

## RECREATION

# Summer Camp and Positive Youth Development: Program With Romanian Youth

*Jennifer S. Feenstra*

## Abstract

*A variety of activities are used in camps to help promote positive youth development, improving social skills and self-esteem in campers. I expanded on previous camp research in this study to address the influence camps have on trust, belief in the honesty of others, empowerment, and care for others in youth in Eastern Europe. Since 1999, New Horizons Foundation has been conducting a summer camp with a focus on experiential education with Romanian youth to encourage positive development in youth and help them contribute to their communities. I evaluated change in self-reported trust, belief in the honesty of others, empowerment, and care for those less fortunate of 490 campers ( $M_{age} = 14.8$  years, 52.8% female). Participants showed an increase in reported trust in others, belief in the honesty of others, and empowerment. No increase was found in caring for others. Individuals who work with youth as well as those who support camps should be encouraged by these findings as they indicate that camp has even more positive effects on a wider population of youth than previously studied.*

---

Jennifer S. Feenstra is a professor, Department of Psychology, Northwestern College. Please send author correspondence to [jfeenstr@nwciowa.edu](mailto:jfeenstr@nwciowa.edu)

*Acknowledgments.* I gratefully acknowledge the work of Diana Certan in collecting the data analyzed in this article as well as New Horizons Foundation for providing the data and translation of the survey questions. I was supported by a Fulbright grant, funded by the U.S. Department of State and Romanian Fulbright Commission, during the writing of this manuscript.

Every summer, around the world, youth spend time in summer camps. Camps are focused on developing skills in sports or music, encouraging interest in topics such as science and technology, or promoting a particular faith tradition (Jones, 2005; Schnitker, Felke, Barrett, & Emmons, 2014; Williams, Ma, & Prejean, 2007/2008). Other camps work with specific populations of youth, such as those with particular health or ability challenges, to provide support and challenge within their level of ability (Gillard & Watts, 2013; Gillard, Witt, & Watts, 2011; Walker, Barry, & Bader, 2010). No matter their focus, almost all camps use activities that expose campers to new, interesting, and challenging experiences within the context of supportive relationships to promote positive growth (American Camp Association, 2006; Garst, Browne, & Bialeschki, 2011).

Youth develop a variety of positive qualities at camp (Bialeschki, Henderson, & James, 2007). Shirilla (2009) found that some campers involved in an adventure education–based camp experience showed better interpersonal skills. Campers may experience positive self-concept change (Hazelworth & Wilson, 1990). At-risk youth involved in a 6-week day camp involving dance as a tool for positive development showed an increase in hopeful thinking (Kirschman, Roberts, Shadlow, & Pelley, 2010). These findings, and those in other studies, were supported and expanded by a large-scale study involving over 3,000 campers at a variety of camps (Thurber, Scanlin, Scheuler, & Henderson, 2007). From precamp to a 6-month follow-up, campers grew in social abilities such as friendship skills and comfort in social situations. Camper self-esteem and independence increased over the precamp to 6-month follow-up period. Camp involvement was also related to greater spirituality. Although not evident in comparing camper’s ratings from before to after camp, camper’s expressed a greater willingness to explore and engage in adventure as well as expressed more positive values in the 6-month follow-up period compared with the immediate postcamp assessment. Many of these results showed up not only in the campers’ reports but also in assessments provided by parents and camp staff.

By studying camps of different length, style, and affiliation, Thurber et al. (2007) made it clear that camps of a variety of iterations have an important effect on youth. This and other studies, however, have been conducted primarily in the United States, Canada, and Western Europe. Work within other cultural contexts is needed to better understand the effect of camp on youth around the world. Based on the issues faced by the country or cultural group outcomes

beyond that shown by Thurber et al. (2007) may be important to address. For example, war and conflict between ethnic groups have affected youth in countries around the world. Although these topics are likely to be of lesser concern in a camp for American youth, an important emphasis for an Israeli camp may be attitudes toward those of different ethnic groups (Amier & Garti, 1977), whereas a camp in Bosnia may be focused on peace and friendship (Darvin, 2009).

Communism in Central and Eastern Europe left scars on the psyche of the people in these countries (Gallagher, 2005; Howard, 2002; Pippidi, 2002). A summer camp program developed in Romania was set up to address the mistrust and apathy resulting from decades of rule by a repressive government (Gallagher, 2005). New Horizons Foundation began its experiential education–based summer camp program with the youth of Romania in 1999, naming the program *Viața*, the Romanian word for life. High and low ropes, rock climbing, hiking, orienteering, ecological projects, and service-learning projects are used in the weeklong camp to encourage positive outcomes. Debriefing occurs after each activity or element. Arts and crafts, workshops, and artistic activities can also be part of the program. Given the cultural context, the program is focused on changing the mind-set of youth toward others and creating a belief in their ability to make positive changes in their environment. Specifically, goals of the program are to increase trust in others, beliefs about the honesty of others, empowerment, and care for the less fortunate.

### **Trust and Belief in the Honesty of Others**

Many scholars have written about the importance of trust in society and relationships (Fukuyama, 2000; Rose-Ackerman, 2001; Uslaner, 2004). Individuals who trust also tend to be those who participate in civic activities (Brehm & Rahn, 1997; Uslaner & Brown, 2003). Lack of trust stifles human and economic development and damages democracy (Dearmon & Grier, 2011; Inglehart, 1999; Özcan & Bjørnskov, 2011; Uslaner, 2004). Trust also affects relationships; with lower trust, individuals engage in activities that harm relationships and create greater relationship instability (Campbell, Simpson, Boldry, & Rubin, 2010; Uysal, Lin, & Bush, 2012).

A belief that others are honest is also important to personal relationships and society as a whole (Pinotti, 2012; Weber & Ruch, 2012; Zsolnai, 2004). Individuals who are perceived as honest are

better liked and seen as more attractive (Paunonen, 2006). Honesty and trustworthiness are strongly desired characteristics of romantic partners (Regan, Levin, Sprecher, Christopher, & Gate, 2000). Belief in the honesty of others also has an effect on the individual's honesty. When people believe others are honest, they behave in more honest ways themselves, and when they believe others are dishonest, they behave dishonestly (Innes & Mitra, 2013).

Change in an individual's level of trust and belief in the honesty of others may occur with changes in circumstances or new learning. Trust is still developing during adolescence, so camp may be an ideal place for the development of greater trust in youth (Flanagan & Stout, 2010; van den Bos, Westenbergh, van Dijk, & Crone, 2010). Camp, as well as other 4-H activities, has been shown to increase trust and respect in youth participants (Kinsey, 2013). In Dworken's (2001) study, parents reported that after camp their children were better able to open up and share with others, an act that requires a belief in the honesty and trustworthiness of others. Overall, trust and belief in the honesty of others is important, and camp may be a place for youth to develop those qualities.

### **Empowerment and Care for Others**

Although youth may trust and believe in the honesty of others in their environment, unless they believe their actions can make a difference, it is unlikely they will act upon those positive feelings toward others. Researchers have found that the experiences of youth can encourage them to act in prosocial ways (Cargo, Grams, Ottoson, Ward, & Green, 2003), though research on camps in this realm is sparse. Research on the development of empowerment and caring in youth has been focused on experiential education rather than camp. Experiential education, with its focus on direct experience accompanied by focused reflection, is often part of camp experiences (American Camp Association, 2006; Association for Experiential Education, 2014).

Experiential education can help individuals feel more empowered to act. Carver (1996) described this piece of the participant experience as agency. Students involved in nonformal education, such as that experienced at camp, learn that they can be agents of change in their own lives and communities. The personal empowerment developed through experiential education has been shown to make a difference in life effectiveness, which includes qualities such as active engagement and achievement motivation (Sibthorp & Arthur-

Banning, 2004), and in hope (Kirschman et al., 2010). In a meta-analytic study, Hattie, Marsh, Neill, and Richards (1997) found that experiential education increased participants' sense that their actions would make a difference in a situation. Gillis and Speelman (2008) reported a similar effect on participants in their meta-analysis of ropes course experiences.

Camp experiences take youth outside of their everyday experiences and put them in a situation in which caring for others is often necessary (Thurber et al., 2007). For example, in many team sports played at camp or in a ropes course element, an individual's success or ability to continue is directly related to a teammate's success. Weaker members must be helped and encouraged for the whole group to succeed. Such activities can, therefore, develop participants' caring for others (Goldenberg, McAvoy, & Klenosky, 2005; Hattie et al., 1997; Prouty, 2001). Although individuals may feel more caring toward their fellow members, can such experiences translate into a caring for others beyond the group? Some theorists have suggested that bonding within a group can promote bridging beyond the group (Brehm & Rahn, 1997; Larsen et al., 2004; Warren, Thompson, & Saegert, 2001). Experiences at camp that include helping or supporting others, therefore, may translate into greater care for those in the participants' home community who are less fortunate.

Given previous work on the effects of camp and experiential education on youth, in the present study, Romanian youth involved in a weeklong summer camp were expected to show positive growth in a number of areas. Camper reports of trust in others were expected to change, indicating more trust in others after camp. Campers were expected to increase in their belief in the honesty of others. Sense of empowerment was expected to grow over the weeklong camp experience. Finally, feelings of solidarity with the less fortunate were expected to increase.

## **Method**

### **Participants and Procedure**

I analyzed archival data collected from youth involved in New Horizons Foundation Viața program in 2005, 2006, and 2007. Participants were surveyed during their first day at camp and again at the end of the weeklong program. The camp program involved team-building activities such trust falls, low-ropes and high-ropes

elements, and rock climbing. Reflection and discussion followed each activity. Some campers learned orienteering and did arts and crafts or artistic activities. Evening activities included workshops and storytelling. A service-learning project was often done toward the end of each week, time and weather permitting.

There were 733 cases from the 3 years of data collection, with 528 providing data that could be matched before and after data. The unmatched data were pre- or posttest cases missing an identifying number in the corresponding pre- or posttest case. About the same percentage of cases each year were unmatchable: 24.1% (58 of the 241 cases) in 2005, 28.0% (69 of the 246 cases) in 2006, and 28.2% (51 of the 181 cases) in 2007. Occasionally, Viața leaders or others filled out the survey as well as the campers. Because youth were the primary focus of this research, participants over age 19 were excluded from the analyses, leaving 490 matched cases.

Average age of participants was 14.8 years ( $SD = 0.29$ ), with a range from 7 to 19. Roughly half were female (52.8%), with 2.6% of respondents not indicating gender. As would be expected from demographics of the population of Romania, 79.6% of the campers reported their religion as Orthodox. The rest were Protestant/Neoprotestant (9.2%), Roman Catholic (4.3%), some other religion or no religion (6.6%). Most of the students came from homes with parents who were married (74.7%), with smaller percentages from homes with parents who were divorced (14.7%) or of some other marital status. Most of the campers lived with a parent (80.7%) and had a sibling (76.7%).

The questionnaire participants filled out demographic questions including age, gender, religion, and family status. The same questions about trust, honesty, empowerment, and care for others were asked at the pre- and posttest. Questions were asked in Romanian, so the wording of the questions described here is a translation from Romanian.

Trust was assessed with two items. The first was the question used to assess trust with the World Values Survey ([www.worldvaluessurvey.org](http://www.worldvaluessurvey.org)) and is sometimes referred to as the “standard” trust question (Uslaner, 2012). The question reads, “Generally speaking, do you believe that most people can be trusted or you can’t be too careful in dealing with people?” Campers were asked to choose one of the two beliefs. They were also asked to rate, based on what best characterized them, their level of trust on a scale from 0 = *you cannot trust people at all* to 10 = *you can trust other people a lot*.

Assessment of belief in the honesty of others was done with the question, “Do you agree or not: Most people in my town are honest people?” Campers answered on a 1 = *very much* to 4 = *very little* scale. To investigate feelings of empowerment campers were asked, “How much can people like you and your family do to make your city or community better?” They responded on a 1 = *very much* to 4 = *very little or nothing* scale. Finally, care for others was assessed with the question, “How important do you think it is to be in solidarity with people who have worse lives than you?” Participants answered on a 1 = *not very important* to 5 = *very important* scale.

## Results

Participants were asked to indicate their general trust in others with two questions. In answering to the first trust question, 237 participants responded *others can be trusted* before and after their week of Viața camp. Only 15 participants responded *others can be trusted* when asked before camp and *you can't be too trustful* after camp. Of those responding *you can't be too trustful* before camp, 107 answered *others can be trusted* after Viața camp and 47 answered *you can't be too trustful*. In terms of change, with this question the majority of participants (70%) did not change their response. Only a small percentage (3.7%) moved from believing others could be trusted to reporting a distrust of others. Most of those who changed their response moved from believing others could not be trusted to reporting a trust in others (26.4%).

In the second trust question, participants were asked to put themselves on a scale from 0 = *you cannot trust people at all* to 10 = *you can trust other people a lot*. A statistically significant change was found,  $t(481) = 10.41$ ,  $p < .001$ , Cohen's  $d = .50$ , with higher scores after Viața ( $M = 8.01$ ,  $SD = 1.85$ ) than before ( $M = 6.99$ ,  $SD = 2.22$ ). These results indicate participants were more trusting after their Viața experience than they were before. With medium effect size, this is a difference that should be readily observable (Cohen, 1992).

As with trust, belief in the honesty of others also increased significantly during Viața. Responses to the question, “Do you agree or not: Most people in my town are honest people?” became more favorable. The mean response to the question before Viața was 2.80 ( $SD = 1.06$ ), which decreased to 2.46 ( $SD = 0.96$ ) after Viața, indicating an increase in a belief in the honesty of others. This was a statistically significant change,  $t(481) = 6.48$ ,  $p < .001$ , Cohen's  $d = .34$ .

To assess empowerment, Viața participants were asked, “How much can people like you and your family do to make your city or community better?” After Viața, the campers felt like they could do more ( $M = 1.69$ ,  $SD = 0.73$ ) than they had when they first came ( $M = 2.03$ ,  $SD = 0.83$ ),  $t(484) = -8.49$ ,  $p < .001$ , Cohen’s  $d = .44$ .

In response to the question, “How important do you think it is to be in solidarity with people who have worse lives than you?” there was a small increase in ratings over the week of Viața. This small increase was not statistically significant,  $t(472) = -1.80$ ,  $p = .073$ , Cohen’s  $d = .089$ . At the beginning of Viața, the mean response was 3.88 ( $SD = 1.12$ ). It increased only slightly to 3.98 ( $SD = 1.13$ ) at the end of the week.

## Discussion

Summer camps have long served youth. Camp attendance has been shown to have a positive effect on campers (Thurber et al., 2007). In the present study, a camp population different from that studied in most research was investigated. The summer camp for Romanian youth investigated in this study showed an increase in self-reports of trust after their time at camp as well as an increase in a belief in the honesty of others. Trust and a belief in the honesty of others are important for social relationships (LaFollette & Graham, 1986; Sagarin, Rhoads, & Cialdini, 1998), so some rise is desirable and may facilitate connections with peers and adults for these youth.

The youth who participated in the weeklong experiential education camp were more likely to believe they and their family could improve their community. This finding is in line with what Gillis and Speelman (2008) and Hattie et al. (1997) found for the effect of participation in experiential education and belief in a person’s ability to engage in activities that will have an effect. These findings suggest that camp promotes qualities in youth that help them believe they can make a difference. Theories such as the theory of reasoned action link such beliefs in a person’s ability to engage in the behavior (Warburton & Terry, 2000).

Given the nature of camp, experiential education more generally, and the findings of previous research (e.g., Quay, Dickinson, & Nettleton, 2002/2003), a change in the care participants felt for those less fortunate was expected. The change found in the present study, however, was not statistically significant. Caring within the group might have changed; however, moving from bonding within the group to bridging beyond the group may need more time or effort.



The findings of this study should be interpreted with caution. Youth participating in Viața may not fully represent the average Romanian youth. Because this was a voluntary program, only youth interested in this type of experience were likely to sign up and participate. These youth might have been uniquely prepared to make gains in the variables studied. The study also occurred over a short time. The second assessment was done at the end of the week of Viața. Although Thurber et al. (2007) found that gains from camp were maintained for a year after camp, later follow-up might show different results with the variables assessed in the present study. The assessment instruments themselves were also short. The variables were assessed with one or two questions. Some concern exists for reliability of such assessments (i.e., Nannestad, 2008). The first trust question, however, has been used for years in the World Values Survey and others surveys (Delhey, Newton, & Welzel, 2011; Uslaner, 2012).

Although further research is needed, the results of this study are encouraging. Sizeable changes occurred in the self-reported trust and empowerment of youth along with a smaller, although still statistically significant change, in belief in the honest of others. Within the context of Romania, these are particularly important variables. After years of rule under a communist dictator, followed by years of fragile and corrupt democracy, citizens learned to be suspicious of others and generally avoided contributing to development of the larger community (Coșpănar, Lonean, Mitică, Ionescu, & Drăjneanu, 2012; Gallagher, 2005). Summer camp directors and staff, physical education instructors, and parents and teachers may be encouraged to know that youth not only develop personally important qualities through experiential education such as self-esteem but also qualities such as trust and empowerment that will help their communities thrive.

## References

- American Camp Association. (2006). *Inspirations: Developmental supporters and opportunities of youth experiences at camp*. Retrieved from <http://www.acacamps.org/research/enhance/inspirations>

- Amier, Y., & Garti, C. (1977). Situational and personal influence on attitude change following ethnic contact. *International Journal of Intercultural Relations*, *1*, 58–75. doi:10.1016/0147-1767(77)90042-6
- Association for Experiential Education. (2014). What is experiential education? Retrieved from <http://www.aee.org/what-is-ee>
- Bialeschki, M. D., Henderson, K. A., & James, P. A. (2007). Camp experiences and developmental outcomes for youth. *Child and Adolescent Psychiatric Clinics of North America*, *16*, 769–788. doi: <http://dx.doi.org/10.1016/j.chc.2007.05.011>
- Brehm, J., & Rahn, W. (1997). Individual-level evidence for the causes and consequences of social capital. *American Journal of Political Science*, *41*, 999–1023.
- Campbell, L., Simpson, J. A., Boldry, J. G., & Rubin, H. (2010). Trust, variability in relationship evaluations, and relationship processes. *Journal of Personality and Social Psychology*, *99*, 14–31. doi:10.1037/a0019714
- Cargo, M., Grams, G. D., Ottoson, J. M., Ward, P., & Green, L. W. (2003). Empowerment as fostering positive youth development and citizenship. *American Journal of Health Behavior*, *27*, S66–S79. doi:2190/10.5993/AJHB.27.1.s1.7
- Carver, R. (1996). Theory for practice: A framework for thinking about experiential education. *Journal of Experiential Education*, *19*, 8–13. doi:10.1177/105382599601900102
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, *112*, 135–159. doi:10.1037/0033-2909.112.1.155
- Coșpănar, I., Lonean, I., Mitică, R., Ionescu, G., & Drăjneanu, I. (2012). *National integrity system assessment Romania* (3rd ed.). Retrieved from Transparency International Romania website: [http://www.transparency.org.ro/politici\\_si\\_studii/studii/sistemul\\_national\\_de\\_integritate/NIS2012\\_en.pdf](http://www.transparency.org.ro/politici_si_studii/studii/sistemul_national_de_integritate/NIS2012_en.pdf)
- Darvin, J. (2009). Make books not war: Workshops at a summer camp in Bosnia. *Literacy*, *43*, 50–59. doi:10.1111/j.1741-4369.2009.00483.x
- Dearmon, J., & Grier, R. (2011). Trust and the accumulation of physical and human capital. *European Journal of Political Economy*, *27*, 507–519. doi:10.1016/j.ejpoleco.2011.03.001

- Delhey, J., Newton, K., & Welzel, C. (2011). How general is trust in “most people”? Solving the radius of trust problem. *American Sociological Review*, *76*, 786–807. doi:10.1177/0003122411420817
- Dworken, B. S. (2001). Research reveals the assets of camp: Parents and campers give their opinions. *Camping Magazine*, *74*(5), 40–43.
- Flanagan, C. A., & Stout, M. (2010). Developmental patterns of social trust between early and late adolescence: Age and school climate effects. *Journal of Research on Adolescence*, *20*, 748–773. doi:10.1111/j.1532-7795.2010.00658.x
- Fukuyama, F. (2000). The social virtues and the creation of prosperity. In D. E. Eberly (Ed.), *The essential civil society reader: The classic essays* (pp. 257–266). Oxford, United Kingdom: Rowman & Littlefield.
- Gallagher, T. (2005). *Modern Romania: The end of communism, the failure of democratic reform, and the theft of a nation*. New York: New York University Press.
- Garst, B. A., Browne, L. P., & Bialeschki, M. D. (2011). Youth development and the camp experience. *New Directions for Youth Development*, *2011*(130), 73–87. doi:10.1002/yd.398
- Gillard, A., & Watts, C. E. (2013). Program features and developmental experiences at a camp for youth with cancer. *Children and Youth Services Review*, *35*, 890–898. doi:10.1016/j.childyouth.2013.02.017
- Gillard, A., Witt, P. A., & Watts, C. E. (2011). Outcome and processes at a camp for youth with HIV/AIDS. *Qualitative Health Research*, *21*, 1508–1526. doi:10.1177/1049732311413907
- Gillis, H. L., & Speelman, E. (2008). Are challenge (ropes) courses an effective tool? A meta-analysis. *Journal of Experiential Education*, *31*, 111–135. doi:10.1177/105382590803100202
- Goldenberg, M., McAvoy, L., & Klenosky, D. B. (2005). Outcomes from the components of an Outward Bound experience. *Journal of Experiential Education*, *28*, 123–146. doi:10.1177/105382590502800206
- Hattie, J., Marsh, H., Neill, J., & Richards, G. (1997). Adventure education and Outward Bound: Out-of-class experiences that make a lasting difference. *Review of Education Research*, *67*, 43–87. doi:10.3102/00346543067001043

- Hazelworth, M. S., & Wilson, B. E. (1990). The effects of an outdoor adventure camp experience on self-concept. *Journal of Environmental Education, 21*, 33–37. doi:10.1080/00958964.1990.9941936
- Howard, M. M. (2002). *The weakness of civil society in post-communist Europe*. New York, NY: Cambridge University Press.
- Inglehart, R. (1999). Trust, well-being and democracy. In M. E. Warren (Ed.), *Democracy and trust* (pp. 88–120). Cambridge, United Kingdom: Cambridge University Press.
- Innes, R., & Mitra, A. (2013). Is dishonesty contagious? *Economic Inquiry, 51*, 722–734. doi:10.1111/j.1465-7295.2012.00470.x
- Jones, R. (2005). What do children most enjoy about summer soccer camp? General and age group perceptions. *The Physical Educator, 62*, 2–14.
- Kinsey, S. (2013). Using multiple youth programming delivery modes to drive the development of social capital in 4-H participants. In M. Calvert, M. Emery, & S. Kinsey (Eds.), *Youth programs as builders of social capital* (pp. 61–73). San Francisco, CA: Jossey-Bass.
- Kirschman, K. J., Roberts, M. C., Shadlow, J. O., & Pelley, T. J. (2010). An evaluation of hope following a summer camp for inner-city youth. *Child & Youth Care Forum, 39*, 385–396. doi:10.1007/s10566-010-9119-1
- LaFollette, H., & Graham, G. (1986). Honesty and intimacy. *Journal of Social and Personal Relationships, 3*, 3–18. doi:10.1177/0265407586031001
- Larsen, L., Harlan, S. L., Bolin, B., Hackett, E. J., Hope, D., Kirby, A., . . . Wolf, S. (2004). Bonding and bridging: Understanding the relationship between social capital and civic action. *Journal of Planning Education and Research, 24*, 64–77. doi:10.1177/0739456X04267181
- Nannestad, P. (2008). What have we learned about generalized trust, if anything? *Annual Review of Political Science, 11*, 413–436.
- Özcan, B., & Bjørnskov, C. (2011). Social trust and human development. *Journal of Socio-Economics, 40*, 753–762. doi:10.1016/j.socec.2011.08.007
- Paunonen, S. V. (2006). You are honest, therefore I like you and find you attractive. *Journal of Research in Personality, 40*, 237–249. doi:10.1016/j.jrp.2004.12.003

- Pinotti, P. (2012). Trust, regulation and market failures. *Review of Economics and Statistics*, 94, 1–28. doi:10.1162/REST\_a\_00209
- Pippidi, A. M. (2002). Romania: From procedural democracy to European integration. In M. Kaldor & I. VeJVoda (Eds.), *Democratization in central and eastern Europe* (pp. 135–149). New York, NY: Cassell.
- Prouty, D. (2001). Thoughts on moral development and the adventure field. *Zip Lines: The Voice for Adventure Education*, 43, 10–11.
- Quay, J., Dickinson, S., & Nettleton, B. (2002/2003). Students caring for each other: Outdoor education and learning through peer relationships. *Australian Journal of Outdoor Education*, 7, 45–53.
- Regan, P. C., Levin, L., Sprecher, S., Christopher, F. S., & Gate, R. (2000). What characteristics do men and women desire in their short-term sexual and long-term romantic partners? *Journal of Psychology & Human Sexuality*, 12, 1–21. doi:10.1300/J056v12n03\_01
- Rose-Ackerman, S. (2001). *Trust, honesty, and corruption: Reflections on the state-building process* (John M. Olin Center for Studies in Law, Economics, and Public Policy Working Papers, Paper 255). Retrieved from [http://digitalcommons.law.yale.edu/lepp\\_papers/255/](http://digitalcommons.law.yale.edu/lepp_papers/255/)
- Sagarin, B. J., Rhoads, K. V. L., & Cialdini, R. B. (1998). Deceiver's distrust: Denigration as a consequence of undiscovered deception. *Personality and Social Psychology Bulletin*, 24, 1167–1176. doi:10.1177/01461672982411004
- Schnitker, S. A., Felke, T. J., Barrett, J. L., & Emmons, R. A. (2014). Longitudinal study of religious and spiritual transformation in adolescents attending young life summer camp: Assessing the epistemic, intrapsychic, and moral sociability functions of conversion. *Psychology of Religion and Spirituality*, 6, 83–93. doi:10.1037/a0035359
- Shirilla, P. (2009). Adventure-based programming and social skill development in the lives of diverse youth: Perspectives from two research projects. *Journal of Experiential Education*, 31, 410–414. doi:10.1177/105382590803100310

- Sibthorp, J., & Arthur-Banning, S. (2004). Developing life effectiveness through adventure education: The role of participant expectations, perceptions, empowerment, and learning relevance. *Journal of Experiential Education*, *27*, 32–50. doi:10.1177/105382590402700104
- Thurber, C. A., Scanlin, M. M., Scheuler, L., & Henderson, K. A. (2007). Youth development outcomes of the camp experience: Evidence for multidimensional growth. *Journal of Youth and Adolescence*, *36*, 241–254. doi:10.1007/s10964-006-9142-6
- Uslaner, E. M. (2004). Trust and corruption. In J. G. Lambsdorf, M. Taube, & M. Schramm (Eds.), *Corruption and the new institutional economics*. London, United Kingdom: Routledge.
- Uslaner, E. M. (2012). Measuring generalized trust: In defense of the ‘standard’ question. In F. Lyon, G. Mollering, & M. Saunders (Eds.), *Handbook of research methods on trust* (pp. 72–82). Northampton, MA: Edward Elgar.
- Uslaner, E. M., & Brown, M. (2003). Inequality, trust, and civic engagement. *American Politics Research*, *31*, 1–28. doi:10.1177/1532673X04271903
- Uysal, A., Lin, H. L., & Bush, A. L. (2012). The reciprocal cycle of self-concealment and trust in romantic relationships. *European Journal of Social Psychology*, *42*, 844–851. doi:10.1002/ejsp.1904
- van den Bos, W., Westenberg, M., van Dijk, E., & Crone, E. A. (2010). Development of trust and reciprocity in adolescence. *Cognitive Development*, *25*, 90–102. doi:10.1016/j.cogdev.2009.07.004
- Walker, A. N., Barry, T. D., & Bader, S. H. (2010). Therapist and parent ratings of changes in adaptive social skills following a summer treatment camp for children with autism spectrum disorders: A preliminary study. *Child & Youth Care Forum*, *39*, 305–322. doi:10.1007/s10566-010-9110-x
- Warburton, J., & Terry, D. J. (2000). Volunteer decision making by older people: A test of a revised theory of planned behavior. *Basic and Applied Social Psychology*, *22*, 245–257. doi:10.1207/S15324834BASP2203\_11
- Warren, M. R., Thompson, J. P., & Saegert, S. (2001). The role of social capital in combatting poverty. In S. Saegert, J. P. Thompson, & M. R. Warren (Eds.), *Social capital and poor communities* (pp. 1–28). New York, NY: Russell Sage Foundation.

- Weber, M., & Ruch, W. (2012). The role of character strengths in adolescent romantic relationships: An initial study on partner selection and mates' life satisfaction. *Journal of Adolescence*, 35, 1537–1546. doi:10.1016/j.adolescence.2012.06.002
- Williams, D. C., Ma, Y., & Prejean, L. (2007/2008). Acquisition of physics content knowledge and scientific inquiry skills in a robotics summer camp. *Journal of Research on Technology in Education*, 40, 201–216. doi:10.1080/15391523.2007.10782505
- Zsolnai, L. (2004). Honesty and trust in economic relationships. *Management Research News*, 27, 57–62. doi:10.1108/01409170410784257