swimsuit, towel, etc. In your camp specific training, you will see your camp's version. Review it so that you know what we have told parents.

Pay

The ADYP determines pay rates at your time of hire. Camp staff does not receive vacation pay. Overtime *must* have prior approval. If OT is approved, you will be paid at time and a half.

Performance Evaluations

General group feedback will be given during bi-weekly staff meetings to touch bases on how camp is going, supply needs, and review class/camp curriculum. Staff will fill out evaluations halfway through the summer and at the end of summer. At the end of the summer, all staff members will meet with the staff supervisor to review their summer camp performance and their end-of-the-summer evaluation/closing camp packets.

Sick Leave

In order to receive sick leave pay, you must have accumulated sick leave. Accumulation of hours is based on the number of hours that you have previously worked during a given month. It is not frequent that summer staff will work enough to accrue sick leave.

Staff Meetings and Training

Staff meetings times will be as listed below and trainings will be determined by the Supervisors. Unless you have prior approval from the Staff Supervisor, all staff meetings and trainings are **mandatory**. This time is used to cover important information, material and skills that will benefit the program and staff team.

Staff-to-Staff Communication and Grievance Policy

Program success relies heavily on our ability to work together as a team to create a comfortable environment for the children. Working with other staff can be tricky because we have a multitude of personalities and supervision styles. When dealing with staff, please remember that you are to always treat each other with dignity and respect regardless of how you personally feel about that individual. Keep the following in mind:

1. If you have an issue with a staff person, always give him/her the benefit of the doubt first. Talk to him/her, explain your issue and give them an opportunity to resolve the issue with you.
2. Never belittle or question a staff person in front of children or parents. If you have something to say, pull him/her aside.
3. Never assume that what you tell another staff will remain confidential. Humans, by nature, often share information with other people so the gossip web can spread quickly.
4. Keep work and personal relationships separate, especially in front of the kids!
5. If you have tried resolving the issue and have not been successful, let the Staff Supervisor be aware of the situation and perhaps act as a mediator between the two of you.

If you have a problem with the Staff Supervisor, or he/she fails to facilitate problem solving between staff members, please contact the ADYP at 530.752.2955 or arrange for a meeting in the office.

Timesheets

Timesheets/cards are due every two weeks (by the end of Saturday). Each Youth Programs staff member is required to fill out an online timesheet. In the notes section of each day, indicate which hours you have worked (e.g. 8:30 a.m. – 12:30 p.m.) and work done and if you and when have taken a break or lunch. An example: “8am-12:30am, Craft camp”

Every day, the Camp Lead Counselor will provide a check in/ check out that you are required to fill out in addition to the online one. The hardcopy will indicate which hours you have worked, breaks or lunches you have taken, and any Aggie Afternoon hours that you have worked. This hardcopy sheet is due to the Staff Supervisor every Friday before your online timesheet is due. This paper version must match the online version or the online timesheet will be rejected. Late or rejected timesheets are not guaranteed to be paid on time. It is your responsibility to make sure they are correctly submitted at the appropriate time.

C. SEXUAL HARASSMENT

Information provided below is from University Policy and Procedure Manual (PPM) Section 380-12, <http://manuals.ucdavis.edu/ppm/380/380-12.htm>. It is very procedural and formal, but its content is important. Everyone has the right to work and participate in a harassment-free environment. For all sections of Sexual Harassment in the PPM, please refer to the web address listed above.

Definition of Sexual Harassment

A. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of this conduct explicitly or implicitly:

1. Affects a person’s employment or education;
2. Unreasonably interferes with a person’s work or educational performance; or
3. Creates an intimidating, hostile or offensive working or learning environment

B. Persons affected--Sexual harassment may include incidents between any members of the UC community, including academic personnel, staff, coaches, house staff, students, and non-student or non-employee participants in UC programs, such as vendors, contractors, visitors, and patients. Sexual harassment may occur in hierarchical relationships, between peers, or between persons of the same or opposite sex.

C. Context--In determining whether the reported conduct constitutes sexual harassment, consideration shall be given to the record of the conduct as a whole and to the totality of the circumstances, including the context in which the conduct occurred.

D. Voluntary relationships--This policy covers unwelcome conduct of a sexual nature. Consensual romantic relationships between members of the UC community are subject to other UC policies (for example, the Faculty Code of Conduct provisions on faculty-student relationships, contained in Academic Personnel Manual Section 015). While romantic relationships between members of the UC community may begin as consensual, they may evolve into situations that lead to charges of sexual harassment, subject to this policy.

E. Gender discrimination--Harassment that is not sexual but is based on gender, sex-stereotyping, or sexual orientation is also prohibited by UC nondiscrimination policy. UC may take into account acts of discrimination based on gender, sex-stereotyping, or sexual orientation when enforcing the sexual harassment policy.

How to Make a Report of Sexual Harassment

A. Sexual Harassment Policy

Any member of the UC community may report sexual harassment. The report may be made to any of the designated officials, to the campus, or UCDHS Sexual Harassment Officer. The report shall be made as soon as possible after the alleged conduct occurs, optimally within one year.

1. Campus Sexual Harassment Officer: (530) 752-9255
2. UCDHS Sexual Harassment Officer: (916) 734-2259
3. Anonymous reports may be made to: A-CALL, (530) 752-2255, 4-CALL, or (916) 734-2255

B. Employee Policies and Contracts

Complaints or grievances alleging sexual harassment may also be filed under applicable grievance personnel policies or union contracts. See Section VII below.

C. Student Policies

A student may also file a complaint under the Student Grievance Procedure. Offices which receive such complaints shall report them to the campus Sexual Harassment Officer. See Section 280-05 and Policies Applying to Campus Activities, Organizations and Students, Section 110.00.

D. Whistleblower Policy

Any person may file a complaint under the UC Policy on Reporting and Investigating Allegations of Suspected Improper Governmental Activities. The whistleblower policy covers the reporting and investigation of violations of state or federal laws or regulations and UC policy, including sexual harassment. See Section 380-17 for more information.

D. WORKERS COMPENSATION

Benefits

An employee who has an injury or illness arising out of and in the course of employment may be eligible for benefits as defined by law. The benefits are:

Medical treatment.

- Temporary disability payments
- Permanent disability payments
- Vocational rehabilitation and reasonable accommodation
- Death benefit for dependents

Procedures

For the injured student staff member:

- An employee who has a work-related injury or illness shall **immediately** notify the ADYP or CYP. The ADYP shall then set the rest of this plan into motion
- If medical treatment is needed beyond first aid, go to Employee Health Services at 501 Oak Avenue, Davis. If time allows, the supervisor will contact EHS at 2-2330 to alert them to arrival of employee
- If immediate treatment is needed and Employee Health Services is closed, the employee may be sent to the Sutter-Davis Hospital Emergency Room or any other health care provider
- Outside of Davis, the employee may be sent to any health care provider
- If an employee asks for treatment for a work-related injury or illness, it shall be provided

Notices and Claims

The department shall follow the procedure outlined within one workday of learning that an employee:

1. Is absent from work on any day after the injury or illness occurred
2. Returns to work with medical restrictions
3. Requires medical treatment beyond first aid
4. Requests that a report be made

E. UC DAVIS PRINCIPLES OF COMMUNITY

"The University of California, Davis, is first and foremost an institution of **learning** and teaching, committed to **servicing** the needs of society. Our campus community reflects and is a part of a society comprising all races, creeds and social circumstances. The successful conduct of the university's affairs requires that every member of the university community acknowledge and practice the following basic principles:

We affirm the **inherent dignity** in all of us, and we strive to maintain a **climate of justice** marked by respect for each other. We acknowledge that our society carries within it historical and deep-rooted misunderstandings and biases, and therefore we will endeavor to foster **mutual understanding** among the many parts of our whole.

We affirm the right of freedom of expression within our community and affirm our commitment to the highest standards of **civility** and decency towards all. We recognize the right of every individual to think and speak as dictated by personal belief, to **express** any idea, and to disagree with or counter another's point of view, limited only by university regulations governing time, place and manner. We promote open expression of our individuality and our diversity within the bounds of **courtesy, sensitivity** and **respect**.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender, age, disability, sexual orientation, religious or political beliefs, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and **cherish** the richness contributed to our lives by our diversity. We take **pride** in our various achievements, and we **celebrate** our differences.

We recognize that each of us has an obligation to the community of which we have chosen to be a part. We will strive to build a true community of **spirit** and purpose based on **mutual respect** and caring."

<http://principles.ucdavis.edu/>

III. RISK MANAGEMENT

Life is like riding a bicycle.
You don't fall off
unless you stop pedaling

-Claude Pepper

This emergency procedure guide outlines the appropriate actions taken in response to incidents and accidents should they arise at a UC Davis Youth Program. These procedures will be reviewed during staff training and should be closely followed to ensure the safety of every individual in camp. The first thing to remember in an emergency is to remain calm and use common sense. This helps to keep others calm and prevent further injuries. It is also important to be calm in order to know the facts to provide information to management and professional staff.

Remember that because no one staff member will have all the correct facts, no staff member should make comments to any media or news person. All media should be referred to the Assistant Director of Youth Programs who will forward their information to the appropriate person. If the media should contact you, it is ok to say: "We are gathering information, in the meantime please contact the Assistant Director of Youth Programs." Give them the ADYP's office number and take their number so the ADYP can call them back. Never say "no comment."

In an emergency, you should:

- Remain calm
- Assess the situation quickly
- Protect your safety
- Protect safety of others
- Get help
- Be sensitive, helpful and caring

| Emergency Procedures: (Life Threatening) | Incident/Minor Injury Response Procedures: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> 7. Survey the scene, call 911, then immediately notify a Student Manager. 8. The Student Manager will immediately notify the Assistant Director of the Program Area and the ADYP (ADYP 1st if no AD on site) or Coordinator (CYP). 9. The ADYP or the CYP will initiate contact with the parent/guardian. 10. Create incident report for ADYP, staff debrief (youth if necessary) | <ol style="list-style-type: none"> 1. The counselor/instructor will notify a Student Manager when it happens. 2. The Student Manager will notify the ADYP or the CYP. 3. The Student Manager will contact the parent to inform them of the situation by the end of the camp day when the incident/accident occurred. 4. For a simple band-aid situation, parents will receive a Band-Aid report at the end of the day. |

When in doubt, enact emergency or incident procedures.

Department Notification and Communication Procedures: (DO NOT SHARE PHONE NUMBERS WITH ANYONE)

Call career staff members in the order listed for both emergencies and critical response. If you:

- Speak directly to them: they will take over notifying others.
- Leave a brief message: continue to the next person.
- Staff in grey should be contacted by career staff only.

| | | |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|
| 1 Jeff Heiser Assistant Director, YP (ADYP) Cell: 510.816.5298 Work: 530.752.2955 | 2 Holly Bates Coordinator, YP (CY) Cell: 916.612.0528 Work: 530.754.4304 | 3 Laura Hall Associate Director, Programs Work: 530.752.3500 Cell: 530.220.9929 |
| 4 Matt Fucile Associate Director, Operations Work: 530.752.3884 Cell: 530.979.1289 | 5 John Campbell Director, Campus Recreation Work: 530.754.9717 Cell: 530.979.6056 | 6 Michelle Famula ED, Campus Recreation, CAPS, and Student Health Center Work: 530.752.6559 |

Contact Numbers (by camp)

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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Jeff Heiser , Assistant Director, YP, Cell: 510.816.5298 Joe Carozza , Staff Supervisor Cell: 925.324.1255 | Holly Bates , Coordinator, YP Kim Kuang , Program Manager Cell: |
| Adventures in Enrichment Traci Schmidt, Director of EdForward Work: 530.752.2934 Aquatics Janna Tolla, Assistant Director, Aquatics Work: 530.752.1730 Aggie Afternoons YPAO- 530-754.4304 Band Camp Thomas Slabaugh, Assistant Director, CAMB Work: 530.752.9239 Bio Boot Camp Tabatha Yang, Education and Outreach Coordinator TBA Bowling Sophia Chew, Games Area Assistant Manager Work: 530.752.7190 Cooking Camp/ Kids, Farms and Foods YPAO- 530-754.4304 | Crafts Camps/Teen Craft Classes Jared Tolla, Assistant Director, Craft Center Work: 530.752.4372 Dance Camps/ BAM! Danielle Briscoe, Coordinator, Fitness and Wellness Work: 530.754.1048 Leaders in Training YPAO- 530-754.4304 Outdoor Adventures Jordy Margid, Assistant Director, Outdoor Adventures Work: 530.725.4362 Rectopia YPAO- 530-754.4304 Sportopia/ Sport Clinics/ Flag Football Frenzy Andy Ramirez, Assistant Director, Competitive Sports Work: 530.754.0126 Theater Camp YPAO- 530-754.4304 |

B. EMERGENCY PROCEDURES

No two emergencies are the same. While the various steps and suggestions outlined in these procedures represent the camp's guidelines, your own good judgment should be the final authority until you are able to contact assistance. The safety and well-being of the participants and staff at camp ALWAYS comes first. Emergency procedures will be discussed during pre-camp training with staff and with participants the first day of each camp. PREVENTION is the key, before, during, and after the incident.

Emergency Communication (used in most emergencies)

Should an accident or emergency occur at camp:

1. Take any immediate measures necessary to reduce danger or risk.
2. If the situation is life threatening, the victim appears unconscious, you suspect a head or neck injury, severe bleeding or there is an immediate threat to others, immediately call 911.
3. When calling 911:
 - a. Say your name
 - b. Age/sex and condition of victim or injured.
 - c. State you are calling from UCD Youth Programs and your location (MU, Craft Center, ARC, etc.)
 - d. What has been done by staff, SM, ADYP or CYP.

Then...

4. Contact any Student Manager (SM), Assistant Director Youth Programs (ADYP) or Coordinator of Youth Programs (CYP) using Nextel. If Nextel is not working, use cell phone numbers or office numbers.
5. The ADYP will notify the parent/guardian of the situation. The emergency contact numbers listed in the participant's files will be tried if parent/guardian cannot be reached.
6. Should the circumstances be such that legal counsel and/or the media need to be alerted, the ADYP or the Associate Director of Programs will handle the situation.

In all cases of accident or emergency, rely on your common sense. Employ your common sense in a calm and thoughtful manner. In cases of accident or emergency, and you are unsure of what to do, use your common sense and ask for help.

Procedures for Fire (no alarm)

1. If it is a small fire (i.e. wastebasket) evacuate area, then try to extinguish using fire extinguisher.
2. If fire is large or advanced, pull the nearest fire alarm, yell FIRE, and begin the evacuation procedure for that location.
3. Once fire alarm is pulled, Career Staff will contact Emergency Personnel if appropriate.

Fire Evacuation (when fire alarm is sounded)

1. Do not PANIC!
2. Be sure you have your Nextel and First Aid Kit and move quickly and quietly to the nearest exit and assemble your group in the designated evacuation location for that program area. Evacuation areas are at least 300 feet from the building.
3. If possible, one staff person should be assigned to the head of the evacuation line, another should be assigned to the back to ensure all participants and staff are evacuated safely. Never use an elevator to evacuate a building.
4. Lead Counselor or Student Manager will check any adjoining areas such as restrooms to be sure that everyone has been notified to evacuate the building.
5. After evacuation, the Lead Counselor or another staff needs to do both a participant and staff head count. If someone is missing, assign a staff member to notify Emergency Personnel. Do not re-enter a building or return to the site of a fire after participants have been evacuated!
6. Career staff will contact UPD to clear the building of danger.
7. Be sure and keep all participants clear of emergency personnel vehicles and staff.
8. Once the building is cleared by the appropriate authorities as being safe, return inside and resume camp if appropriate.

Earthquake

1. In the event of an earthquake, all persons will remain where they are, removing themselves from the danger of falling objects as much as possible. Gather participants under the nearest table or doorway.
2. After the earthquake, immediately report any injuries to a Student Manager or Career Staff. If life threatening, notify 911.
3. With your Nextel and First Aid Kit, evacuate all buildings when the earthquake has stopped and it appears that it is safe to do so.
4. Career staff will contact UPD to clear the building of danger.
5. Be sure and keep all participants clear of emergency personnel vehicles and staff.
6. Once the building is cleared by the appropriate authorities as being safe, return inside and resume camp if appropriate.

Lightening (When outside):

Stop all activities.

1. Move youth inside if possible.
2. Bring your Nextel and the First Aid kit.
3. Contact all camp staff and account for all youth.
4. Contact the Camp Administration Team to see what other accommodations can be made for that day.

At the Rec Pool: the lifeguards will be responsible for activating their Emergency Action Plan. Camp staff should be on hand to assist any way the pool staff deems appropriate.

Procedure for Lost, Missing or Runaway Participant

The most important safety principle in caring for children is maintaining proper supervision. Never leave participants unsupervised, not even for a short period of time. Head counts need to be made before departing from a location and after arriving at a new location. If a participant does become lost or missing, follow these steps:

1. Remain calm, quietly alert other staff of the situation.
2. Be sure that the participant is not either temporarily in another area, activity or with another group.
3. If the missing participant cannot be found in the immediate area, proceed (with your group) to the designated meeting area for that site. If you are at the pool, have the pool, staff announce the participant's name and meeting spot over the PA.
4. After you have searched the area for 1-2 minutes, if have not found the participant, notify a Student Manager.
5. Have all details prepared to give the following information:
 - a. Your present location and phone number
 - b. Name, address, and age of child involved
 - c. Description of child
 - d. Name of parent and phone number
 - e. Details of situation
6. Do not alarm the remaining participants and try to continue with routine activities. Instruct another staff member to take your group, and be sure the staff member accepts responsibility. Your supervisor will notify the ADYP and the CYP.
7. Continue to search the area, periodically checking back with your group and the meeting spot. Tell other staff to be on the look out for a missing participant.
8. The ADYP or the CYP will notify the authorities if the child is not found within one hour.
9. When the immediate emergency is over, complete an Incident Report and submit to your supervisor within 12-24 hours maximum. Also, take the time with staff members to debrief what happened and how to prevent it from happening again.

Intruders

Prevention: If you see someone in camp whom you do not recognize and is not accompanied by a staff member, please approach that person and ask "Can I help you?" Doing this with everyone provides excellent customer service as well as heads off potential problems before they start. Any individual who enters into camp without permission or who is behaving in a threatening way is considered an intruder.

1. If an intruder is present, alert a student manager. Give a description of the person and be sure to include:
 - a. Physical description (Approx. height and weight, clothes, shoes, etc)
 - b. Degree to which you believe the person poses a threat
 - c. Any additional information you feel would be useful
2. The supervisor's role is to alert the ADYP and the CYP, via Nextel or cell phone, who will assess the situation personally. The ADYP and CYP will make decisions about what to do (ex: approach the individual, escort the person out of camp, or call the police to intervene, etc).
3. Do the best you can to keep the intruder within your sights until another staff member has taken over the situation.
4. If an intruder poses a direct threat to you, do not place yourself in danger. If a threat is poised to a participant or participants, ensure they are removed from the dangerous situation immediately.

Kidnapping

Participants are to be picked up during designated times, at designated areas by designated people indicated on the registration forms.

1. DO NOT ALLOW ANYONE (stranger or known) TO REMOVE A PARTICIPANT FROM CAMP, unless prior arrangements have been made for an authorized person to pick up the child.
2. Often, custody battles can present themselves during the camp season. Please be sure to check that the person picking up a child during check-out is an authorized person.
3. Should a participant be taken from camp by an unauthorized person, get descriptions of all persons involved if possible (hair, clothes, height, license plate number, etc.). Notify the ADYP IMMEDIATELY!

Emergency Lockdown Procedures

Emergency lockdown procedures involve keeping the participants safely inside if an outside threat hampers the progress of an evacuation. Lockdowns should be conducted only if completely necessary, and can be initiated only by the ADYP. Anyone who believes a lockdown is needed must contact the ADYP (or their supervisor who will contact the ADYP).

Procedures – Hostile Intruder/Violent Student or Employee

1. Make an assessment of the situation and call ADYP.
2. Everyone in open areas is to seek shelter inside of the nearest building.
3. A silent evacuation should be considered if it can be conducted safely.
4. Lock and barricade doors, close windows and window treatments.
5. Turn off lights and everyone is to remain quiet and not enter open areas.
6. Crouch down in areas that are out of sight from doors and windows.
7. From your NEXTEL phone use the speed dial #9 to contact UPD dispatch (752-1230)
8. Please give the following information when calling UPD dispatch:
 - a. Who you are
 - b. The phone number that you are calling from
 - c. Where you are calling from (i.e. Rec Pool Lodge)
 - d. What happened
 - e. How many people are involved
 - f. Condition of the injured (if applicable)
 - g. What care is being given
 - h. Never hang up on the Dispatch operator; wait for the operator to end the call
9. Notify the ADYP about the progress of the situation.
10. Should the fire alarm sound, do not evacuate the building unless:
 - a. You know firsthand knowledge that there is a fire in the building, or
 - b. You have been advised by the Police/Fire department to evacuate the building, or
 - c. There is imminent danger in the immediate area.
11. Keep campers and others calm during a lockdown procedure. Reassure them about the situation and that help is on the way.
12. Complete an Incident Report after the situation has been handled.

Bomb Threats

1. When a bomb threat is received by the telephone, the person taking the message should keep the caller talking as long as possible and make written notes of the following:
 - a. Time and date of call
 - b. The assumed age of caller
 - c. Any distinguishing speech characteristics
 - d. What was said by the caller, as precisely and clearly as possible
 - e. Any background noises that may help identify the source of the call
 - f. The phone number of the caller (if phone is equipped with this function)
2. Notify the University Police immediately by calling the emergency number, 9-1-1. Also inform a Student Manager or ADYP. Always be sure to give the name of the building, room number, your name and telephone extension number.
3. The University Police will assign personnel to investigate the call and take whatever police action may be deemed necessary and reasonable for the safety of the campus community.
4. The Police will conduct a search of the building, or of specific locations in or around the building.
5. After an evaluation/assessment of the content of the bomb threat, the decision to evacuate or close a building shall be made by the Police. (If necessary, the Police Department may activate the building's audible fire alarm system to aid in the evacuation.)
6. Any unusual or suspicious object should be reported immediately to the University Police or to any immediate supervisor or administrative officer. Suspected objects or materials should NOT be touched or disturbed.
7. Every bomb threat or incident of a suspected explosive device should be considered valid until all reasonable precautions for public safety have been taken or until the danger to life and property is terminated.

Major Injuries and Accidents

1. Respond to the injured. The staff member with the highest level of appropriate certification is delegated the responsibility to aid the injured party.
2. Make an assessment of the scene and then the injured person. Check for breathing and a pulse. If there are none or if he/she is unconscious, bleeding severely, or has a suspected head, neck, or back injury, have another staff person call 911.
3. Please give the following information when calling UPD dispatch
 - i. Your name
 - ii. The phone number that you are calling from and where you are calling from
 - iii. What happened
 - iv. How many people are involved
 - v. Condition of the injured
 - vi. What care is being given
 - vii. Never hang up on the Dispatch operator. Wait for the operator to end the call.
4. Once someone is designated to notify EMS, begin the appropriate care immediately.
5. Have someone contact the Youth Programs Administration Office and speak directly with the ADYP or the CYP. They will bring the Permission to Treat form to the scene as well as contact the parents or guardians.
6. Delegate another staff member to ensure the safety of other participants by taking them away from the immediate scene and organizing singing, games, or other activities.
7. Do not stop caring for the injured person until emergency personnel arrive and take over. If a participant is to be transported to the hospital, designate a staff member to ride in the hospital to await the arrival of the parents or guardians.
8. As soon as you are not needed to provide critical care, complete the Accident Report Form. Prepare accident reports within 24 hours. If the injured is a Campus Recreation employee on the job, complete a Workers' Compensation report as well.

If you are out of camp:

1. If the injury is not a life/death situation or is an illness, contact camp first. If the emergency appears to be life/death related, call 911 first (or appropriate EMS number), then notify the camp.
2. Cooperate with the public emergency personnel at the scene. Get the name, badge number, and jurisdiction of the officer taking the report. If possible, get the report number, too.
3. Contact the child's parents only if you have authorization from the Camp Director or health-care supervisor.
 - a. If you are a secondary staff member at the scene: Participants' safety is first.
4. Quickly and quietly follow the directions of the person in charge of the situation.
5. Do not panic . . . remember, you must set an example for the participants at the scene.
6. Offer advice only if you are more knowledgeable about the incident or you are asked.
7. Do not discuss or allow participants to discuss the situation with anyone other than camp personnel or law-enforcement officials.
8. Assist in preparing reports as needed.

C. INCIDENT REPORTS

Documentation is critical for any program for both legal and programmatic reasons. When in doubt, fill it out. It's better to have the information when we don't need it, than to not have the information when we do need it. Ask the Staff Supervisor for blank Incident Forms. Should an incident occur involving a dispute or fight between participants, an unusual interaction with a member of the public that affects your program, something that was witnessed that you may be asked to recall in the future, or whatever it may be, please complete an Incident/Accident report form. It is important to note time of day, location, people involved, description of incident, etc. Additionally, if an accident occurs, it too is important to document. This information is kept on file until the youth participant is 21 years old. It is documentation that describes what happened and what action will be taken to avoid similar accidents in the future. If a participant or their family was to file a law suit years later, this document will be used to recall and describe the event when our memories may fail us. Again, the Incident/Accident form is used in this instance as well. Please be as detailed as possible.

When writing an incident report, you should:

- Write in chronological order of events
- Use simple sentences and break into simple paragraphs
- Summarize victim/witness statement—not verbatim
- Be factual and specific—no opinions/recommendations
- Do not give the report out to anyone other than your supervisor **(Do not give copy to parents)**

When trying to obtain witness information, ask:

- What happened? What did you see?
- What were they doing before the incident?
- Do not detain a witness—if possible, get name and phone number and try to follow up

When taking photos:

- Do not take a picture of the victim/wound, especially if they are seriously injured
- Take pictures of the area in which the incident occurred
- If the person's shoes/clothing may have contributed—take a photo of those things

All incident reports must be submitted to the ADYP as soon as possible. For all major incidents, the incident reports will be submitted to the ADYP, who will then submit to the Associate Director of Operations.

BAND-AID REPORTS

Band aid reports should be written when an incident occurs that is not incident/accident report worthy. A band-aid report is a much simpler form that is used to document all minor incidents and injuries. When filling out a band-aid report make sure that all information is documented properly on the band-aid report itself and on the band-aid report log. The band-aid report itself should be given to the parent at pick up. If the incident occurs during regular camp and the child is in Aggie Afternoon make sure the report is passed along to the Aggie Afternoon Lead.

D. NEXTEL COMMUNICATION

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| <p>Nextel Direct Connect Use</p> <p>Nextels are used very frequently during summer camp for effective communication between the ADYP, Student Managers, and camp staff. Each Student manager is responsible for holding a Nextel each day of camp. If necessary, Student Managers will designate Nextels to camp staff.</p> <p><u>Direct Connect Mode</u></p> <p>Sending a Call Alert:</p> <ol style="list-style-type: none">1. Press Contacts button.2. Scroll down to the person or Unit # that you are trying to alert.3. Press the "Alert" button.4. Press and hold the PTT button until you hear two beeps. <p>Receiving a Direct Connect Call:</p> <ol style="list-style-type: none">1. Two beeps followed by two more beeps let you know that someone has alerted you.2. Press and hold the PTT button and speak into the microphone identifying yourself.3. Check the screen to see who has called. | <p>Phone Use</p> <p>The Nextel phones are for business use only and as such, please do not use these for personal phone calls. You may use the phones in the following situations:</p> <ul style="list-style-type: none">• To contact the appropriate emergency dispatcher (UPD or 911) should an emergency arise• To contact the appropriate assistant director or manager when circumstances occur that are outside the training that you have received• To contact the central office staff with job-related questions <p><u>Phone Mode</u></p> <p>Making a Phone Call:</p> <ol style="list-style-type: none">1. Enter phone number.2. Press "SEND" to place a call.3. Press "END" to end a call. <p>Answering a Call:</p> <ol style="list-style-type: none">1. Press "SEND" to answer an incoming call. <p>Emergency Speed Dial to UCD Police:</p> <ol style="list-style-type: none">1. Enter 9.2. Press the # button.3. Select "SEND." <p>Additional Phone Features- Speed Dial:</p> <ol style="list-style-type: none">1. Enter the speed dial number.2. Press the # button.3. Select "send." <p>All phone calls must be logged to keep track of all Nextel phone usage. Please ask your Lead Counselor where the log sheet is located.</p> |
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E. MEDICAL, FIRST-AID AND INJURY PROCEDURES

POSSIBLE STAFF AND YOUTH HAZARDS

Student Managers

- Office ergonomic factors
- Sunburn
- Bike accidents
- Accidents walking to pool
- Minor first aid (cuts, aches/pains)
- Swimming hazards (drowning, slip and fall)
- Bee stings/ bug bites
- Dehydration
- Lifting heavy objects

Instructors/Counselors

- Lifting heavy objects
- Sunburns
- Bike accidents
- Accidents walking to pool
- Minor first aid (cuts, aches/pains)
- Swimming hazards (drowning, slip and fall)
- Bee stings/ bug bites
- Dehydration

The following is a list of potential dangers youth may encounter during the summer.

- Minor Wounds
- Chicken Pox
- Asthma
- Poison Oak (Near Putah Creek)
- Bee Stings
- Sun Burn
- Allergic reactions to: stings, food,
- Conjunctivitis (Pink Eye)
- Stye
- Heat edema
- Swimmer's Ear
- Heat exhaustion
- Nose Bleeds
- Heat Stroke
- Ticks
- Head Lice

Health Care Management

Health Care is overseen by the "Health Care Supervisor" which is the CYP of Youth Programs and the Assistant Director of Youth Programs as the back-up. The Administrative Office is considered the Health Center for Youth Programs.

Medications

- All medications need to be checked in during check-in time. Medications need to be held in the Youth Programs Administrative Office. Bring ALL meds that you may find in participants' belongings to the YP Administrative Office, (that includes multivitamins, ointments, over-the-counter medications like Motrin or Tylenol, inhalers, injections, suppositories or enemas).
- At no time should a participant be in possession of medication.
- All medications are given by CYP or ADYP with a couple of key exceptions: asthma inhalers (may be given to counselor to keep with participant at all times) and Epi-Pens for anaphylaxis.
- Most meds are taken at mealtimes. The Health Care Supervisor (CYP) will oversee the administration of medication.

Dehydration

- Encourage lots of water.
- Signs of dehydration: extreme thirst, dry mouth, and dizziness. Many of our participants get irritable, sluggish, or withdrawn.
- If you suspect dehydration, notify the Health Care Supervisor.

Sunburn

- Encourage appropriate clothing, including hats and sunglasses.
- Have participants apply sunscreen to exposed body surfaces 15-30 minutes before sun exposure.
- Reapply every 2 hours AND after swimming.
- Don't forget hands, ears, exposed parts of scalp, and back of neck.
- Stay in shade when feasible.

Heat Injuries

- Davis is hot during the summer and heat exposure can lead to health concerns.
- Encourage lots of oral fluids (two-hour rule).
- Plan activities in the shade when feasible.
- Strongly encourage participants to dress appropriately for the ambient temperature.
- Adjust activities and rest time to accommodate hot days.
 - Stage 1: Heat cramps, painful muscle spasms in legs, arms, or abdomen. Stop activity, get in shade, drink water, notify health staff immediately.
 - Stage 2: Heat exhaustion: Gradual symptoms of headache, confusion, irritability, excessive sweating, weakness, dizziness, cramps, and pale, moist, cold skin. Notify health staff immediately.

- Stage 3: Heat stroke: No sweating (skin is hot and dry). Headache, dizziness, nausea & vomiting, mental confusion and unconsciousness (signs of a stroke). This is a true medical emergency, and the individual can die if not cooled immediately. RUN for health staff.

Soft Tissue Injuries

- RICE
- Rest: follow the advice of Health Care Supervisor.
- Ice: do your best to get participant to cooperate with ice.
- Compression: follow Health Care Supervisor's instructions with Ace bandage.
- Elevation: this means above the level of the heart.

More serious injuries

- Head injuries: remove participant from dangerous situation, call 911 and notify CYP or ADYP.
- Neck/spinal injuries: keep participant still if possible; if participant must be moved for safety (eg from pool), keep body in a straight line and stabilize the neck and lower spine using backboard (lifeguards will respond).
- Get health staff immediately.

Asthma

- Airways constrict and make breathing more difficult.
- Signs of asthma attack: coughing, choking, wheezing, anxiety, struggling to breathe, vomiting.
- Get health care supervisor immediately.
- If participant has rescue inhaler, health care supervisor may instruct you to carry it at all times and administer as needed.

Snake-bites

- This may only apply to camps that visit farms, the creek or other outdoor areas.
- Rattlesnakes may be present, watch for warning signage.
- Call 911 and notify health care supervisor immediately of snake bite.
- **DO NOT** apply tourniquet, apply ice, try to catch the snake, or make an X and suck out the venom.
- Keep participant calm and splint the extremity to minimize movement.

Human bites

- All human bites (staff or participant) must be reported to health care supervisor.
- Human saliva is germ-laden and we may need to send staff/participants for antibiotics and wound treatment.

Bee stings, insect bites, and spider bites

- Notify health care supervisor or bring participant to YPAO.
- DO NOT try to remove stinger on your own.

F. UNIVERSAL PRECAUTIONS

What are universal precautions?

Universal precautions are work practices for caregivers that help prevent contact with a other's blood and certain other body fluids.

Procedures for handling spilled blood and body fluids:

- Wear gloves

- Use paper towels to absorb spill
- Place used towels in a plastic bag
- Flood area with bleach solution (1 part bleach to 10 parts water)
- Remove gloves – pull inside out
- Place gloves in plastic bag and tie
- Wash hands with soap and water for at least 10 seconds
- **Universal precautions are:**
- Your best protection against AIDS, hepatitis B and some other infectious diseases.
- Recommended for use with all situations involving blood and bodily fluids, since it is not possible to tell who is infected.
- These precautions take the guesswork out of protecting yourself and others as you provide essential health care.

Take steps to protect yourself:

The effectiveness of universal precautions depends on you.

- **Wear Gloves:** Anytime contact with blood or other infectious body fluids may occur. For example:
 - When touching any body fluids, mucous membranes, or broken skin.
 - When handling items or surfaces soiled with blood or other infectious body fluids.
- Change gloves if they are torn and after contact with each participant. If glove is torn, remove the glove and wash your hands, and replace the glove with a new one as soon as participant safety permits. Do not reuse disposable gloves.
- Use a mask and eye protection: If there is any chance that blood or other infectious fluids may splash into your mouth, nose, or eyes.
- Wash your hands – and other skin surfaces immediately after:
 - Direct contact with blood or other body fluids
 - Removing gloves or other protective equipment
 - When handling potentially contaminated items
- Cover open wounds – Bandage all open wounds and broken skin. Also, refrain from direct participant care and handling soiled items.

How are infectious diseases spread?

Blood, Semen and Vaginal Secretions

Other body fluids may contain a small amount of HIV or Hepatitis B but the transmission of HIV or Hepatitis B has not been documented through any of these fluids, including:

Tears, saliva, feces, nasal secretions, sputum, sweat, urine, or vomit.

What to do if exposed

1. Wash the exposed area immediately – save any sharps or other items involved for possible testing.
2. Report the incident to the Health Care Supervisor:
 - a. a cut or puncture to the skin involving the participants blood or body fluids
 - b. splashing of blood into the mouth, nose, or eyes.
 - c. direct contact with large amounts of blood.

H. CHILD ABUSE

Reporting Responsibilities and Awareness

There will more than 2000 campers that will participate in the camping programs this summer. The health and safety of these campers are our main goal and priority. Therefore while they are here much time, energy, and commitment will go into creating an environment that is physically, mentally, and emotionally safe.

Campers this summer will come from all backgrounds and situations. As you build a relationship with these campers they will reveal to you their world and all that it entails. In that disclosure, there will be campers whom will share life experiences they have or are currently experiencing. As camp staff, our goal is to not to be mini-therapist and help the camper solve his/her problems, but our goal is to provide an open and supportive environment. There will be times, therefore, that a camper will disclose and describe an abusive situation that they have experienced or perhaps currently experiencing in their home environment. We as camp staff have a legal responsibility to act on this information.

If a camper does disclose the information to a camp staff member, the staff must go directly to the ADYP and relay the information immediately to them. If the ADYP is unavailable, the information will be taken to the CYP. If the CYP is unavailable, the information will be taken to the Associate Director of Programs. All information that is reported to the Administration should be kept confidential and not spread to other staff members who have no involvement in the situation. The ADYP will report it to the local child protection service or law enforcement agency as well as the Associate Director of Programs. These matters are taken seriously and must be responded to as quickly as possible. The staff member that initially received the information will also file a report with Youth Programs in collaboration with the ADYP in order to have documentation in the camper file.

Receiving this type of information from a camper will need to be handled with much sensitivity and support. The camper has trusted the staff member and perhaps is asking for help but not sure what to do about the situation. Because we are mandated by law to report, at no time should a camper be promised that this type of information will be kept confidential between the camper and staff member. As camp staff, our job is not to continue seeking more information from the camper but to provide the information to those professionals that can help the camper.

Suggestions for Counselors when Campers Disclose Abuse

1. I'm glad you told me.
2. Having a secret like this all alone must be terrible.
3. I believe you (even if you do not know whether what they are saying is true).
4. What kind of a friend/counselor would I be if I did not get you the help you need?
5. I think the reason you told me in the first place is that you want some help.
6. You have a right to be safe and get help.
7. There is a difference between confidence and keeping secrets. Keeping secrets can hurt people; confidence keeps people's feelings from being hurt.
8. There are people whose job it is to help people exactly like you.

Counselors must agree to go directly to the ADYP and not to tell other staff. Campers have a right to their privacy. They worry about who knows. Remember, we are not here to solve their situations outside of camp. We can only listen, thank them for telling you, assure them you will only tell someone if it will help to protect the camper and then immediately take the information to the ADYP. You will be asked to write down everything you remember, and be as objective as possible.

I. MATERIAL SAFETY DATA SHEETS

Material Safety Data Sheets (MSDS) are chemical or product-specific health and safety reference documents. They provide detailed information about the hazards associated with chemicals or products and the precautions for handling them. MSDS's are available from the manufacturer, distributor or importer listed on the product's label. We are required to have an MSDS for every chemical or hazardous product at each unit.

MSDS's contain the following information:

- Manufacturer's name, address, and phone number
- A list of the product's hazardous ingredients including permissible exposure limits
- A description of physical and chemical properties, as well as flammability and reactivity data.
- Health hazard information, including short- and long-term exposure effects, symptoms of overexposure, and first aid and medical treatment to use in case of excessive exposure.
- Precautions for the safe handling, storage, and use of the product.
- A description of safe handling procedures under normal and emergency situations.
- Control measures including protective equipment, ventilation, and work/hygiene practices.

DRAFT

IV. PROGRAM INFORMATION AND LOGISTICS

We take chances,
risk great odds,
love,
laugh,
dance...
in short
we play.
The people who play
are the creators.

- Holbrook Jackson

A. PROGRAM DESCRIPTIONS

Aggie Afternoon (Entering Grades 1-9)

Participants from morning camps will join our creative staff for fun-filled afternoons. Campus tours, sports and games at the Rec Pool Lodge, projects at the Craft Center, rock wall climbing at the ARC, and swimming at the Rec Pool are all possible afternoon activities.

Camp site: RPL

Camp times: 12:30-5:30pm or 2-5:30pm

Check in/out site: RPL (mostly hand-off from morning camps)/ RP (or RPL)

Transport type: bike and walk

Show site/time: NA

Planned with: NA

Typical staff hours: 12-6 pm

Adventures in Enrichment (Entering Grades 4-8)

In collaboration with the UC Davis School of Education, campers dive into innovative technologies, interactive subject matter, and exciting activities to develop a variety of collaboration-building, problem solving and creativity-enhancing skills, not to mention plenty of time for fun camp traditions. Our energetic teachers are scientists, researchers, industry experts and educators who are committed to a summer of great enjoyment, friendship and enrichment.

Robots- Participants will learn the science, design and construction of robots by building their own super cool, functional robot.

Myth Detectives- Participants will use scientific and artistic techniques to test urban myths and legends and even create a myth-detecting bag of tricks for future endeavors.

Gumshoe Science- Campers assist top detectives in solving mysterious happenings around campus that are believed to be of scientific origin.

Campers investigate the situation through authentic physical and chemical experimentation and develop a scientific toolkit to hopefully solve the mystery and put the campus back in order.

Camp site: Academic Surge

Camp times: 8am- 2pm

Check in/out site: M- RPL, T-F- Academic Surge/
M-F Academic Surge

Transport type: bike or walk

Show site/time: Robots-TBD, others NA

Planned with: School of Education

Typical staff hours: 7:30 am- 2:15pm

Aquatics (Ages Infant-15)

Swim Lessons (All Ages): Aquatics is separated into Adult, Youth Group, Private/Semi-Private, and Schedule Your Own Private/Semi-Private Lessons. Due to the many skills required at each new level, it is not uncommon for children to repeat a class. Group lesson class levels are arranged in the following order, from beginning to advanced: Anchovy, Batray, Cod, Dory, Eelpout, Flying Fish, Grouper, Halibut (note the alphabetical order and native CA fish). Not all levels are offered at all times.

Junior Lifeguarding (Grades 5-9): The Junior Lifeguard program is offered to participants in grades 5-9 with Halibut level swimming ability. We will give participants a swim test on the first day. The focus is to teach the basic skills of lifeguarding, including CPR certification, first aid, rescue techniques, recognizing and responding to emergency situations, and the responsibility of lifeguarding. This class will prepare participants for American Red Cross Lifeguard Training (but is not the certification course). Classes are 2 weeks long, Monday-Thursday. There is a day trip to Raging Waters in Sacramento on Friday at the end of the session (July 29).

Camp site: RP

Camp times: 10:35 am- 12:30 pm

Check in/out site: RP

Transport type: walk

Show site/time: NA

Planned with: NA

Typical staff hours: 10:15am- 12:30pm

Swim Birthday Parties (All Ages): Swim parties are held at the Rec Pool where we will provide a location, games and activities both inside and outside of the pool, and decorations. The party is for 2 hours and for a minimum of 10 children. At least one adult must be present. Basic and Deluxe party options are available.

Band Camp (Entering Grades 7-9)

In collaboration with the Cal Aggie Marching Band-Uh (CAMB) and the UC Davis Music Department, this two-week camp teaches enriching curriculum of full band rehearsals, instrumental group lessons and sectionals. All sessions are taught by Thomas Slabaugh II, Director of Cal Aggie Marching Band-Uh. All participants perform in a Gala concert on the final Friday evening. Participants should have completed two years of school based-instruction or the equivalent.

Camp site: Music Dept (morn) and RPL (aftn)

Camp times: 8am- 2pm

Check in/out site: Music Dept/ RPL

Transport type: walk

Show site/time: RPL lawn/ 2nd Friday 7pm

Planned with: CAMB

Typical staff hours: 7:30 am- 2:15pm

Bio Boot Camp (Entering Grades 7-9)

In Bio Boot Camp, participants learn what it's like to be a biologist from Bohart Museum of Entomology biologists. This camp is designed for participants who want to further explore Entomology and Wildlife Biology. Our activities include collecting insects, dissecting a bird, observing mammals and surveying fish with others who share the same interests. Monday through Wednesday, participants are engulfed in research at the museums, sites along Putah Creek and other campus locations. On Thursday and Friday, participants explore the Sierras on an overnight at UC Sagehen Creek Field Station near Truckee.

Camp site: Academic Surge

Camp times: 8 am- 5:30pm

Check in/out site: Academic Surge

Transport type: walk

Show site/time: NA

Planned with: Entomology and Wildlife Biology

Typical staff hours: 7:45 am- 5:45pm

Cooking Camp (Entering Grades 4-8)

In cooking camp, our culinary counselors teach and encourage creativity by letting participants create tasty delights, sumptuous delicacies and extraordinary dishes such as appetizers, soup, salad, gourmet macaroni and cheese, delightful desserts and more. Part of the week is spent with a chef-instructor in the Robert Mondavi Institute teaching kitchen.

Camp site: RPL and FIL kitchen

Camp times: 8am- 2 pm

Check in/out site: RPL

Transport type: walk/van

Show site/time: NA

Planned with: NA

Typical staff hours: 7:30 am- 2:15 pm

Craft Camps (Entering Grades 3-10)

Craft Camps (Grades 3-7): Depending on the camp, we will teach participants how to create a variety of unique items such as personal adornments, useful items for their room, or wacky works of art.

Ceramics- hand building, molding, sculpting, and limited wheel throwing

Craft Sampler- mosaic trays, tie dying, decoupage clocks, gourd art animals

Drawing & Painting- pastel fresco secco, tribal masks, scraffito eggs, graffiti, calligraphy

Fiber Arts- tie dye, paint silk, crochet, and knit.

Jewelry & Accessories- beading, silk painting, wire jewelry, and working with polymer clay

Metalworking- (cold metalworking) indestructible notebooks, toasting forks, garden art, soda can picture frames

Sculpture- yarn mâché, freeform wax, space creature marionette, drywall sculpture

Sewing- usage of sewing machines, hand sewing, sewing safety

Sewing (Continuing)- slightly more complex projects

Woodworking- basic woodworking techniques (measuring, cutting, joining, drilling, sanding, and finishing) and the safe operation of a variety of tools to create a stool/step ladder combo and wooden puzzles

Camp site: CC

Camp times: 8am- 12:30pm

Check in/out site: RPL

Transport type: bike or walk

Show site/time: CC/ 12-12:20 (sharp!)

Planned with: NA

Typical staff hours: 7:45 am- 12:45 pm

Teen Craft Classes (Grades 8-10): Teens can learn more advanced crafting skills in our afternoon classes. All supplies are included for all classes except sewing; pattern and fabric must be purchased separately.

Airbrush Painting- stenciling, shading, blending, layering colors

Black & White Photography- camera use, develop negatives, print, dry mount

Ceramics- wheel throwing, glazing

Glass Fusing- cutting, grind-ing, placement of glass

Glass Sandblasting- usage of pressurized sandblasting unit, sandblast resist
Stained Glass- cut and grind glass, put pieces together with copper foil, solder
Screen printing- one color t-shirt printing, basic intro to multi color
Silk Painting- applying resist and permanent dyes on silk with decorative techniques covered
Sewing- complete a simple pair of shorts or skirt

Class site: CC
Class times: 1-3pm
Check in/out site: CC
Transport type: NA
Show site/time: NA
Planned with: NA
Typical staff hours: 12:45-3:15 pm

BAM! (Entering Grades 7-12)

BAM! takes the wellness model's six components: social, emotional, physical, environmental, spiritual, and intellectual and incorporates them into an exciting teen camp. Participants will discover non-traditional and fun ways to increase physical activity such as strength training, yoga, rock wall climbing and other fun activities geared for the body and mind and nutrition analysis. Each week will have different ideas for healthy summer and after-school snacks. On Friday at 1 p.m., parents or guardians are encouraged to attend a instructional class followed by healthy snacks prepared by their child.

Camp site: RPL
Camp times: 8 am- 2 pm
Check in/out site: RPL
Transport type: walk
Show site/time: RPL/ 1pm
Planned with: Fitness & Wellness
Typical staff hours: 7:45 am- 2:15pm

Dance Camps (entering grades 1-8)

Movement Camp: Children will learn to dance in styles of ballet, Latin dance, modern, and theatrical movement. Our Movement Camp welcomes Dancers and Movers of all levels and disciplines. Campers will also work on dance-inspired crafts to make their own costumes. On Friday, we will present a special performance for family, friends, and other campers. No prior dance experience necessary for Movement. Camps will be separated by grade level, and Movement will be choreographed accordingly.

Camp site: ARC
Camp times: 8 am- 12:30 pm
Check in/out site: RPL
Transport type: walk

Show site/time: ARC/ 12pm
Planned with: Fitness & Wellness
Typical staff hours: 7:45 am- 12:45 pm

Dance Intensives: Participants will learn to dance in the styles of hip hop and video pop and dance fusion. They will build strength, increase flexibility, and establish a foundation that will improve their performance in all dance styles. Choreography will be learned and presented to friends and family at the in-studio showing the last day of class. Each day we will teach a technique class, then breakdown and teach specific choreography while exploring the various styles of dance. In addition special workshops will be offered throughout the week on topics such as "Stage Makeup" and "Healthy Nutrition for Dancers." On Friday at 1 p.m. in the ARC Dance Studio, we will present special performances for family, friends, and other campers. Two or more years of prior dance experience is recommended. Class level will be determined by a brief audition the first morning of camp to review movement potential and techniques.

Camp site: ARC
Camp times: 8 am- 2 pm
Check in/out site: RPL
Transport type: walk
Show site/time: ARC/ 1pm
Planned with: Fitness & Wellness
Typical staff hours: 7:45 am- 2:15pm

Kids, Farms and Food (Entering Grades 4-8)

Participants will go on field trips to local farms to see, pick and taste produce, talk to farmers, and learn the importance (and deliciousness) of eating locally grown food. Part of the week will be spent in the Robert Mondavi Institute (RMI) teaching kitchen, where participants will learn basic cooking techniques featuring local foods. Kid-friendly items such as pizzas, salads, sandwiches, ice cream, and pies could be created. A portion of each day will be spent at the Rec Pool Lodge participating in activities and art projects related to good health and good living.

Camp site: RPL/ FIL Kitchen
Camp times: 8 am- 2 pm
Check in/out site: RPL
Transport type: walk/van
Show site/time:
Planned with:
Typical staff hours: 7:45 am- 2:15pm

Outdoor Adventures (Entering Grades 6-12)

Youth courses include hands-on instruction in specific program areas as well as carefully selected and physically active tasks to focus attention on team dynamics, personal capabilities, and strategies for problem solving. Courses are typically small in size in order to maintain a low instructor to student ratio. Youth instructor/guide qualifications include Wilderness First Aid, CPR, and course specific training from a credible program or extensive guiding experience.

Adventure Camp- (Grades 6-11): Each day will be a new and challenging adventure. Inflatable kayaking on the Lower American River, rock climbing, hiking to the crystal clear pools of University Falls, and a two-day, one-night whitewater rafting trip are all part of the fun.

Whitewater Rafting- (Grades 8-12): While rafting the South Fork (Class II-III) of the American River, participants will be introduced to the natural and human history of the area, as well as learning basics in boat rigging, reading water, river safety, guiding techniques, and cooperative camping. The camp includes rafting equipment, group camping gear, camping fees, food, transportation, and fun.

Backpacking- (Grades 6-11) Routes and mileage will be determined based on group experience. Individual backpacking skills, Leave No Trace principles, and wilderness safety will be emphasized. Transportation, group camping equipment, some food, and equipment rental discounts are included.

Camp site: Off campus

Camp times: varies

Check in/out site: OA*

Transport type: van

Show site/time: NA

Planned with: Outdoor Adventures

Typical staff hours: varies

* Youth Programs staff will call each day to give parents/ guardians the campers' estimated time for arrival. Please be aware that depending on the events of each day, campers could arrive in Davis anywhere between 3-6 p.m.

Rectopia (Entering Grades 1-6)

Campers will sample a wide variety of recreational activities. Days may be filled with games, activities, arts & crafts, special events and more! Each week will have a different theme. Afternoons are filled with fun activities that could include swimming at the Rec Pool, tours around campus, games, activities and more. Children will be divided by ages upon arrival at camp.

Camp site: ARC

Camp times: 8am- 12:30 pm

Check in/out site: RPL

Transport type: walk

Show site/time: NA

Planned with: NA

Typical staff hours: 8 am- 12:45 pm

Sportopia (Entering Grades 1-6)

Sportopia was created in response to the demand for a more athletic twist to Rectopia. Each week of this camp emphasizes different sports, with additional activities like corn hole, basketball, table tennis and more. Our camp is open to boys and girls of any level of experience or ability. Participants will be grouper by grade/ability and instructed accordingly.

Camp site: Hutchison Field

Camp times: 8 am- 12:30 pm

Check in/out site: RPL

Transport type: walk

Show site/time: NA

Planned with: Intramurals (IMs)

Typical staff hours: 8 am- 12:45 pm

Sport Clinics*Flag Football Frenzy* (Entering Grades 3-8)

This camp is designed to teach the game of flag football to young participants. The Frenzy concludes with a Friday flag football tournament where teams will compete in games to display the skills learned during the week. Our camp is open to boys and girls with any level of experience or ability. Players will be grouped by grade/ability and coached accordingly; all activities are held on Dairy Field.

Camp site: Dairy Field

Camp times: 8 am- 12:30 pm

Check in/out site: RPL

Transport type: walk

Show site/time: NA

Planned with: Intramurals (IMs)

Typical staff hours: 8 am- 12:45 pm

Advanced Flag Football Frenzy (Entering grades 6-8)

Instruction and coaching will be on advanced offensive and defensive strategies, formations, routes, and terminology. The Frenzy concludes with a Friday flag football tournament. Our camp is open to boys and girls with at least two years of football experience. Participants will be grouped by grade/ability and coached accordingly; all activities are held on Dairy Field.

Camp site: Dairy Field

Camp times: 8 am- 12:30 pm

Check in/out site: RPL

Transport type: walk

Show site/time: NA

Planned with: Intramurals (IMs)

Typical staff hours: 8 am- 12:45 pm

Boys' Lacrosse Clinic (Entering grades 3-12) This two-day clinic is highly beneficial to strength young athletes' teamwork, acceleration, quick turns, and hand-eye coordination skills as well as offensive and defensive skills. The clinic will be held at Russell Field.

Theater Camp (Entering Grades 3-8)

This camp gives participants exposure to acting and get them ready to excel in community and school theater. They learn the art of improvisation and script work while they build unforgettable characters and participate in electives such as mask making, musicals and improvisational games. On the final day, participants perform for fellow campers, counselors, families and friends.

Camp site: RPL

Camp times: 8 am- 12:30 pm

Check in/out site: RPL

Transport type: walk

Show site/time: TBD/ likely 3pm

Planned with: NA

Typical staff hours: 8am- 12:30 pm

B. FACILITY INFORMATION

Academic Surge

The Academic Surge is located near the corner of California Ave. and La Rue Rd.

Activities and Recreation Center (ARC)*

The ARC is located on the corner of Hutchison and La Rue. The main parking lot (Lot 25) is located off of Orchard Park Dr.

Craft Center (CC)*

The Craft Center is located in the South Silo building, off Hutchison Dr., adjacent to Lot 43.

Food Innovation Lab (FIL) Kitchen & Good Life Garden (GLG)

The UC Davis Good Life Garden is located in the courtyard of the Robert Mondavi Institute for Wine and Food Science, situated on the south-east portion of the UC Davis campus.

Hutchison Field*

Hutchison Field is located off Hutchison Blvd. The West Entry Parking Structure is accessible by going straight on Hutchison Dr.

Memorial Union Games Area

The Memorial Union Games Area is located in the Memorial Union Plaza at the end of Howard Wy., under the UCD bookstore. The North Entry Parking Structure is located off Howard Wy.

Music

The Music Department is located in the Music Building, which is on Hutchison Drive near A St.

Outdoor Adventures (OA)*

Outdoor Adventures is located at the Bike Barn, adjacent to Lot 43, near the Silo.

Youth Programs Admin Office (YPAO)*, Recreation Pool (RP)*, & Rec Pool Lodge (RPL)*

The Youth Programs Administrative Office, Rec Pool, and Rec Pool Lodge are located on the corner of Hutchison and La Rue. The main parking lot is # 30.

Russell Field*

Russell Field is located off Russell Blvd. Lots 15, 14, and 17 are nearby.

Parking

Parking on campus is extremely limited. We strongly recommend biking, walking, busing or getting dropped off.

- Summer Daytime Parking (7 a.m. - 5 p.m.): Without a permit, daytime parking is \$6/day in designated lots or metered spaces, which are expensive and have a short time limit.
- Summer Night Parking (Start at 5 p.m.): Parking is free.
- Weekend Parking: Weekend parking is free in all lots.
- Handicapped Parking: Handicapped persons may park in handicapped spots anytime without a permit.
- Parking Information: Call TAPS at 530.752.3253

Youth Programs has initiated an agreement with Transportation and Parking Services (TAPS) to give a 10 minute pass to parents/guardians dropping-off and picking-up campers. This pass is good only for Lot 30, which is next to the Rec Pool, in regularly marked spaces during regular drop-off and pick-up times. The pass will be emailed to families along with their camp reminder information 1-2 weeks before the start of camp and will need to be printed out and placed on the car's dashboard.



C. PROGRAM SCHEDULES

Outlined below are the most common schedules.

8am-12:30pm Schedule

Camps include: Movement Camps, Flag Football Frenzy, Rectopia, Sportopia, Craft Camps, Theater Camp, Bowling

| Time | Activity | Location |
|---------------|-----------------------|--------------------|
| 8-8:45 a.m. | Check-In | Rec Pool Lodge |
| 8:30 a.m. | Morning Announcements | Rec Pool Courtyard |
| 8:45-9 a.m. | Travel Time | |
| 9am-12 p.m. | Camp Instruction | Varies |
| 12-12:30 p.m. | Clean-Up & Check-Out | Rec Pool Lodge |

8am-2 pm Schedule

Camps include: Dance Intensives, Adventures in Enrichment, BAM!, Cooking Camp, Kids Farms & Food, Band

| Time | Activity | Location |
|------------------|------------------|----------------|
| 7:30-7:45 a.m. | Check-In | Rec Pool Lodge |
| 8:45-8 a.m. | Travel Time | |
| 8 a.m. – 11 a.m. | Camp Instruction | Varies |
| 11-12 p.m. | Lunch | |
| 12-2 p.m. | Camp Instruction | Varies |

Aggie Afternoon Schedule

| Time | Activity | Location |
|----------------|----------------------------|----------------------|
| 12:30-1 p.m. | Lunch/hand off | Rec Pool Picnic Area |
| 2 p.m. | Hand off from morning camp | Varies |
| 1-4:15 p.m. | Games, activities & tours | Varies |
| 4:15-5:15 p.m. | Swimming or Indoor Games | Rec Pool or RPL |
| 5:15-5:30 p.m. | Check-Out | |

D. GENERAL CAMP PROCEDURES

WESTI Greetings

Check-In can be a stressful time for children, parents and staff. When a child comes to camp for the first time (or tenth time) they may be nervous that people will not be nice, they may feel that people will not be respectful, and they may be scared that will not be able to make any friends. The first few minutes of a child's experience at camp can be crucial to their enjoyment. Also, these precious few minutes may be the ONLY time that the parents see you interacting with their children. A simple acronym to remember is the "WESTI." The WESTI will make your greetings great, will make a positive first impression on each child you welcome to camp and you will immediately start to help your campers meet new friends:

Warm Smile

- a real one

Eye contact

-one on one

Shake their hands

-stoop down for the little ones

Tell them how you feel

-excited they are here

-waiting for them

-who you are

Introduce them to others

-other campers

-other staff

Check In and Out

In the registration paperwork, parents/guardians are required to choose a check out plan, list camper pick up authorizations (beyond the two adults listed in their household profile) and list any persons not allowed to pick up their child. Camp staff will receive a roster, along with medical information, and any other special considerations needed about each child. Keep the confidential camper information and roster with you during camp.

A signed note from the parent/guardian must be given to the Lead or Counselor if campers will be leaving early, or if a new person (not on the original list) is allowed to pick up a participant.

Due to safety concerns, during travel no children may be checked in or out of camp.

Full check in and out procedures will be covered during training.

Morning Announcements



During Check-In, before programs begin, all camp will meet in the Rec Pool Plaza for morning announcements. Here, administration staff with the help of other counselors will present "announcements" such as the weather, activities for Aggie Afternoon, special events, word of the day, jokes, songs, Jeopardy Staff Facts and potentially skits. Campers may be asked to come each day prepared for "roll-call cheers" and campers will have the opportunity to submit announcements to either read or have read by a staff member. Staff is encouraged to participate as well as campers.

Superstar Awards

During morning announcements, sometimes we will do "Superstar" awards. These awards catch campers being good.



Departing the RPL

For those camps that check in at the Rec Pool Lodge, all camps will leave promptly at either 7:45 or 8:45 am depending on the camp. Staff should get children started on the leaving procedures by 20 minutes to the hour so they may leave at the correct time.

Travel around Campus

Travel by foot around campus must be on pedestrian paths or sidewalks. Campers and staff are should never take “short cuts” through buildings. Travel by bicycle must follow all applicable rules of the road and all counselors must wear a helmet while in the presence of children.

Biking Rules

Review the following rules with the campers:

- Keep both hands on the handle bars and feet on the pedals
- Stay in a single file line
- After the leader yells “GOING”, the person in front of you yells it so everyone can know
- Yell “STOPPING” (same as above)
- Wear your helmet. This applies to youth and camp staff.
- One counselor must lead, and one counselor must be at the back.
- Follow set routes to and from locations. Ask your supervisor for recommended routes.

Things To Review With Campers On The First Day

- Welcome and introductions (WESTI)
- Get-Acquainted Activity: name game or icebreaker, etc. Make it fun and not too long.
- Tour: Take students on a tour to show them the bathrooms, drinking fountains, etc. Introduce them to all the camp staff.
- Review Expectations: During training, we will be brainstorming rules to include. You should involve your campers in setting classroom rules for the week (just make sure all of the pertinent rules get included).
- Weekly Schedule: Review your planned schedule of activities for the week.
- Safety: Review safety procedures and precautions for the area you are in and any of the materials you are working with (including location of eyewashes, if applicable for your area). Minimize contact with any toxic materials, and watch children closely to make sure they are taking the necessary precautions. All counselors and kids MUST wear closed-toed shoes during camp.
- Pool Rules: When you arrive at the pool, review pool rules before letting the children swim. Even though the children are under our supervision, they are also under the jurisdiction of the lifeguards and must follow pool rules. We will not be able to intervene if they are asked to leave the premises

Lunch and Breaks

Children must bring their own lunch. They also need to bring their own snacks for the morning camp and Aggie Afternoon (if desired). All lunches are to be eaten at the Rec Pool Lodge except for show days where it is necessary for children to eat at the camp site. Once children finish eating, they should clean up the eating area. Camp staff should disperse themselves among children while at break or lunch.

“Forgetful Jones”

On occasion campers forget to bring an important item to camp, such as lunch, water bottle, towel, swimsuit, sun screen, etc. If you find out from a camper he/she did forget something, please Nextel the YPAO staff to contact the child’s parent/guardian to arrange for delivery if possible.

Prep for Projects vs. Travel to/from Camp Site

Some camps, such as a few Craft Camps, need more prep for activities. To create a more efficient travel process, a prep schedule will be created to note which staff will go immediately to the RPL for check in and which will prep first.

Clean Up

Cleaning up during and after camp is very important. Please leave the location as clean or cleaner than when you got there. Plan ahead if you know certain days will be messier than others. Make children realize that cleaning is a part of all activities is very important, whether they are recreating at the Craft Center, doing activities at the ARC, or playing at home. Also be sure to keep the camp's supply and equipment storage location organized).

Aggie Afternoon

- Campers in any half-day program whether it ends at 12:30 or 2:00 have the option to register for Aggie Afternoon (formerly Extended Care). In addition, it is possible some campers will only register for Aggie Afternoon.
- Campers are split up into groups according to their grades, and they participate in activities such as conducting science experiments, learning how to make healthy snacks, singing karaoke, creating crazy crafts, taking tours, bowling, climbing the rock wall, and games.
- At the end of every day, children have the option to swim at the Rec Pool or participate in indoor games and activities in the Rec Pool Lodge.
- Please let the kids know that they will have new counselors for the afternoon. Introduce them on Monday.
- On Monday morning check in, Student Managers or designated camp staff is required to give all parents of Aggie Afternoon campers the week's schedule of activities and locations of where the children will be throughout the afternoons.
- Morning camp counselors must walk or bike children who are enrolled in Aggie Afternoon either as a whole group or individually to the Aggie Afternoon staff to be checked-in each afternoon of camp.
- Hand Aggie Afternoon addendum to designated Aggie Afternoon counselor. This roster indicates medical info, check-out option, whether any morning campers (who are also Aggie Afternoon campers) are absent, went home early, or are leaving early. Please also verbally confirm.
- Once the Aggie Afternoon staff check-in the campers on the roster, the campers are officially in the care of the Aggie Afternoon staff.
- If any Aggie Afternoon campers were given a note by a parent or guardian regarding their child, please make sure the note gets to the Aggie Afternoon staff in written form.
- If there is an important parents notice to hand out at check out, please give to the Aggie Afternoon Student Manager as soon as possible, and explain to them the new information. The Student Manager will then pass along the information to the Aggie Afternoon staff.

Going to the Rec Pool

Please review the pool rules with the campers before letting them enter the pool area. Explain where the meeting site is. As the children enter the dressing rooms, staff should check them off again just to make sure nobody is left behind. Once inside the pool area, children should leave their belongings at the meeting spot. Those who do not wish to swim have the option to do indoor games and activities at the Rec Pool Lodge.

Although it may be very tempting to relax by the pool, please remain conscientious at all times. Safety of the children is our main concern. It is necessary that for every 10 kids in the water there is one counselor always watching them closely. This counselor should be standing/sitting by the edge of pool or in the water. Staff will rotate time spent around/in the pool keeping an eye on their kids with meeting spot duty.

Counselors are responsible for the behavior of their campers. The presence of lifeguards does not remove the responsibility from counselors. Although the lifeguards will stop excess splashing or mean behavior when they see it, this is not their primary responsibility.

Children are not allowed to hang on instructors in the pool, so please be careful, we don't want any in- or under-water accidents!

The Rec Pool's head guard will be enforcing the following pool rules:

- All children 6 years and under must be supervised at all times by camp staff who are at least 18 years old
- Any person wishing to swim on the deep side of the lap lanes must be able to pass the deep water swim test, which consists of swimming two widths of the dive area using an effective stroke, and then treading water for 20 seconds
- Do not jump backwards, do flips, or twists off the side of the pool
- Diving is allowed only on the south side of the lap lanes
- Do not hang on the lane lines
- Do not swim through lap lanes
- Rec Pool kick boards and pull buoys are for lap lane use only. You can check them out by leaving some form of collateral (i.e. student ID, shoe, etc.)
- Food, gum, suntan oil and drinks other than water are not allowed on the immediate pool deck or island. Please use the picnic tables or grassy area
- All patrons must wear appropriate swimming attire
- All patrons must use appropriate language and behavior at the pool
- Glass containers, alcoholic beverages and smoking are not allowed on the Rec Pool premises
- No rough play, shoulder rides or chicken fights
- No running
- Any action deemed inappropriate by the Rec Pool staff may result in immediate dismissal from the pool grounds. NOTE: Should this occur it is the responsibility of the program staff to escort the camper off pool grounds. Campers must remain in the care of program staff until the program is over or until the camper continues on to Aggie Afternoon.

Sick Youth

If a camper does not show up to camp within a half hour after start time, the Administration Supervisor or designated staff will call their parent/guardian to see if they are ok, if they are going to make it to camp that day, and if they will return at all the rest of the week (if really sick or injured). Please make a note and be sure to let the Aggie Afternoon staff know if the camper will be attending Aggie Afternoon or not.

Special Requests

Occasionally, parents may need something different from the usual daily schedule. This may include an early departure from camp, a different person picking up their camper, or allowing the camper to bike home alone. Please let parents/guardians and camper(s) know we require a signed note from the parents letting the staff know of the special request. Also, if parents would like to pick up their child early (before 4 p.m.), please let parents know they may only pick up their child at their current location during Aggie Afternoon. Parents should call 530-754-4304 to find out current location.

E. TYPICAL WEEKLY STAFF RESPONSIBILITIES

Student Manager/ Supervisor

- Registration management (sales, refunds, transfers, form submission, etc)
- Prepare roster info (review kid data/forms, create check in/out sheets, flag medical needs/kids)
- Go/No go checks (combining classes, staff needs)
- Program management (planning activities/ events/speakers/tours, supply/equipment management, creating schedules, etc)
- Staff management (training, evaluating, dealing with kid and staff situations, etc)
- Facilitate staff meetings
- Work Load Data (WLD)

- In all camps each week
- Collect and review Incident Reports
- Assist CYP/ADYP as needed

Receptionist

- Provide excellent customer service for parent/camper/staff/etc.
- Track customer feedback
- Daily calls to families regarding no-shows
- Weekly indicators
- Email reminders sent to parents
- Go/No go contact
- Daily cash handling
- Nextel charging each night
- Parent/Guardian evaluation e-mail sent
- Monitor/maintain spots for sale
- Keep binder materials stocked!
- Form submittal email sent
- SYO lesson and B-day party calls

DRAFT

Lead

- Daily check in items picked up
- Monday morning “spiel” and ensure parent paperwork is complete
- Daily check in with manager regarding staff, kids, programming, supply/equipment needs, etc.
- Daily kid check in/out
- Tell receptionist about absent kids
- Aggie Afternoon info hand off
- Weekly schedule review by all camp staff
- Ensure staff timesheets (paper) are completed daily
- Prepare topics for Lead and Counselor meeting discussion
- Incident/band aid reports as needed
- Weekly parent/guardian camp evaluations
- Maintain info binder
- Assist Supervisors and CYP/ADYP as needed

Counselor

- Memorize names by end of first day
- Supervise and/or train children in all games/activities/crafts/etc
- Daily youth risk management
- Incident/band aid reports
- Weekly timesheets
- Notify leads of supply/equipment needs
- Ensure cleanliness of camp locations
- Assist Lead Counselors and Supervisors as needed

F. SUPPLY & EQUIPMENT MANAGEMENT

Each camp that Youth Programs offers has different supply and equipment needs for the various games, activities and crafts. Because these activities are advertised to parents and children, it is highly important we provide them what they were “sold” during their camp experience. With that said, it is the responsibility of each counselor to ensure their Lead Counselor and/or Programs Supervisor is kept informed about the status of supplies and equipment throughout the camp season to insure we are able to consistently provide the intended activities.

Supply Management

It is expected that staff will maintain a working knowledge of all necessary supplies and make every effort to use up old supplies before new ones. Supply replenishment needs must be brought to the Program Supervisor’s attention at least 2 weeks in advance of needing the supplies, ideally 3-4 weeks or more, so the supplies can be procured. If brought to the Program Supervisor’s attention less than two weeks in advance, it is highly likely that you will either need to plan for different projects until supplies can arrive or may have to procure the items yourself. If this is the case staff should talk to the Program Supervisor and CYP. No reimbursements for supplies will be granted without prior knowledge and consent from the CYP.

On occasion it might be necessary to use alternate supplies for projects. This will likely impact other projects or camp staff’s ability to use the supplies, so please be aware of who uses the supplies and make it a point to speak with others regarding the usage. When in doubt, ask/say something so we avoid any issues with “missing” supplies.

Equipment Management

Any defective or unsafe equipment must immediately be brought to the attention of the Programs Supervisor or CYP. As normal wear and tear on equipment becomes evident, let the Programs Supervisor know so preventative maintenance can be preformed.

Keep it Organized

Storage of camp supplies and equipment is available at almost every location and will be shown in camp specific training. These storage areas should be kept organized and free of clutter so they are easily accessible. It is important that each camp keep the location surrounding the storage easily accessible so we cause as little impact as possible on the “adult” programs.

G. REGISTRATION MANAGEMENT

Waivers, Medical Forms

Each child is required to have a waiver signed by a parent or legal guardian as well as a medical form on file. Verbal authorization is never acceptable. The CAT will collect these forms from parents. The Registration Supervisor can access the medical information, including emergency phone numbers, from these forms. If a child or parent/guardian mentions something that is not in our records, please let the Staff Supervisor know so they can inform the YPAO. Please keep in mind that this information is confidential and may only be shared with staff who work directly with the camper.

Reminder E-mails

One week before each camp, the Registration Supervisor, or designated staff, will send an e-mail to all parents/guardians outlining important information they need to know for camp, such as snacks, lunch, swimsuit, towel, etc. In your camp specific training, you will see your camp's version. Review it so that you know what we have told parents.

Camp Evaluations

At the end of each week of camp, families will be sent an e-mail thanking them for participating in camp and asking for feedback in areas such as the registration process, camp programming, staff, etc. These online evaluations will be reviewed by the CAT and information regarding specific camps disseminated accordingly to staff. Please inform parents/guardians about the evaluations on Friday and strongly encourage them to complete one per participant, per camp so we can continue bringing them the best programming in Davis.

V. COUNSELOR SKILLS

Children must have at least one person who believes in them. It could be a teacher, a preacher, a friend. It could be you. You never know when a little love, a little support, will plant a small seed of hope.

-Marian Wright Edelman

20 Rules for Summer Camp Survival

1. When someone is in front of the group, greet them enthusiastically by their name.
2. When one person claps, everyone claps. Congratulate your fellow staff/campers.
3. There is no rule number 3.
4. Make eye contact when talking to, passing or meeting someone.
5. Always say “thank you” when given something.
6. Surprise others by performing random acts of kindness.
7. Keep yourself and the bathrooms clean and germ free.
8. Greet visitors and make them feel welcomed.
9. No saving seats.
10. When meeting new people, shake hands and repeat their names.
11. If someone drops something and you are close to it, pick it up.
12. Hold the door for people rather than letting it close on them.
13. If someone bumps into you, say “excuse me,” even if was not your fault.
14. If you see trash, pick it up.
15. Stand up for what you believe in.
16. Be positive and enjoy life, carpe diem.
17. Learn from your mistakes and move on. “It’s just an oops, we can fix that.”
18. No matter the circumstances, be honest.
19. Be the best person you can be.
20. When all else fails....punt.

A. SUPERVISION

Supervision goes beyond just “watching the kids”. Proper supervision involves being proactive in keeping the children emotionally and physically safe at all times. Here are some tips on maintaining active supervision:

- Get to know each child in the program. In addition to knowing their names, try to find out their likes and dislikes, hobbies, family situations etc. Knowing the children well will help you to tailor your activities to their specific needs and interests
- Always scan your environment for safety. Before you allow the children to begin activities check to be sure that their area is safe and free from any potential hazards such as strangers, unsafe equipment, broken glass etc
- **Conduct headcounts often.** Never assume that all of your children are with you or in your designated area. Children are curious by nature and will wander off easily
- Always maintain visual **and** auditory contact of each of the children. This means that you, or another counselor, must be able to physically see and hear each child at all times
- Take full and complete responsibility for knowing where the children are at all times, do not assume that another staff is “watching” the children
- Never allow anyone to physically or emotionally hurt any of the children. Name-calling, teasing, and practical jokes can be extremely hurtful for some children and are not to be tolerated at anytime

B. LEADING ACTIVITIES

Leading a multitude of activities will be one of the primary responsibilities of your job. Please remember the following:

- Remember that children should never be forced to participate in any activity
- Be well prepared for each activity. Think of all rules and any problems that may occur. Make sure each activity is well organized to prevent any time from being wasted.
- Give children instructions, but allow them room to be creative. Focus on the process not the product
- Do not emphasize winning or losing. Focus on encouraging teamwork, cooperation, and skill building
- Discuss rules and boundaries in advance. Let children know what you expect from them, but keep instructions/lecturing very brief or children will lose interest
- Always be extremely careful when playing with the children. Do not underestimate your strength
- Remember that your role in any activity is to guide and supervise the children, but your involvement and participation is also an essential part of your role. Lead by example. Have fun!

C. ASSESSMENT, PLANNING, IMPLEMENTATION AND EVALUATION (APIE)

The A.P.I.E. process is the model to be used when developing programs at camp. This model is very versatile and is used in many forms of recreation planning. It is the dominant model in Therapeutic Recreation. At camp, we don't expect program staff to adhere to a formal interpretation of the model. It will be necessary, however, to go through the entire process at a level that is practical in this setting. The following information will assist in understanding how to apply the process.

Concerns/Issues that should guide program planning include but are not limited to: Camper and staff physical and emotional safety

- Independent participation
- Group participation
- Camper input/interests
- Skill development
- Best possible use of time provided
- Challenge levels
- Accessibility of the area
- Appropriate use of the space and equipment
- Inclusion and role of lodge staff in activity

ASSESSMENT:

1. Who will be attending your program?

Assess campers for age, type of disability, and interest by asking questions and observing them in different camp environments.

Assess campers to determine their different levels of functioning; this includes communication, mobility/range of motion, the use of adaptive equipment, grasp, physical endurance, auditory/visual abilities, and cognitive levels.

Individual camper's abilities differ significantly from that of the rest of the lodge group and it is important for the instructor to plan for that camper's inclusion through activity adaptation.

Be aware of the size of the group because it can affect the way a program will actually work.

When is a good time for assessment?

The beginning of the session check-in process is good time to start the assessment process. This can be done while taking part in opening games and activities.

Where will the activity be located?

- Identify possible distraction in the program area.
- Make sure that the area is appropriate for the program be facilitated.

PLANNING:

1. Where can good program ideas be found?

- a. Google it!! Use the internet, there are thousands of great ideas floating around in cyberspace. Teachers, therapists, and activity coordinators are always willing to share and often times have web-sites dedicated to sharing their information.
- b. Use the program staff library. There are a lot of camp books with many great ideas that have stood the test of time. There are also program binders that are area specific where you can find programs of Youth Program's past.
- c. Avoid repetitive activities. Always put a personal and fresh take on any program you develop.

2. How much energy is needed for the activity?

- a. The activity should be able to capture the attention of campers and counselors. Always take into consideration the time of day, temperature, and other factors that influence energy level.

3. What supplies are needed for the program?

- a. Create a list of supplies that you will need to make your program run smoothly.
- b. Check the existing supplies in your program area to make sure that you will have all the supplies that you will need.
- c. If additional supplies are needed and not found in stock, be sure to order them in advance (don't procrastinate!).
- d. Prepare demonstrations and examples in advance to show to campers.

4. What are the instructions needed to complete this program?

- a. Create a detailed list of instructions that will take the campers and counselors from the beginning to the end of the program.
 - b. Make sure each individual instruction contains only one step.
 - c. Ask others to review the instructions without verbally explaining anything. Then ask them if they understood the instructions. Finally ask them if any adjustments should be made.
5. What is the time frame in which this program should be completed?
- a. Remember to leave room for set-up and clean-up.
 - b. Make sure that the program will last as long as it needs to last.
 - c. Always have secondary activities in case some campers finish faster than expected.
 - d. It is better to be too prepared than not prepared enough.

IMPLEMENTATION:

1. Is the program area ready for you to teach in?
 - a. Get to the program area early enough to prepare the activity and insure that the space is ready on time (safe and accessible).
 - b. If there are restrooms make sure they are ready for participants (you don't want to be rushing around looking for toilet paper while you should be teaching).
 - c. Be clear with lodge staff on how you want the activity to progress.
 - d. Be ready for unexpected events like a group's late arrival, not enough staff, and behavior issues.
 - e. Know the essential elements of your activity.
 - f. Start the activity on time if all participants are ready.
 - g. Be sure to provide appropriate transitioning from one step to the next and let the campers know when the program is coming to an end. For example, if the program ends at 10:30am, don't wait until 10:28am to tell the campers. Give them 5 minute warnings during the last 20 minutes of the rotation.
2. Are you aware of your surroundings?
 - a. Make sure to aware of what is going on around you. If there are campers that need assistance with the program make sure that they get it in order to have maximum participation.
 - b. Position yourself so that you can be seen and heard by everyone in the program area.
 - c. Make sure that you have everyone's attention before you address the group.
 - d. Place campers in the formation of the activity before explaining it.
 - e. Give clear, short, simple, and direct instructions. You should always provide an example and/or demonstration of each activity.
 - f. Give the campers an opportunity to ask questions before starting the actual activity, but make sure you keep them on task.
3. This is Hollywood people.....
 - a. Remember that you are a performer and you must captivate your audience. Make you program seem to be the most interesting thing going on in that moment.
 - b. Be enthusiastic!!!! Smile, laugh, and keep the environment simple and pleasant.
 - c. Always offer praise and encouragement even when you are frustrated.
 - d. Be flexible, every audience is different from the one before it.
 - e. Do not force people to stay involved with activity, invite them to stay involved.
 - f. Never let the activity die. Cut it short and start another when the enthusiasm is still high.
 - g. Make a game out of cleaning up. If you can make clean up look and sound fun then the campers will want to be involved. If campers can help with this process it will take some of the burden off of you.
 - h. Always finish your rotation by thanking the campers and counselors for coming to let them know that you appreciate them.

EVALUATION:

1. Are you willing to learn from the programs you develop?
 - a. Create an active list of what is working or not working during that actual program rotation. That way you can make quick adjustments as you teach other groups.
 - b. Discuss the success of the program with the campers, Program Supervisor, CYP and Counselors.
 - c. Discuss the outcomes of those conversations honestly with yourself and always be willing to grow.
 - d. Evaluate that information against the goals and processes outlined in the activity plan.
 - e. Adjust the plan according to your findings.

D. BEHAVIOR MANAGEMENT

Managing camper behavior problems may be one of the most difficult, frustrating, and challenging tasks that you will face as a staff member. There has yet to be discovered a singular approach to discipline that works best. No one can provide you with a formula which will work for every camper, in every situation. Some techniques and methods work better in some situations, for some individuals than others. Through careful examination of the situation, the environment, the camper, and one's self, the appropriate technique can be chosen to assist staff in dealing with camper's behavior. While the specifics of each situation dictate which technique or combination of techniques should be utilized, preference should be placed with the technique which impose the least necessary external control and restriction: i.e. a verbal prompt and a time out may result in the same positive change in the behavior, but since the verbal prompt is not as restrictive as the time out it is preferable.

Based on the philosophy of UC Davis Youth Programs and the belief that camp is an experiential education process, we have developed guidelines and practices that utilize gentle, supportive, and non-punitive techniques for managing camper behavior. It is our belief that children should behave because they want to, not because of the fear of being caught and punished. Therefore, we facilitate the development of internal motivation, as opposed to external controls for managing behavior. Utilizing this approach places the responsibility for appropriate behavior with the camper rather than imposing it on them by a staff member. By providing the camper with realistic options and choices for improving behavior, an active learning process is created that emphasizes ways to act that will result in more successful behavior.

Just as every community has established rules, regulations, and behavioral expectations, in order for people to live comfortably and successfully together, so do camps. We understand that children are in need of guidance, direction, rules, and clearly defined limits to follow, however discipline should be geared towards the development of self-respect, healthy interpersonal relationships. And problem solving skills. This approach gives careful consideration to the feelings and emotions, to the unique differences between individuals, and to promoting an atmosphere of acceptance, tolerance, patience, and genuine interest in the camper.

Behavior

There are two types of behavior:

1. Behaviors that you want to reinforce
2. Behaviors that you want to extinguish

Everything you do as a staff member is either a reinforcer of desirable behavior or an extinguisher of undesirable behavior. Behavior management can be broken down into four categories: Positive Leadership, Building Relationships, Structuring Situations, Effective Coaching and finally Active Intervention. The first four categories are geared towards preventing mis-behavior and the final category contains strategies for managing mis-behavior in the moment. These tips will be available in a "pocket guide" to keep with you throughout the summer.

BEHAVIOR MANAGEMENT STRATEGIES

Positive Leadership

1. Believe in children.
2. Project confidence, commitment and caring.
3. Model appropriate behavior.
4. Be positive, enthusiastic and energetic.
5. Match your voice to your message.

Building Relationships

1. Create an atmosphere of belonging.
2. Express interest in the child.
3. Reinforce positive behavior purposefully.
4. Build a positive self-image.
5. Be ready to show you care.
6. Ease tension through humor.
7. Decode the child's negative behavior into feelings.
8. Use relevant personal experiences and feelings.

Structuring Situations

1. Set expectations and establish routines.
2. Anticipate problems.
3. Plan and create a productive environment.
4. Use "signal interference."
5. Use tangible incentives that educate and influence behavioral change.
6. Have alternative activities available.
7. Practice positive outcomes.
8. Use "antiseptic bouncing."

Effective Coaching

1. Carefully explain and interpret situations.
2. Check for understanding.
3. Facilitate the learning of difficult skills by breaking them down into achievable tasks.
4. Teach children to express themselves verbally.
5. Send "I" messages and not "you" messages.
6. Define the standards of your community.
7. Provide choices to promote decision making.

Active Intervention

1. Avoid confronting negative behavior that can be tolerated.
2. Deliberately position yourself and the child.

3. Act firmly, decisively, and with resolve.
4. Say "NO!" or "STOP!"
5. Appeal directly to the child.
6. Remove yourself from an escalating power struggle.
7. Allow the child space and time.
8. Cool down.
9. Use consequences strategically; allow for restitution.
10. Protect children from harm.
11. Document a Referral Plan.

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E. RATIONALE FOR DISCIPLINE

1. Discipline is always for the campers benefit. Campers who are behaving inappropriately are missing out on the wonderful experiences of summer camp. Their behavior is causing them to lose friends, not be actively involved in activities, and alienating them from the group. If this behavior is not addressed, we are teaching them that that their behavior is acceptable. By assisting the camper in alternative ways of behaving, you are enabling them to participate successfully and fully in the camping experience.
2. Discipline is for the camps benefit. Camp is for everyone, therefore, no one individual behavior should interfere with the experience of other individuals. No one has the right to act destructively.
3. Discipline is for the other campers benefit. All campers have the right to health, safety, food, rest, and participation in activities. Camper's behavior should not interfere with the basic rights of other campers.
4. Discipline is for the camp counselors benefit. In order to maintain organization, structure, and leadership in the cabin, campers will require direction and guidance. If the camper's have a clear understanding of the rules and limits, the counselors job will be much more enjoyable.

*****PUNISHMENT:** Punishment should be avoided at all times, because it does not allow the camper the opportunity to avoid the consequences by exhibiting acceptable behavior. Attention is focused on the punishment itself rather than the problem and alternative ways of behaving. Punishment is a last resort and is only to be used under the direct supervision of the Head Counselor. However, in emergencies or situations where the camper's safety is involved it may be necessary to dictate immediate use of punishment. Any use of punishment must be appropriate to the situation and comply with camp policies. The Head Counselor must be informed of the situation as soon as possible. The threat or actual use of physical punishment of the camper is **grounds for immediate dismissal.**

*****PHYSICAL RESTRAINT:** Physical restraint and physical punishment are not the same thing. At times, physical restraint becomes necessary. If a camper needs to be physically restrained for their safety or the safety of others, it must be reported to the ADYP as soon as possible.

*****SENDING A CAMPER HOME:** In the extreme situation, a camper may be sent home at the discretion of the Staff Supervisor and ADYP. If a camper is continually physically abusive or disruptive to others, their problems are outside the scope of summer camp. Though this is an option for the Staff Supervisor and ADYP, it should never be used as a threat in an attempt to change camper behavior, nor should it be discussed among staff.

F. COMMUNICATING WITH PARENTS

Communicating with parents is a key element in building relationships. Sometimes you will encounter a parent who is upset or angry about something that has happened in the program. Here are some tips on dealing with a challenging parent:

1. Keep Your Cool- You are a professional and as such, you must remain calm and collected. Do not take criticisms and complaints as an attack on you personally. Deal with all complaints in private, not in front of the children or other parents. Most of all **DO NOT** get drawn into an argument or into a battle of wills. If you need help, **ASK** your supervisor. If a parent is complaining about someone on staff, let them know that you will inform your supervisor about the concern, but show confidence in your team and support them as best as you can.

2. Document Everything- If a parent comes to you with a complaint, make sure you document the conversation. Document and follow through on **ALL** complaints, even if they seem trivial. **First:** Tell the parent you need to write the information down and then ask for clarification and more information. Try to get specific examples of the incidents in question. This may also reveal a pattern of complaints that can help you head them off in the future. **Second:** When a complaint is addressed, document the outcome and any follow-up plans related to it as well. The Staff Supervisor will keep the staff informed about the situation to ensure that the incident does not happen again.

3. Take Your Time: If you don't know all the details of a situation or are feeling caught off guard or intimidated by an angry parent do the following:

- Listen to the complaint. Paraphrase it back to the parent to make sure you understand their concern.
- Tell them you understand their concern and that you need to look into the situation or discuss it with your supervisor.
- The Staff Supervisor will most likely be the person to follow up on the concern with the parent.

4. Clarify Miscommunications: If the parent is getting information second hand from their child, the possibility exists that the information will be incomplete or incorrect. Determine exactly what the child has told their parents, and then describe what really happened. Be careful not to accuse the child of lying, rather suggest reasons why the situation may have looked different from their child's point of view

G. CUSTOMER SERVICE

"Customers are not an interruption of our work--they are the purpose of it. We are not doing a favor by serving them--they are doing us a favor by giving us the opportunity to do so." L. L. Bean

Because of the diversity of people participating in Campus Recreation activities, one of the most challenging aspects of being a staff member is supporting the special needs of our clients. Whether those needs stem from a physical disability, language barrier, desire to develop self-esteem, or simply a need to be creative, the sensitivity and support of the staff can greatly influence the clients' perception of their own success.

We are a veritable wealth of information. It is more fun, as well as more productive, to try to solve problems or facilitate solutions. At least, point people in the right direction, even for those people who happen to pass by needing campus information.

Customer Service Expectations

Excellent customer service doesn't just happen—it is planned and purposeful. Everything we do contributes to an atmosphere of outstanding customer service, from the moment a participant walks in the door, until they leave, and even afterwards. We offer the following tips to help you provide outstanding customer service:

- **Greet All Participants as They Enter**—Smile and say hello, ask if they need help, etc. Make the participant feel that they are a welcome and essential part of the Campus Recreation environment.
- **Keep Front Desk Attention Focused Outward**—It's easy for staff to get caught up in conversations or activities and not realize that children (or parents) are waiting for help.
- **Answer Questions Thoroughly**—Try to go beyond the basics. If you don't know the answer, ask a colleague. We are all on the same team and it is an investigative unit; check resources, look up phone numbers, check the campus map, refuse to give up on finding the answer.
- **Encourage New Participation**—If a person is unfamiliar with the Campus Recreation, this is a great chance to get them interested in our programs. Give them an overview, hand them a catalog, and if time and logistics allow, offer to take them on a tour. It can be intimidating to try something new, so be sensitive and welcoming to people who are here for the first time, not bowling them over, but making them feel included.

Difficult Customers

Be pleasant and straightforward, especially in the face of customer frustration. It is very important to "hear" the complaint. Our policies have good, reasonable explanations behind them, but there is no need for you to defend the actions of the department in the face of client complaints. Our clients need to feel that it is your top priority to solve their particular problem and you are willing to help them.

When the customer has a need, there are two possible outcomes:

- Sometimes, the customer goes away frustrated, angry, or upset with you and Campus Recreation.
- Sometimes, the customer goes away satisfied with the outcome, with you, and with Campus Recreation.
- Good customer service is in the eyes of the customer.

Why it's hard to deal with difficult customers:

- We feel attacked and we take what they say personally.
- We automatically respond with the same attitude they are giving us.
- Their attitude makes us not want to help them.

Why we have to deal with difficult customers:

- Difficult customers are a fact of life.
- Statistics say, one disgruntled customer tells seven people about his or her experience.

How to deal with difficult customers:

- Try not to take it personally.
- Try not to respond with the same attitude.
- Follow the seven steps outlined below.
- Remember, you can't choose what happens, but you can choose your reaction.

Dealing with Difficult Customers—Seven Steps to Successful Solutions

Step One: Get your attitude right.

- Assume the customer is truthful. Do not try to find flaws or holes in their story.
- Remember that a complaint is a problem-solving session, not a battle of right and wrong.
- Remember that you are not enemies. You both want the same thing.
- The customer is always right in his or her own mind. All perception is reality for that person.

Step Two: Let the customer talk.

- Let the customer talk and air out the whole situation. Talking (usually) drains energy and defuses emotion.
- Listening is information gathering. You can't respond fully until you have all the information.
- Listen without interruption or comments. Use body language to show that you are listening intently.

- Power tip: Before you start the listening step, delegate interruptions to someone else so that your entire attention is devoted to the customer. An interruption ratchets up the anger and frustration.

Step Three: Show that you empathize and are going to help.

- Express understanding with how they feel or were treated.
- You do not have to admit guilt. You don't have to agree. Simply express understanding.
- Use your tone of voice and body language to reinforce what you say.
- Things to say: "I can understand how you feel," or "That might make me a little upset, too," and "Let's see what we can do about this."

Step Four: Make sure you understand the problem.

- If the facts are not clear, ask for clarification.
- Resist jumping to conclusions. Make sure you understand the entire situation.
- Seek first to understand, then to be understood.
- Begin with words such as, "So that I can help you, let me be sure I have all my facts in order."

Step Five: Solve the problem.

- Do what you can to solve the problem. Sometimes you have to ask, "How would you like this handled?"
- Give options instead of saying no. "Here are two things we can do to resolve this."
- Do not sound angry or put out. Do not make the customer feel guilty about having a problem.
- In the end, you should both feel good about the resolution.

Step Six: Follow-up.

- As they leave, thank them for their complaint. "Thank you for bringing this to my attention."
- If there is a follow-up action, do it promptly.
- Follow up with the customer after the fact, even if not required, by telling them the action is complete.
- With particularly nasty customers, declare victory...to yourself.

Step Seven: Take steps to fix the problem(s) that caused the problem.

- Bring the problem to the attention of the person who can fix it, or who needs to know.
- Keep a log or journal of customer complaints to help you see trends.
- Many problems can be solved with better communication.
- The best employees prevent problems rather than just fix them.

Exceptions to all the rules.

- No one has the right to speak to you disrespectfully, to use bad language, or to threaten you.
- To stop the first one, you can say, "I'm glad to help you, but that language is not permitted here."
- If someone threatens you, leave the room and call a supervisor or the police.
- Your safety is paramount.

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